



New City Primary School Curriculum Overview Year 2

Autumn 1 2017/2018

Foundation Curriculum

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 -Assessment Week	Week 7
<u>History</u> Famous people and their impact on society. (Nelson Mandela, Mo Farah, Florence Nightingale, Tim Berners-Lee, Rosa Parks, Emily Davison, Neil Armstrong)	To create a timeline of famous people.	To create a fact file on a famous person.	To create a fact file on a famous person.	To create a fact file on a famous person.	To analyse the achievements of a famous person.	To compare two famous people.	To debate the accomplishments of two famous people.
<u>Art</u>	To investigate Media and Materials Exploring a Variety of media and materials to create large scale	To investigate Media and Materials Exploring a Variety of media and materials to create large scale	To investigate Media and Materials Exploring a Variety of media and materials to create large scale	To investigate Media and Materials Exploring a Variety of media and materials to create large scale	To investigate Media and Materials Exploring a Variety of media and materials to create large scale	To investigate Media and Materials Exploring a Variety of media and materials to create large scale display work Linking to the learning	To investigate Media and Materials Exploring a Variety of media and materials to create large scale display work Linking to the learning

	display work Linking to the learning the children are doing in their other subjects	display work Linking to the learning the children are doing in their other subjects	display work Linking to the learning the children are doing in their other subjects	display work Linking to the learning the children are doing in their other subjects	display work Linking to the learning the children are doing in their other subjects	the children are doing in their other subjects	the children are doing in their other subjects
<u>DT</u>	To identify different types of puppets. To know that puppets are made up of different moving parts.	To observe and draw a variety of puppets. To label the drawings correctly	To design a template of a simple puppet. To choose and use basic sewing techniques.	To compare joining techniques. To use simple vocabulary associated with using textiles such as materials, components and processes.	To design a puppet based on previous knowledge. To identify simple design criteria.	To create 'mock' puppet from paper. To evaluate the process before making the real puppet.	To create the real puppet using the design criteria. To evaluate the finished puppet against the success criteria.
<u>RE</u> <u>Kwanza</u>	identify ways in which different people celebrate	To recall the story of Kwanza and how it is celebrated in the USA	To explain a Kwanza value	To discuss what different religions believe	To retell and suggest meanings for the Kwanza story	To articulate/create/show values that are important to them	To articulate/create/show values that are important to them
<u>PHSCE</u> <u>New Beginnings</u>	To understand the term 'community' To identify the communities that I belong to.	To explore the idea of my class community. To explain how I feel safe in my class.	To identify how I can make my class environment feel safe and secure for others.	To explain how I can make someone feel welcome.	To recognise that the communities that I belong to have similarities and differences	To understand that I can bring strengths and positive attributes to a community	I understand that it is not ok for other people to make my community feel unsafe.

<p>PE <u>Gymnastics: travelling and Balance</u></p> <p><u>Games 2: Racket skills</u></p>	<p>Finding and using space</p> <p>Racket skills</p>	<p>Travelling over mats and hoops</p> <p>Racket skills</p>	<p>Travelling with a partner</p> <p>Feeding and fielding</p>	<p>Travelling over mats and benches</p> <p>Feeding and fielding</p>	<p>More partner work</p> <p>Balancing the ball</p>	<p>More partner work</p> <p>Balancing the ball</p>	<p>Body shapes</p> <p>Hitting accurately</p>
<p><u>Music</u></p>	<p>Music Express Ourselves. Exploring sounds Feeling vocal</p>	<p>Music Express Ourselves. Exploring sounds Feeling vocal</p>	<p>Music Express Ourselves. Exploring sounds Feeling vocal</p>	<p>Music Express Ourselves. Exploring sounds Feeling vocal</p>	<p>Music Express Ourselves. Exploring sounds Feeling vocal</p>	<p>Music Express Ourselves. Exploring sounds Feeling vocal</p>	<p>Music Express Ourselves. Exploring sounds Feeling vocal</p>
<p><u>Mandarin</u></p>	<p>Hello + Gesture culture Chinese phonetic Symbols</p>	<p>Hello sentence Chinese phonetic Symbols</p>	<p>Hello practice Chinese phonetic Symbols</p>	<p>Chinese phonetic Symbols practice</p>	<p>Hello daily talk Chinese phonetic Symbols</p>	<p>Hello daily talk practice Chinese phonetic Symbols</p>	<p>Culture Chinese phonetic Symbols</p>