

# Oasis Academy Curriculum Overview Year 2

<p><b>English</b></p> <p><b>Goldilocks and the Three Bears by Lauren Child:</b> Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions. (Extended outcome: Sequel story)</p> <p><b>Jim and the Beanstalk by Raymond Briggs:</b> Narrative re-telling (including dialogue), thought bubbles, informal letters. (Extended outcome: Sequel story)</p> <p><b>The Journey Home by Fran Preston-Gannon:</b> Posters, lists, postcards, wanted posters, information report, short stories. (Extended outcome: Persuasive letter)</p> <p><b>House Held Up By Trees by Ted Kooser and Jon Klassen:</b> Descriptive non-fiction, life-cycles, instructions for seed packets. (Extended outcome: News report)</p>	<p><b>Art &amp; Design and Technology</b></p> <p><b>Architect Focus:</b> Christopher Wren and Dame Zaha Hadid.</p> <p><b>Research:</b> Pupils will find out about the architects Christopher Wren and Dame Zaha Hadid and make comparisons.</p> <p><b>Design:</b> They find out about how architects make mock-ups/prototypes of their buildings practise using new techniques, tools, and skills needed to reinforce structures to make them strong, stiffer and more stable.</p> <p><b>Produce:</b> Pupils will use the skills they have learned to create a building of their own.</p> <p><b>Evaluate:</b> Pupils will evaluation the effectiveness of their product in relation to the design brief.</p>	<p><b>Geography &amp; History</b></p> <p><b>Street detectives:</b> Use simple fieldwork and observational skills to study the geography of the local area, Putney..</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p><b>Black History Month:</b> Learn about significant historical events, people and places in their own locality.</p> <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>Towers, Turrets and Tunnels.</b> Use aerial photographs and plan perspectives to recognise devise a simple map; and use and construct basic symbols in a key.</p> <p>Changes within living memory, events beyond living memory (castles, Euro-tunnel).</p>	<p><b>Physical Education</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>P.E will be taught alongside a specialist PE coach.</p>
<p><b>Mathematics</b></p> <p><b>Unit 1-6 Maths Mastery (Recovery Curriculum)</b> Place value, addition and subtraction, word problems, measuring, graphs, multiplication and division.</p> <ul style="list-style-type: none"> <li>-To explore 2 digit numbers.</li> <li>-To add and subtract multiples of 10 with two-digit numbers.</li> <li>-Analysing bar models / graphs.</li> <li>-Measuring and comparing lengths and width (cm/m)</li> <li>-To understand the relationship between multiplication and division.</li> </ul>	<p><b>Modern Languages</b></p> <p><b>Spanish:</b> To understand vocabulary related to our school community.</p> <ul style="list-style-type: none"> <li>-To engage in conversation.</li> <li>-To use familiar vocabulary associated with school.</li> <li>-To appreciate songs, stories and poems.</li> <li>-To describe people, places and things.</li> </ul>	<p><b>Music</b></p> <p>Listening with concentration and understanding, experimenting with sounds, playing musical instruments.</p> <p>Creating music based on our topic, Street Detectives and Towers, Turrets and Tunnels.</p>	<p><b>Computing</b></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
<p><b>Science</b></p> <p><b>Plants:</b> Spreading seeds, hydroponics in the classroom, growing plants, discussing how plants grow.</p> <ul style="list-style-type: none"> <li>-To observe and describe.</li> <li>-To ask simple questions.</li> <li>-To perform simple tests.</li> </ul> <p><b>Use of Everyday Materials:</b> Which materials are absorbent? Waterproof materials? Melting and moulding, experimenting.</p> <ul style="list-style-type: none"> <li>-Observe closely</li> <li>-Identify and classify</li> <li>-Gathering and recording data</li> </ul>	<p><b>PSHE</b></p> <p><b>Being me in my world:</b> Hopes and fears for the year, rights and responsibilities, rewards and consequences, safe and fair learning environment, valuing contributions, choices, recognising feelings</p> <p><b>Celebrating difference:</b> Assumptions and stereotypes about gender, understanding bullying, standing up for self and others, making new friends, gender diversity, celebrating difference and remaining friends.</p>	<p><b>Religious Education</b></p> <p>Christianity, Islam, Judaism, Sikhism and religions represented in the class.</p> <p>What is the bible and how do its teachings affect people? What is the holy trinity? What the Gospel means to Christians? Inspirational people (Mother Theresa)</p> <p>What is a promise? What is Judaism? Religious leaders What is Islam?</p>	