

## Curriculum Overview: Year 2

|                | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
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| <b>English</b> | <b>A Twist in the Tale</b><br><br><b>Books:</b><br>-Goldilocks and the Three Bears<br>-You and Me<br>-Wolves   | <b>Creation and Conservation</b><br><br><b>Books:</b><br>-The Journey Home<br>-The Water Protectors   | <b>Bravery vs. Fear</b><br><br><b>Books:</b><br>-The Bear Under the Stairs<br>-The Bear and the Piano   | <b>Change and Relationship</b><br><br><b>Books:</b><br>-The Owl and the Pussycat<br>-Grandad's Camper  | <b>Fictional World and Fantasy</b><br><br><b>Books:</b><br>-The Dragon Machine<br>-Ocean Meets Sky   | <b>Urban Metropolis</b><br><br><b>Books:</b><br>-A Walk in London<br>-Last Stop on Market Street |
| <b>Maths</b>   | <b>White Rose Maths v.3</b>  |   |   |  |  |  |
|                | <b>Mastering Number</b>  |   |   |  |  |  |
| <b>Science</b> | <b>Human Survival</b><br>Human life cycle; needs for health and survival; healthy lifestyle; hygiene routines. | <b>Habitats</b><br>Exploring habitats; living and non-living things; plants and animals in a habitat; animal shelter and food; food chains; animal adaptations; plant adaptations | <b>Uses of Materials</b><br>Use of everyday materials; how materials properties are suitable or unsuitable for specific purposes; explore how materials can be changed. | <b>Plant Survival</b><br>Growth of plants from seeds and bulbs; observe the growth of plants first-hand; recording changes over time; identifying what plants need to grow and stay healthy. | <b>Animal Survival</b><br>Growth in animals by exploring life cycles of some familiar animals; build on learning about the survival to humans by identifying the basic needs of animals for survival, including: food, water, air and shelter. |  |

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| <b>History</b>        | <b>Movers and Shakers</b><br>The impact historically significant people had on the world; use timelines, stories and historical sources to find out about activists and explorers in detail; use historical models to explore significance. |  | <b>Coastline</b><br>The history of a coastal town; Captain James Cook.  | <b>Magnificent Monarchs</b><br>English and British monarchy from AD 871 to the present day; use timelines and other historical sources; build up an understanding of the monarchs and then research four of the most significant sovereigns. |  |  |
| <b>Geography</b>      |   | <b>Let's Explore the World</b><br>Atlases, maps and cardinal points; characteristics of the four countries in the UK; hot and cold places around the world; compare England and Somalia. | <b>Coastline</b><br>Physical and human features of coastal regions across the United Kingdom; detailed exploration of the coastal town of Whitby, in Yorkshire.     | <b>Magnificent Monarchs</b><br>Significant places; Royal residences.   |  |  |
| <b>Art and Design</b> | <b>Mix It!</b><br>Basic colour theory; the colour wheel; mixing primary and secondary colours; how artists use colour in their artwork.   | <b>Still Life</b><br>Significant still life artists and still life techniques; explore a wide variety of still life; learn about colour and composition; create still life               | <b>Flower Head</b><br>Visual elements of flowers: shape, colour, pattern, texture and form; explore various artistic methods including: drawing, printmaking and 3D |  | <b>Portraits and Poses</b><br>Portraiture; analyse portraits of Tudor monarchs; compare Tudor portraits and selfies today; use photo editing software to |  |

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|                              |  | arrangement and artwork.   | forms using paper and clay.  |   | create royal portraits.  |   |
| <b>Design and Technology</b> | <b>Remarkable Recipes</b><br>Sources of food; tools used for preparation; reading simple recipes; choose and make a recipe to fit design criteria.   |  |  | <b>Beach Huts</b><br>Making and strengthening structures including different ways of joining materials.   |  | <b>Cut, Stitch, Join</b><br>Fabric home products; Cath Kidston; sewing patterns; running stitch; adding embellishment; designing a sewn bag tag.  |
| <b>RE</b>                    | <b>Judaism</b><br>Hanukkah traditions and customs; Hanukkah; Miracles  | <b>Christianity</b><br>Christmas<br>Christmas; Advent; Joy   | <b>Buddhism</b><br>Loser<br>New Year; Compassion; Thanks; The future   | <b>Sikhism</b><br>Anand Karaj<br>Marriage; Sikh weddings; Traditions and customs; Love  | <b>Islam</b><br>Jumu'ah<br>Prayer; Features of mosques; Worship  | <b>Hinduism</b><br>Navrati<br>Hindu gods; Navratri traditions; Celebration  |
| <b>PE</b>                    | <b>Gymnastics 1</b><br>Combine 4 elements into a floor sequence, create power in a variety of different jumps, take weight on our hands and move in different ways, use our flexibility in a bridge and japana gymnastic shape, perform the point balance arabesque, | <b>Gymnastics 2</b><br>Use a relevé walk in a sequence, perform a dish and arch shape moving smoothly from one to the other, develop our strength in back support and crab, hold an L-sit with a straight back, bring rhythm and flow to our sequence.<br><br><b>Send and Return 2</b> | <b>Dance 1</b><br>Use penguin images to inspire our dance, show feelings of abandonment through dance, create movements that show friendship between two characters, create a solo dance with changes of direction and speed, match our movements to | <b>Dance 2</b><br>Develop a dance that shows different emotions, dance with rhythm following a clockwork pattern, work on our own to create a short movement phrase, watch, copy and repeat actions to create a 'motif', perform our motif in different formations, use | <b>Attack, Defend, Shoot 2</b><br>Throw different types of equipment, move to space after passing the ball, pass and move forward to a target with a partner, position ourselves as a goalkeeper, intercept a ball from a person on the other team, use the skills we have | <b>Run, Jump, Throw 2</b><br>Work individually to run over a longer distance, improve strength to increase our jumping distance, create power when throwing for distance, use breathing techniques to be able to run more, cooperate with our partners to |

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|              | <p>perform a teddy roll.</p> <p><b>Send and Return 1</b><br/>Stay on our toes to move quickly to the ball, identify which hand is dominant in a game, know the basic rules of serving to our partner, develop agility and use it in a game, use the correct grip to hit a self-fed ball, use the ready position in a rally.</p> | <p>Feed a ball to our partner with consistency, send the ball to different parts of the court, throw and catch in a seated position, accurately serve the ball to different parts of the court, use overarm attacking shots in a game, manage what we should be doing within the competition.</p> | <p>music, choose a formation for our dance and explain our choice</p> <p><b>Attack, Defend, Shoot 1</b><br/>Kick the ball over long and short distances, stop a ball with control using the foot, work as a team to keep the ball, bounce a ball with my partner, bounce the ball while we are moving (dribbling), pass the ball forward in a game</p> | <p>different movement pathways in our dance.</p> <p><b>Hit, Catch, Run 1</b><br/>Hit a ball and score points running to cones, defend a target by kicking, bowl underarm with control, hit a ball using different bats and techniques, throw accurately to a base, hit a ball into space, away from fielders</p> | <p>developed in a competition.</p> <p><b>Run, Jump, Throw 1</b><br/>Move quickly whilst being aware of others around, create power with our legs to turn at speed, move through an obstacle course with speed and control, choose the best throw for different situations, use quick feet whilst sprinting, perform static and dynamic balances.</p> | <p>complete a task well, listen to others and work as a team to achieve the highest score possible.</p> <p><b>Hit, Catch, Run 2</b><br/>Time our run around the bases to stay safe, kick a ball into space using different parts of the foot, respond to how a ball is being bowled when hitting, know about the role of the wicketkeeper and the backstop, bowl underarm in a game with accuracy</p> |
| <b>Music</b> | <p><b>Hands, Feet, Heart</b><br/>Celebrate and learn about South African Music.</p>   | <p><b>Ho Ho Ho</b><br/>Listen &amp; Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p>   | <p><b>I Wanna Play In A Band</b><br/>Is a Rock song written especially for children. Learning how to sing and play together in an ensemble. Learning to sing, play, improvise and compos, children will listen and</p>   | <p><b>Learning to play the recorder</b></p>  | <p><b>Friendship Song</b><br/>Focusing on the song, Friendship song and what makes a good friend.</p>  | <p><b>Reflect, Rewind and Replay</b><br/>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the</p>  |

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|                  |  |  | appraise classic Rock songs.  |   |  | beginnings of the Language of Music.                              |
| <b>Computing</b> | <b>Technology Around Us</b><br>Recognise the uses and features of information technology, identify the uses of information technology in the school and beyond the school, explain how information technology helps us and how to use it safely, recognise that choices are made when using information technology | <b>Health, wellbeing and lifestyle</b><br><b>Online Reputation</b><br><b>Online Bullying</b> | <b>Digital Photography</b><br>Use a digital device to take a photograph, make choices when taking a photograph, describe what makes a good photograph, decide how photographs can be improved, use tools to change an image, recognise that photos can be changed | <b>Privacy and Security</b><br><b>Copyright and Ownership</b><br><b>Self-image and Identity</b> | <b>Robot Algorithms</b><br>Describe a series of instructions as a sequence, explain what happens when we change the order of instructions, use logical reasoning to predict the outcome of a program, explain that programming projects can have code and artwork, design an algorithm, create and debug a program | <b>Managing Online Information</b><br><b>Online Relationships</b> |
| <b>PSHE</b>      | <b>Keeping/Staying Safe</b><br><br><b>Keeping/Staying Healthy</b>  | <b>Relationships</b>   | <b>Being Responsible</b><br><br><b>Feelings and Emotions</b>  | <b>Computer Safety</b>  | <b>Our World</b>   | <b>Fire Safety (Special)</b><br><b>RHE</b>                        |