**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 |

**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) |

|  | **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 | |
| **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 | |
| **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 | |
| **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 | |
| **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 | |
| **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? |