**MOLES Curriculum Overview**

**Year B**

***Leading Programme of Study: Year 2***

**Reading**

| **Autumn** | **Autumn** | **Spring** | **Spring** | **Summer** | **Summer** |
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| * Grandad’s Island
* Fables – The Goose that Laid the Golden Eggs
* Mrs Noah’s Pockets
 | * Paddington
* The Christmas Pine Julia Donaldson
 | * The Quangle Wangle’s Hat - Edward Lear
* Coming to England
* The Street Beneath My Feet
 | * The Rhythm of the Rain
* Little People, Big Dreams
 | * Great Women Who Changed the World
* Aesop’s Fables – The Sun and the Wind
 | * Fantastic Mr Fox
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**Writing**

| **Autumn** | **Spring** | **Summer** |
| --- | --- | --- |
| * Character descriptions (CUSP link - Animals and Living things)
* Simple retelling of a narrative
* Poems developing vocabulary
* Stories from other cultures
* Formal Invitations
 | * Poetry on a theme (humorous)
* Recount from personal experience
* Formal invitations
* Stories from other cultures
* Non-chronological reports
 | * Character description – builds on CUSP Animals, including humans
* Non-chronological reports – builds on CUSP Significant people
* Simple retelling of a narrative
* Recount from personal experience – builds on CUSP Where we live
* Poems developing vocabulary – builds on CUSP Stop motion animation
* Poetry on a theme (humorous / poems about change)
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|  | **Autumn** | **Spring** | **Summer** |
| --- | --- | --- | --- |
| **Science Year 1** | **INTRODUCE - Plants*** Introduce trees

**INTRODUCE - Animals, including humans*** Animals
* Eating
* Senses

**INTRODUCE - Seasonal changes*** Seasons and weather
* Day to night
 | **REVISIT - Animals, including humans*** Animals
* Eating
* Senses

**INTRODUCE - Everyday materials*** Materials
* Properties
* Use what you know

  | **INTRODUCE - Plants*** Introduce parts of a plant

**REVISIT - Animals, including humans*** Animals
* Eating
* Senses

**REVISIT - Everyday materials*** Materials
* Properties
* Use what you know

**REVISIT - Seasonal changes*** Seasons and weather
* Day to night
 |
| **Science Year 2** | **INTRODUCE - Living things and their habitats*** Characteristics of living things
* Location of living things
* How living things are connected

**INTRODUCE - Animals, including humans*** Animals and change
* Air, water and food
* Health and food
 | **REVISIT - Living things and their habitats*** Characteristics of living things
* Location of living things
* How living things are connected

**REVISIT - Animals, including humans*** Animals and change
* Air, water and food
* Health and food

**INTRODUCE & REVISIT - Uses of everyday materials*** Materials
* Changes
* Purpose
 | **REVISIT - Living things and their habitats*** Characteristics of living things
* Location of living things
* How living things are connected

**INTRODUCE - Plants*** Growing from a seed
* Growing from a plant
* Healthy plants

**REVISIT - Animals, including humans*** Animals and change
* Air, water and food
* Health and food
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| **History** | **INTRODUCE – Events beyond living memory: The Great Fire of London*** When and where
* What happened
* Evidence and change
 | **INTRODUCE – Local history study*** Barnham today
* Barnham in the past
* What I know about Barnham
 | **REVISIT - Events beyond living memory: The Great Fire of London*** When and where
* What happened
* Evidence and change

**REVISIT – Local history study*** Barnham today
* Barnham in the past
* What I know about Barnham
 |
| **Geography** | **INTRODUCE – Place knowledge*** Europe, United Kingdom, capital cities
* Africa, Kenya, Nairobi
* Compare the human and physical similarities and differences

**INTRODUCE - Human and Physical geography*** Fieldwork, mapping and position
* Fieldwork, mapping and symbols
* Mapping and drawing
* Summary
 | **CONTINUE – Place knowledge*** Europe, United Kingdom, capital cities
* Africa, Kenya, Nairobi
* Compare the human and physical similarities and differences

**INTRODUCE - Geographical skills and fieldwork*** Fieldwork, mapping and position of school
* Fieldwork, mapping and symbols of school
* Mapping and drawing of school
* Summary
 | **EXTEND – Place knowledge*** Europe, United Kingdom, capital cities
* Africa, Kenya, Nairobi
* Compare the human and physical similarities and differences

**REVISIT - Geographical skills and fieldwork*** Fieldwork, mapping and position of school
* Fieldwork, mapping and symbols of school
* Mapping and drawing of school
* Summary
 |
| **Art and Design** | **Drawing*** Use a range of mark makers to create a variety of effects which are dependent on the surface on which they are placed

**Painting*** Select colours and painting tools
* Make painted marks to express feelings
 | **Printmaking*** Create repeated patterns Combine printing techniques

**Textiles and collage*** Select appropriate pre-used images, colours and textures to create a new picture
 | **3D*** Join materials together to form a 3D work of art Make a small rough draft of a sculpture to explore ideas
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| **Design and Technology** | **Textiles*** Explore shape and texture

**Food and nutrition*** Following a recipe
 | **Mechanisms*** Axels and wheels

**Understanding materials*** Manipulating materials
 | **Food and nutrition*** Increasing our intake of fruit and vegetables

**Structures*** Freestanding structures with moving parts
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| **Music** | **Charanga**Hands, feet, heart | **Charanga**Ho, Ho, Ho | **Charanga**I wanna play in a band | **Charanga**Zootime | **Charanga**Friendship song | **Charanga**Reflect, rewind and reply |
| **Computing** | **Keychain Computing*** Computing systems and networks
* Creating media – digital photography
 | **Keychain Computing*** Creating media – making music
* pictograms
 | **Keychain Computing*** Programming A
* Programming B
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| **PE** | **Fundamental skills****Yoga**  | **Gymnastics****Games** | **Gymnastics****Dance**  | **Dance****Gymnastics**  | **Scooters****Games** | **Games****Athletics**  |
| **PSHE** | **Me and my relationships*** Feelings
* Bullying
* Friendships

**Valuing difference*** What makes us who we are
* My special people
* Acts of kindness
 | **Keeping myself safe*** Speaking out
* Secrets
* Staying safe

**Rights and responsibility*** Getting on with others
* Feeling safe
* Playing games
 | **Being my best*** You can do it
* What my body needs
* What my body can do

**Growing and changing*** Growing up
* My body, your body
* Respecting privacy
* Basic first aid
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| **RE** | **Believing – Judaism*** Why do Jewish families talk about repentance at New Year?
 | **Belonging – Christianity*** Why was Jesus given the name ‘saviour’?
 | **Islam*** How do some Muslims show Allah is compassionate and merciful?
 | **Symbols and Artefacts – Christianity*** What are the best symbols of Jesus’ death & resurrection at Easter?
 | **Leaders and Teachers – Christianity*** Why do Christians trust Jesus and follow him?
 | **Leaders and Teachers – Judaism*** Why is the Torah such a joy for the Jewish community?
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