

St Mark's Class 2 Curriculum Overview - Cycle B

| Autumn Term 1 | Autumn Term 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|--|--|---|
| English | | | | | |
| Narrative | Non- Chronological Report Remembrance Poetry | Narrative | Explanation Text Poetry | Diary Entries Discussion | Instructions |
| Greek Myths retold by Marcia Williams | Country Factfiles In Flanders Fields Forget Us Not For the Fallen Poppies We Shall Keep The Faith Lasting Silence | The Golden Horsemen of Baghdad | The River – Christina Rossetti | Chimney Boy | |
| Geography | | | | | |
| Ongoing: Nature and field journals - observations of plants and animals in their local environment throughout the year | | | | | |
| | <u>Continents and Countries</u> How do the continents differ in terms of their countries, cultures, and natural features? | | <u>Amazon Basin</u> How does the landscape change along the course of the Amazon River? | | <u>Global Trade</u> How does global trade impact the food we eat, and what can we learn from different countries about their unique foods? |
| History | | | | | |
| Key events in the past : remembrance day, bonfire night, Christmas around the world/ of the past, Chinese New Year, Black History Month | | | | | |
| <u>Ancient Greece</u> Y3/4: Who mattered to the Ancient Greeks? Y5/6: What mattered to the Ancient Greeks? | | <u>Baghdad</u> Y3/4: What did Baghdad do for us? Y5/6: Why did Islam grow during the golden age? | | <u>Industrial Revolution (Victorians)</u> Y3/4: How did life in Lancashire change during the industrial revolution? Y5/6: How did the industrial revolution impact a human work force? | |

Science

Ongoing: Nature and field journals - observations of plants and animals in their local environment throughout the year

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|---|---|--|--|-----------------------|-------|
| Nutrition, diet and movement and the skeleton | Classification including subdivisions for vertebrates and invertebrates | Animals including humans - growth and development of humans PLUS exercise and the circulatory system | Habitats - grouping and classifying plants and animals | Changing Environments | Light |
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Art & Design

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| Pattern making and printing blocks. | | Islamic art and Henna | Watercolour painting | | |
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Design and technology

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| | Structures – create a labyrinth. | | | Mechanical systems - cams | Making lighthouses |
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Music

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| | | | | Lancashire Music Service | Lancashire Music Service |
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Computing

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|---|-----------------------------------|--------------------------------|-------------------------------------|------------------------------------|-----------------------------------|
| Computing Systems and Networks – The Internet | Creating Media – Audio Production | Creating Media – Photo Editing | Data and Information – Data Logging | Programming – Repetition in Shapes | Programming – Repetition in Games |
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Spanish

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|---------|-----------|----------|-----------------|------------|
| My Town | Let's Go! | Shopping | The Wider World | My Routine |
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Religious Education

How should we live our lives?

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| Christianity God How and why might Christians use the Bible? | Christianity Jesus Is sacrifice an important part of religious life? | Christianity Church What does 'love your neighbour' really mean? | Islam Why do Muslims fast during Ramadhan? | Hindu Dharam What might Hindus learn from stories about Krishna? |
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PSHE

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| Me and My Relationships | Valuing Difference | Keeping Safe | Rights and Respect | Being My Best | Growing and Changing |
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Physical Education

St Mark's **Class 2** Curriculum Overview - **Cycle B**

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| Gymnastics Swimming | Invasion Games Swimming | Outdoor and Adventurous Activities Swimming Football Boxercise | Striking & Fielding Swimming | Dance | Athletics |
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