

YEAR 2 - Dashwood Banbury Academy Whole School Curriculum Overview

	Autumn 1	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer 2	Summer 2
3 Guiding Principles										
8 Conditions of learning	Belonging and consideration	Confidence to take action and resilience	Heroes, Respect and leadership	Fun and excitement and motivation	Heroes	Creativity and curiosity	Spirit of Adventure	Heroes	Heroes	Heroes
Power Skills	Communication, Collaboration, Character, Critical Thinking, Creativity	Communication, Collaboration, Character, Critical Thinking, Creativity	Communication, Collaboration, Character, Critical Thinking, Creativity	Communication, Collaboration, Character, Critical Thinking, Creativity	Communication, Collaboration, Character, Critical Thinking, Creativity	Communication, Collaboration, Character, Critical Thinking, Creativity	Communication, Collaboration, Character, Critical Thinking, Creativity	Communication, Collaboration, Character, Critical Thinking, Creativity	Communication, Collaboration, Character, Critical Thinking, Creativity	Communication, Collaboration, Character, Critical Thinking, Creativity
NO Limits Topic										
AL Assignment	If I was a ladybird, where would I want to live?	How can we, as Geographers, investigate the differences between Banbury and London?	How would my life be similar or different if I were to grow up in Chernobyl, Iraq?	How could we, as Year 2 Artists, create a masterpiece to be enjoyed by all in an art gallery?	What would our world have been like today if our early explorers hadn't taken their?	How can we prove that all animals and plants' needs are different?	How can we create a puppet that children will want to buy?	If I joined Dashwood school in 1952, what would I have been like?	Create a leaflet comparing Dashwood in the past and present	Now I am moving up to KS2, what new opportunities and responsibilities will I have and how will I prepare myself for this? Survival booklet!
Employability focus: Gatsby 2 & 4 (Linking curriculum learning to careers)	scientist entomologist	geographer travel agent	TV producer researcher presenter	artist	explorer researcher	scientist biologist presenter	puppeteer scientist			
Employability: Gatsby 5 (Encounters with employers/employees)				artist link						
Deeper Learning Competencies	1. Master core academic content 2. Think critically and solve complex problems 3. Work collaboratively 4. Communicate effectively 5. Learn how to learn - Direct own learning/Creativity 6. Develop academic mindsets - Resilience	1. Master core academic content 2. Think critically and solve complex problems 3. Work collaboratively 4. Communicate effectively 5. Learn how to learn - Direct own learning/Creativity 6. Develop academic mindsets - Resilience	1. Master core academic content 2. Think critically and solve complex problems 3. Work collaboratively 4. Communicate effectively 5. Learn how to learn - Direct own learning/Creativity 6. Develop academic mindsets - Resilience	1. Master core academic content 2. Think critically and solve complex problems 3. Work collaboratively 4. Communicate effectively 5. Learn how to learn - Direct own learning/Creativity 6. Develop academic mindsets - Resilience	1. Master core academic content 2. Think critically and solve complex problems 3. Work collaboratively 4. Communicate effectively 5. Learn how to learn - Direct own learning/Creativity 6. Develop academic mindsets - Resilience	1. Master core academic content 2. Think critically and solve complex problems 3. Work collaboratively 4. Communicate effectively 5. Learn how to learn - Direct own learning/Creativity 6. Develop academic mindsets - Resilience	1. Master core academic content 2. Think critically and solve complex problems 3. Work collaboratively 4. Communicate effectively 5. Learn how to learn - Direct own learning/Creativity 6. Develop academic mindsets - Resilience	1. Master core academic content 2. Think critically and solve complex problems 3. Work collaboratively 4. Communicate effectively 5. Learn how to learn - Direct own learning/Creativity 6. Develop academic mindsets - Resilience	1. Master core academic content 2. Think critically and solve complex problems 3. Work collaboratively 4. Communicate effectively 5. Learn how to learn - Direct own learning/Creativity 6. Develop academic mindsets - Resilience	1. Master core academic content 2. Think critically and solve complex problems 3. Work collaboratively 4. Communicate effectively 5. Learn how to learn - Direct own learning/Creativity 6. Develop academic mindsets - Resilience
Cultural Capital/Traps	Paddington	Paddington	Fairytale: Mr Fox	Fairytale: Mr Fox	Space centre Eisa Test	Mr Mopkita	Pinochio	Utterly me	Utterly me	
Whole class reader										
Writing purpose & focus text	I am an author. Write a sorry letter from the ladybird to the other children	WAGOLL - How to capture a Dragon Independent - How to look after a bear Non - Chronological Report WAGOLL - Queen Elizabeth II Independent History - King Charles III	Diary entry from Mr Fox	To write a Warning Story: The Strouman	To write a poem: If I was a Superhero Neil Armstrong - Little people, big dreams	To write a Character Flash story: How the Camel got his hump If you ever want to bring an alligator to school, Don't!	To write a warning story: The Magic paintbrush	To write an information Text: WAGOLL - Present Day Dashwood, Independent White - Dashwood in the past Poem - The life cycle of a flower		
Oracy										
Maths	Place Value	Addition & Subtraction	Addition and Subtraction	Shape	Money Multiplication & Division	Length & Height Fractions	Mass, capacity & temperature Time	Position & Direction		
Science	What is a microhabitat and what reintroduces need to survive? Identify animals and plants within microhabitat	Name Plants	Materials- Naming and how they are used?	Investigation: best waterproof material for Santa's sack.	Fair test experiment. Craters division	The life cycle of animals and how to adapt to habitats Investigation: Explain the lifecycle of a frog	Understand the purpose of different materials for objects and their properties (mass)	Habitats- food chains and plants: what you need to grow and what prey needs to survive experiment?		Investigation: Changes in micro-habitats over time Recap food chains and habitats at the seaside
History	Queen Elizabeth II coming into reign and the role of the royal family and their impact on Britain and the World & Elizabeth II's death and the impact that had. What Charles will do as a new King	Links to the British Empire and it's connections to India.	Use sources to study Neil Armstrong and Helen Sharman to see how events have changed our lives today				(Recap on boys in the past)	Local history Study: History of Dashwood Academy during the Victorian period including how children were sanctioned in that era at school. (Recap boys from the past - Yr 1 topic)		Life's a child links Changes in leaves over time
Geography	Compare and contrast two locations - London to Banbury naming physical and human features. Recap the Republic of London. Capital Cities in the UK Countries in Europe	Human and physical features of India and Banbury (focus V cities)	Locate countries on a globe or map linked to artists	Oceans and seas Recap countries and continents	Linked to countries, locate where different animals live including	Recap countries and continents where Edward visited	Recap maps of Banbury and features including the move of the school	Compare and contrast Banbury in a beam on the coast - Seaside location		
Religious Education	Me and others: Which groups do I belong to?	Creation- Ideas of God: What does heaven look like?	Stories: Should we always forgive?	Celebrations: Why is light important in religion?	Places and Symbols: What makes a religious space special?	Big Questions: What do people believe about God, humanity and the natural world?				
Computing	Programming: Use and follow instructions - algorithms E-safety: beware of who you are talking to online	Simple searches on the internet and who created the information found E-safety: Keeping personal information safe online	Date and information - Piograms E-safety: online footprints	Creating media making music: E-safety: using with appropriate pop ups	Programming and debugging - scratch jr					Programming: Plan a simple algorithm: E-safety: taking online to people you don't know Using statements to create effect and perform simple rhythmic patterns
Music	Perform sequences that increase or decrease in tempo Recognising and keeping a beat	Indian Music - Ravi Shankar	Performing simple patterns, keeping a steady pulse	Create sound that create certain effects and comment on its effect	Compose a musical sequence that has a beginning, middle and end					Take one picture link - Design 'Beach scene' and compare Monet Beach at Touville
Art	Recap: 3D art and colour mixing Sketching minibeasts using different mediums	Rangoli art	Artist Study: Monet, Van Buuren, Klimt, Kandinsky Painting & Drawing	Structures: Redesign a space craft	Textiles: Design, make and evaluate a puppet					Cooking and nutrition Healthy Eating: balanced diet - smoothies and fruit lollies
PE	Team Games Daily Mile	Gymnastics: Balancing and travelling with control to perform a sequence	Ballet/Dance	Basketball Risks and lollies	Games: Spatial awareness in games and following game rules Gymnastics: Move with control and coordination to perform a sequence. Evaluate performances.	Dance: Changing speed, direction when performing a sequence Games: Throwing and catching with accuracy in a game situation	Athletics: Throwing, balancing, running, jumping techniques Gymnastics: Follow a sequence that follows a role			Athletics: throwing, balancing, running, jumping techniques Rounders: throwing and catching techniques
MFL	Greetings Listening to each other Getting to know you activities Priority instructions British values SMSC	Colours and numbers	Colours and numbers	Positive and negative relationships and strategies to support yourself. Why do people show different feelings and how we respond to this. The effects of leading people.	How to communicate views and opinions respectfully. Ways to keep yourself safe in different situations.	Strategies to keep ourselves mentally and physically well.	Personal hygiene and safety at home and in the community.	Superheroes or in my town		Races: Transition to KS2 Rights and Responsibilities Spending, borrowed/lent money
PSHE	Spiritual - using imagination awe and wonder	What we do to look after our school and community environment? Safe and unsafe secrets	Why do we have rules and regulations?	Spiritual: awe and wonder at new discoveries	Spiritual: reflect on the interdependence of all living things	Spiritual: reflect on the interdependence of all living things	Spiritual: Using imagination and creativity	Is it right that Edward became King over his eldest daughter Victoria?		Moral: Scientific developments that may give rise to moral dilemmas
SMSC		Social: Respecting each others ideas and reflect how different cultures represent themselves	Use imagination and creativity to explore ideas and feelings							