

The John Ball Curriculum 2022/2023

London and Beyond Community Communication Adventure and exploration Innovative thinking Possibility

| YEAR 2                                   | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|--|---|--|--|---|---|---|
| <b>The topic we will be learning is:</b> | Extraordinary Women   | Gorillas   | London's Burning!  | Mighty Materials  | Plants  | Eco Warriors  |
| <b>Inspiring moment:</b>                 | Exploring Mary's medicines  | Wildlife documentary video   | Planting class garden + journal  | Materials science investigation   | Making a delicious dip  | Minibeast hunt  |
| <b>Maths Units</b>                       | <b>Number:</b> Place value (3)<br><b>Number:</b> Addition and Subtraction (5)   | <b>(cont'd - Number:</b> Addition and Subtraction<br><b>Measurement:</b> Money (2)<br><b>Number:</b> Multiplication and Division(2)  | <b>Number:</b> Multiplication and Division (2)<br><b>Statistics</b> (2)<br><b>Geometry:</b> Properties of Shape (3)  | <b>Number:</b> Fractions (3)<br><b>Measurement:</b> length and height (1)<br><b>Consolidation</b> (1)                                   | <b>Position and direction</b> (3)<br><b>Problem solving and efficient methods</b> (2)<br><b>Measurement:</b> Time (2) | <b>Measurement:</b> Mass, Capacity and Temperature (3)<br><b>Investigations</b> (2)   |
| <b>English Writing Outcomes</b>          | <b>Billy and the Beast</b><br>Purpose: writing to entertain (alternate story)<br><br>Purpose: writing to inform (instructions for Billy and the Beast)  | <b>Jane Goodall</b><br>Purpose: writing to inform (biography of Jane Goodall)<br><br><b>Gorilla</b><br>Purpose: writing to entertain (Gorilla story)                         | <b>Great Fire of London</b><br>Purpose: writing to entertain (diary entry)<br><br><b>A walk around London</b><br>Purpose: writing to inform (newspaper report)<br><br>Purpose: writing to inform (report on a plant discovery) | <b>Traction Man</b><br>Purpose: writing to entertain (poetry unit)<br><br>Purpose: writing to inform (recount: chick hatching)          | <b>Troll</b><br>Purpose: writing to entertain (troll story)<br><br>Purpose: writing to inform (newspaper report)      | <b>Somebody Swallowed Stanley</b><br>Purpose: writing to entertain (Ada Twist inspired poetry)<br><br>Purpose: writing to inform (scientific report)      |
| <b>Our key English text:</b>             | <b>Billy and the Beast</b><br>   | <b>Gorilla</b><br>   | <b>The Great Fire of London</b><br><b>A Walk Around London</b><br>  | <b>Traction Man series</b><br>                     | <b>Troll</b><br>                 | <b>Somebody Swallowed Stanley</b><br><b>Ada Twist, Scientist</b><br> |
| <b>English Grammar</b>                   | <ul style="list-style-type: none"> <li>• Full stops and capital letters</li> <li>• Contractions (apostrophes for missing letters)</li> <li>• noun phrases</li> <li>• coordinating conjunctions</li> </ul> | <ul style="list-style-type: none"> <li>• Subordinating conjunctions (because)</li> <li>• Exclamations</li> <li>• Sentence types</li> <li>• Past and present tense</li> </ul> | <ul style="list-style-type: none"> <li>• Past tense</li> <li>• Conjunctions</li> <li>• Commas in a list</li> <li>• Exclamations</li> <li>• Apostrophes for possession</li> </ul>   | <ul style="list-style-type: none"> <li>• Similes</li> <li>• Using commas</li> <li>• Noun phrases</li> <li>• Progressive form</li> </ul> | <ul style="list-style-type: none"> <li>• Inverted commas for speech</li> <li>• Apostrophes for possession</li> </ul>  | <ul style="list-style-type: none"> <li>• Apostrophes for possession and contraction</li> </ul>  |
| <b>History</b>                           | <b>Unit title:</b> Mary Seacole   | <b>History Revisited: Timelines</b>  | <b>Unit title:</b> Great fire of London  | <b>History Revisited: London</b>  | <b>Unit title:</b> Travel and transport   | <b>History Revisited</b> By the Seaside (Historical sources)  |
| <b>Geography</b>                         | <b>Geography Revisited:</b> Physical Features   | <b>Unit title:</b> Let's go to the Arctic!   | <b>Geography Revisited:</b> Mapping a local area   | <b>Unit title:</b> Let's explore London!  | <b>Geography Revisited:</b> Directions  | <b>Unit title:</b> Sea and coasts   |

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| <b>Music</b>                                     | <b>Unit title:</b> Black History Month: <i>Call and response</i>  | <b>Unit title:</b> Melody and singing  | <b>Unit title:</b> Improvisation in C  | <b>Unit title:</b> Sound association   | <b>Unit title:</b> Playing with others: ensemble skills  | <b>Unit title:</b> Rainforest soundtrack   |
| <b>PSHE</b>                                      | <b>Unit title:</b> JB Pride and Relationships<br><br><b>Discovery Education Unit:</b> Healthy and happy Friendships: What makes a happy friendship  | <b>Unit title:</b> Resilience and Communicating feelings<br><br><b>Discovery Education Unit:</b> Similarities and differences: Strength, abilities and stereotypes | <b>Unit title:</b> A mind to be kind.<br><br><b>Discovery Education Unit:</b> Caring and responsibility: Special People in our Community                     | <b>Unit title:</b> Money: Financial Education<br><br><b>Discovery Education Unit:</b> Families and Committed relationships: The diversity of Family                              | <b>Unit title:</b> Respecting Privacy<br><br><b>Discovery Education Unit:</b> Healthy body, healthy minds: Staying safe and healthy                      | <b>Unit title:</b> Taking care of the environment<br><br><b>Discovery Education Unit:</b> Coping with Change: Growing up and setting goals |
| <b>RE</b>  | <b>Focus religion:</b> Judaism  | <b>Focus religion:</b> Christianity  | <b>Focus religion:</b> Hinduism  | <b>Focus religion:</b> Buddhism  | <b>Focus religion:</b> Islam   | <b>Focus religion:</b> Humanism  |
| <b>Art</b>                                       | <b>Unit title:</b> Drawing (still life)   |  | <b>Unit title:</b> Painting (tints and tones)  |  | <b>Unit title:</b> Tools and equipment   |  |
| <b>Design Technology</b>                         |   | <b>Unit title:</b> Textiles  |  | <b>Unit title:</b> Structures and mechanisms   |  | <b>Unit title:</b> Food technology   |
| <b>Computing</b>                                 | <b>Unit title:</b> Online safety  | <b>Unit title:</b> Coding  | <b>Unit title:</b> Handling data<br><br><b>Online Safety recap</b>   | <b>Unit title:</b> Word processing   | <b>Unit title:</b> Taking pictures<br><br><b>Online Safety recap</b>   | <b>Unit title:</b> Coding  |
| <b>Science</b>                                   | <b>Unit title:</b> Animals including humans   | <b>Unit title:</b> Living things and their habitats - part 1   | <b>Unit title:</b> Plants (Part 1)   | <b>Unit title:</b> Uses of everyday materials  | <b>Unit title:</b> Plants (part 2)   | <b>Unit title:</b> Living things and their habitats (Part 2)   |
| <b>PE</b>  | <b>Outdoor:</b> Speed, agility and balance<br><br><b>Indoor:</b> Gymnastics/Dance   | <b>Outdoor:</b> Handball<br><br><b>Indoor:</b> Gymnastics/Dance  | <b>Outdoor:</b> Invasion games<br><br><b>Indoor:</b> Gymnastics/Dance  | <b>Outdoor:</b> Attacking and defending<br><br><b>Indoor:</b> Gymnastics/Dance   | <b>Outdoor:</b> Core skills<br><br><b>Indoor:</b> Gymnastics/Dance   | <b>Outdoor:</b> Competitive SSGs<br><br><b>Indoor:</b> Gymnastics/Dance  |
| <b>Safeguarding (from across the curriculum)</b> | Being safe-what does it look like in school<br><br>Hive-identifying adults we can share our worries with in school<br><br>Internet Safety<br><br>Mental health awareness week (10 <sup>th</sup> -16 <sup>th</sup> ) | Keeping safe - feelings and emotions<br><br>Bonfire night safety<br><br>Stranger danger<br><br>Keeping safe around animals   | Anti-bullying week<br><br>Fire safety  | Respecting Privacy   | NSPCC PANTS rule<br><br>Growing and Changing<br><br>My body/your body  | Water safety<br><br>Sun safety<br><br>Valuing difference<br><br>Preparing for Transition   |
| <b>Creative Learning Project</b>                 | <b>Task:</b><br>Can you investigate an extraordinary woman?<br><br><b>Bring in to school on:</b><br>Thursday 13 <sup>th</sup> October, 2022   | <b>Task:</b><br>Can you design and create your own Zoo?<br><br><b>Bring in to school on:</b><br>Tuesday 15 <sup>th</sup> December, 2022                            | <b>Task:</b><br>Can you choose a new year resolution and track your progress?<br><br><b>Bring in to school on:</b><br>Tuesday 7 <sup>th</sup> February, 2023 | <b>Task:</b><br>Can you take a range of photographs and submit them to the photography competition?<br><br><b>Bring in to school on:</b><br>Tuesday 28 <sup>th</sup> March, 2023 | <b>Task:</b><br>Can you create your own cooking/recipe book with your family?<br><br><b>Bring in to school on:</b><br>Tuesday 16 <sup>th</sup> May, 2023 | <b>Task:</b><br>Can you develop a recycling system at home?<br><br><b>Bring in to school on:</b><br>Tuesday 4 <sup>th</sup> July, 2023     |