



Curriculum Overview – YEAR 2

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<u>Living and Growing in Christ</u>					
<u>Inclusion</u>					
Kindness	Resilience	Respect	Self-belief	diversity	Honesty
<u>Curriculum Title</u> Flight then and now	<u>Curriculum Title</u> Precious Plants	<u>Curriculum Title</u> Magnificent Materials	<u>Curriculum Title</u> London's burning	<u>Curriculum Title</u> Location Location	<u>Curriculum Title</u> Living, dead or never alive
<u>Curriculum Question</u> How have aeroplanes changed over time?	<u>Curriculum Question</u> What do plants need to stay healthy?	<u>Curriculum Question</u> What are these materials used for?	<u>Curriculum Question</u> How was London changed by the Great fire of London?	<u>Curriculum Question</u> Where are the 6 major biomes located in the world?	<u>Curriculum Question</u> What do we do that let us know that we are alive?
<u>Real life experience/ trips</u> Brooklands Museum	Growing cress plants.	Outdoor learning: identifying everyday materials and their uses.	Listening to diaries of Samuel Pepys.	RACE FOR LIFE	
<u>Events, Celebrations & Fundraising:</u> Black History: Bessie Coleman Saints Assembly, Black History Month, Remembrance Day Christmas Carol Service Take over day, Harvest Festival, Diwali, Wear in Pink, NCPCC PANTS Anti-bullying Week/ Online safety, Children in Need, Roald Dahl Day, Advent & Christmas, Christmas Jumper/Hat Day, Halloween, Bonfire Night		World Book Day, Passion Service, Mental Health Awareness, Internet Safety Day Wear Green for Macmillan, Chinese New Year, Road Safety Week, World Maths Day, Easter		Sun safety awareness, Refugee Week, Sports Celebrations RACE FOR LIFE	
<u>History Focus:</u> Flight and significant individuals in the past who have contributed to international achievements. <ul style="list-style-type: none"> Place key events in the history of space travel and flight on a time line. I can find out how people travelled before aeroplanes. I can find out different ways 	<u>History Focus:</u> Flight and significant individuals in the past who have contributed to international achievements. <ul style="list-style-type: none"> I can find out about Amy Johnson's famous flight. I can learn about Neil Armstrong landing on the moon in 1969. 	<u>History Focus:</u> Great Fire of London <ul style="list-style-type: none"> I can compare past and present London. I can explain how people live now is different to how people lived in 1666. I can order the events of the Great fire of London. 	<u>History Focus:</u> Great Fire of London <ul style="list-style-type: none"> I can explain why so many buildings burnt down. I know what was done to stop the fire. I know how people lived through the fire. 		

<p>people have tried to fly in the past.</p> <ul style="list-style-type: none"> I can learn about a significant pilot and their achievements. (Bessie Coleman) I can understand how flight has changed as a result of the Wright brother's work. 	<ul style="list-style-type: none"> I can find out why astronauts want to go to the moon. I can find out what they did when they got to the moon. I can use words such as before, after, past, present, then and now to describe the history of space travel. 	<ul style="list-style-type: none"> I know when, where and why the fire started. I can explain how we know about the Great Fire of London. I can explain what happened during the Great Fire of London. 	<ul style="list-style-type: none"> I know what caused the fire and how we can prevent it from happening again. I can explain how London changed after the great Fire. I can describe London before, during and after the great Fire. 		
				<p><u>Geography Focus:</u> Our World, Vegetation Belts and Climate Zones</p> <ul style="list-style-type: none"> To name and locate the seven continents of the world. To name and locate the 5 oceans of the world. To locate continents, countries and oceans of the world accurately. To understand key features of the continents of the world. To locate 6 biomes of the world. <p>Locate hot/cold areas of the world in relation to equator and Poles.</p>	<p><u>Geography Focus:</u></p> <ul style="list-style-type: none"> To understand how a journey can be made around the world. To know what a journey line is. I can understand the location of hot and cold countries around the world. I understand hot and cold areas in relation to the equator and poles. I can locate the continent we live in and describe some of the key features. I can observe aerial photographs to find key features.

				Compare and contrast UK with non-European country. Mapping and field work.	
Art Focus: Colour <ul style="list-style-type: none"> Link colour to man-made and natural. Colour mixing flesh tones 	Art Focus: Line & Tone <ul style="list-style-type: none"> Draw lines and marks from observations. Invent new lines. Show different tones using pencils, paints, pastels. 	Art Focus: Pattern & Shape Make print blocks with string or plasticine. Artist: Van Gogh	Art Focus: Texture, form & shape Make a carving, follow lines carefully.	Art Focus: Texture, form & shape Make a carving, follow lines carefully.	Art Focus: Weave, sew & collage Join 2 fabrics with glue, know how to dip dye. Explore plaiting, Compare my work to that of artists to design my own collage.
	Technology Focus: Explore Mechanisms Pop up Christmas cards Sewing on Binca	Prepare & Make a Food product: _making bread rolls	Technology Focus: Complete a strong structure 3D houses linked to Great Fire of London	Prepare & Make a Food product: Fruit Salad	Technology Focus: Describe & use textiles paper mache globes
Science Focus: Plants What Do Plants Need to Grow? Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Performing simple tests. Using their observations and ideas to suggest answers to questions. To design and set up a test to find out what plants need to stay healthy. What's Inside a Seed? Observe and describe how seeds and bulbs grow into mature plants. Observing	Science Focus What Do Plants Need to Stay Healthy? Part 1 Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Using their observations and ideas to suggest answers to questions. To explain what plants need to grow and stay healthy. What Do Plants Need to stay Healthy? Part 2 Find out and describe how plants need water, light and a suitable	Science Focus: Uses of everyday Materials Identifying Uses To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by identifying the uses of different materials. I can identify uses of different everyday materials. Out and About To identify and classify the uses of everyday materials, in the context of the local area.	Science Focus: Changing Shape To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, by changing the shape of objects. I can explain how the shapes of objects made from some materials can be changed. Objects to be manipulated: modelling dough, pipe cleaners, tea towels, socks, plastic	Science Focus: Living things and their habitats To explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes. I can compare the differences between things that are living, dead and have never been alive. To use their observations and ideas to suggest answers to questions by explaining how they know something is living, dead or has never been alive.	Science Focus: I can describe a habitat and identify animals that live in it. To ask simple questions and recognise that they can be answered in different ways by asking and answering questions about a range of different habitats. World Habitats To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different

<p>closely, using simple equipment.</p> <p>To look closely at the parts of a seed that will grow into a plant and explain how it will germinate.</p> <p>Life Cycle of a Plant Observe and describe how seeds and bulbs grow into mature plants. To describe the life cycle of a plant.</p>	<p>temperature to grow and stay healthy. Using their observations and ideas to suggest answers to questions. To describe what happens if plants don't get all the things they need.</p> <p>How Do Plants Grow in Hot, Dry or Cold Places?</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Using their observations and ideas to suggest answers to questions.</p>	<p>I can identify and group the uses of everyday materials. To gather and record data to help in answering questions, by exploring the purposes of different objects.</p> <p>I can record my observations.</p> <p>Comparing Suitability To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by exploring the purposes of different objects.</p>	<p>bottles, elastic bands, drinking straws and sponges. 5. Recycling To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting a stretching, in the context of recycling.</p> <p>I can explain the process of recycling.</p> <p>Discovering New Materials To find out about people who have developed new materials, by learning about John McAdam.</p>	<p>I can answer questions about things that are living, dead or have never been alive.</p> <p>Local Habitats</p> <p>To identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants.</p> <p>I can identify animals in their habitats. To gather and record data to help in answering questions by investigating the preferred habitat of minibeasts.</p>	<p>kinds of animals and plants, by researching habitats and the animals that live in them.</p> <p>Food Chains</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food by making a variety of food chains.</p>
<p>English Focus: Flight</p> <p>Texts:</p> <p>Up and down Oliver Jeffers</p> <p>Paper Planes J Helmore & R. Jones</p> <p>Whatever Next Jill Murphy</p> <p>Writing Genres: Descriptive writing (wanted poster) Letters to a friend, from Baby Bear to Owl after their trip.</p>	<p>English Focus: link building reliance</p> <p>Texts:</p> <p>Little Red Ridinghood (with a twist)</p> <p>Meerkat Christmas Emily Gravett</p> <p>Writing Genres: Plan and write a modern-day version of Little Red Ridinghood Write in role</p>	<p>English Focus:- link world</p> <p>Texts:</p> <p>Avoid being in the great fire of London Jim Pipe</p> <p>This book is on fire</p> <p>Grandad's Island Benji Davies– Links -loss, missing someone, death, love and adventure</p> <p>Writing Genres: Adventure story writing about a secret hidden in the attic of a house.</p>	<p>English Focus: self belief link pshe, feelings and emotions</p> <p>Texts:</p> <p>The day the crayons quit Drew Daywalt</p> <p>Writing Genres: Poetry (weather) Rhyming couplets, similes, personification Story recount</p>	<p>English Focus: link – habitats</p> <p>Texts:</p> <p>The Owl who was afraid of the dark Jill Tomlinson</p> <p>Habitat link – The secret of black rock Joe Todd-Stanton</p> <p>Diversity link – Sulwe Lupita Nyong</p> <p>Writing Genres: Comprehensions Non-chronological report Extended story/significant author</p>	<p>English Focus:</p> <p>Texts:</p> <p>Can we really help the polar bears ? Katie Daynes</p> <p>The slightly annoying Elephant. David Walliams</p> <p>Writing Genres: Non-chronological reports Information writing Arguments Persuasive writing</p>

<p>Writing in role as the boy or penguin. Diary Extracts (day he/she lost his/her friend) and from perspective of Baby Bear Instructions to make a paper aeroplane Writing a list of equipment if you were going to travel to the moon.</p> <p>Speaking & Listening: Discuss characters feelings through role play and drama. Listen to stories. Recount events and talk about own experiences. Participating in class discussions.</p> <p>Punctuation & Grammar: Nouns, vowels & consonants, Demarcating sentences, forming nouns using “ness”, punctuating sentences</p> <p>Spellings: As per little Wandle Scheme</p>	<p>Descriptive writing Sequence and retell events Letter writing Making lists for perfect Christmas</p> <p>Speaking & listening: Listening to stories and contributing to class discussions. Sharing own experiences in talk partners and with class.</p> <p>Punctuation & Grammar: Adjectives, compound words, adjectives with -er and -est, subordination, statements and exclamations.</p> <p>Spellings: As per Little Wandle Scheme</p>	<p>Retell story from character’s point of view. Lists of similarities and differences between Grandad’s house and the island. Descriptive writing objects in the attic. Setting descriptions in London 1666. Letter writing Diary entries in role as Samuel Pepys</p> <p>Speaking & Listening Listening to stories and answering questions and making predictions. Hot seating- interviewing</p> <p>Punctuation & Grammar: Noun phrases, homophones, adjectives using -ful and -less, questions and commands, sentence writing,</p> <p>Spellings: Week 1 knit knife knight gnaw knock gnome sign design knee wrap wrong write wrote wriggle know Prickly spellings once two</p> <p>Week 2 wrapping gnashing knocking knitting knowing knocker wrapper gnasher knitter wrapped gnawed</p>	<p>Planning and writing persuasive letters Showing empathy in conversations between crayons. Plan and write a story about everyday objects that decide to quit.</p> <p>Speaking & Listening Listening to stories and discussing as a class the feelings of characters and showing empathy.</p> <p>Punctuation & Grammar: Verbs, singular and plural, adverbs with -ly, commas in lists, changing adjectives into adverbs.</p> <p>Spellings: Week 1 want wasp wash swap squash watch warm award towards reward swarm was quarter word work worth worm worst match dish swaps matches squashes dishes washes watches Prickly spellings who whole</p> <p>Week 2 wag water squat work swap warn fork arm wagging watering squatting working warming swapping cry fly dry try party baby penny</p>	<p>Fact writing Character descriptions Setting descriptions using negative and positive words. Alliteration to describe an animal. Acrostic poems to explain and celebrate diversity. Posters/leaflets showing respect</p> <p>Speaking & Listening Listening to stories and discussing facts in talk partners and sharing views with the class. Describing characters.</p> <p>Punctuation & Grammar: Adverbs, word classes, coordination, apostrophes for possession, past and present tense.</p> <p>Spellings: Week 1 circle circus pencil exercise cycle juicy city fancy ice space face fence silence peace voice spicy ocean squash nurse Prickly words taught beautiful</p> <p>Week 2 vision occasion treasure television confusion closure usual illusion casual invasion Prickly spellings Busy pretty</p>	<p>Account about a day in the life of a polar bear Newspaper reports Book Reviews</p> <p>Speaking & Listening Listening to facts and expressing their own views with class. Role play, drama.</p> <p>Punctuation & Grammar: Recapping pronouns, forming nouns using -er, progressive tense, apostrophes for contractions, uplevelling sentences,</p> <p>Spellings: Week 1 action fiction station potion attention collection invention description caption fraction emotion reception ocean inspection</p> <p>Week 2 acted invented reflected collected inspected actor inventor collector inspector Prickly spellings</p>
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<p>Maths Focus: Place value in two -digit numbers (weeks 1 to 4)</p>	<p>Maths Focus: Money (weeks 1 &2)</p>	<p>Maths Focus: Fractions (week 1 to 3)</p>
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Addition & Subtraction derive number facts to and within 20 & 100. (weeks 5 to 9) Geometry – properties of shape		Multiplication & Division weeks 3 to 7) Length & Height (weeks 8 & 9) Mass, Capacity and Temperature (weeks 10 to 12)		Time (week 4 to 6) Statistics (week 7&8) Geometry – Position & Direction (weeks 9 to 11) Consolidation through problem solving.	
PSHE Focus: Live life to the Full Plus Ten:Ten	PSHE Focus: Live life to the Full Plus Ten:Ten	PSHE Focus: Live life to the Full Plus Ten:Ten	PSHE Focus: Live life to the Full Plus Ten:Ten	PSHE Focus Live life to the Full Plus Ten:Ten	PSHE Focus: Live life to the Full Plus Ten:Ten
RE Focus: Year 2 - BEGINNINGS - God is present in every beginning Judaism Year 2 - Shabbat	RE Focus: Year 2 - SIGNS AND SYMBOLS - Signs and symbols in Baptism Year 2 - PREPARATIONS - Advent: preparing to celebrate Christmas	RE Focus: Year 2 - BOOKS - The books used in Church Year 2 - THANKSGIVING - Mass, a special time to thank God	RE Focus: Year 2 - THANKSGIVING - Mass, a special time to thank God Year 2 - OPPORTUNITIES - Lent: an opportunity to start anew	RE Focus: Year 2 - SPREAD THE WORD - Pentecost: a time to spread the Good News Year 2 - RULES - Reasons for rules in the Christian family	RE Focus: Islam Year 2 – Prayer at home Year 2 - TREASURES - God’s treasure; the world
PE Focus: <u>Gymnastics Val Sabin</u> <ul style="list-style-type: none">• Improve strength• Improve flexibility• Perform routines using different exercises in sequence• Create movement patterns• Show good awareness of space• Move with increasing control and coordination• Handle apparatus safely and recognise risks involved Multi skills: Develop fundamental movement skills <ul style="list-style-type: none">• Throwing/catching• Balance	PE Focus: <u>Dance - Val Sabin</u> <ul style="list-style-type: none">• Improve strength• Improve flexibility• Perform routines using different exercises in sequence• Explore copy and repeat simple skills• Make a short dance sequence by putting some movements together• Show increasing control and coordination• Watch others and look how to improve own skills Multi skills: Throwing/catching Balance	PE Focus: <u>Gymnastics Val Sabin</u> <ul style="list-style-type: none">• Improve strength• Improve flexibility• Perform routines using different exercises in sequence• Create movement patterns• Show good awareness of space• Move with increasing control and coordination• Handle apparatus safely and recognise risks involved Multi skills: Throwing/catching Balance	<ul style="list-style-type: none">• PE Focus: <u>Dance Val Sabin</u> Improve strength• Improve flexibility• Perform routines using different exercises in sequence• Explore copy and repeat simple skills• Make a short dance sequence by putting some movements together• Show increasing control and coordination• Watch others and look how to improve own skills Multi skills: Throwing/catching	PE Focus: <u>Athletics</u> Athletics <ul style="list-style-type: none">• Running and Walking• Running over obstacles• Throwing for distance• Throwing for accuracy• Jumping for height and distance• Combination Jumping Personal target setting <ul style="list-style-type: none">• Multi Skills Throwing/catching• Balance• Coordination• Jumping• Agility	PE Focus: <u>Athletics</u> Athletics <ul style="list-style-type: none">• Running and Walking• Running over obstacles• Throwing for distance• Throwing for accuracy• Jumping for height and distance• Combination Jumping Personal target setting <ul style="list-style-type: none">• Multi skills: Throwing/catching• Balance• Coordination• Jumping• Agility

<ul style="list-style-type: none"> • Coordination • Jumping • Agility • Kick and throw a ball with increasing accuracy • Be able to work with a partner • Begin to understand some concepts of game, opponent,team. <p>Attacking and defending games</p> <ul style="list-style-type: none"> • Simple games of attacking • Introduce defending into games • Work on basic fundamentals during the games 	<ul style="list-style-type: none"> • Coordination • Jumping • Agility • Kick and throw a ball with increasing accuracy • Be able to work with a partner • Begin to understand some concepts of game, opponent,team. <p>Attacking and defending games</p> <ul style="list-style-type: none"> • Simple games of attacking • Introduce defending into games • Work on basic fundamentals during the games 	<ul style="list-style-type: none"> • Coordination • Jumping • Agility • Kick and throw a ball with increasing accuracy • Be able to work with a partner • Begin to understand some concepts of game, opponent,team. <p>Attacking and defending games</p> <ul style="list-style-type: none"> • Simple games of attacking • Introduce defending into games • Work on basic fundamentals during the games 	<ul style="list-style-type: none"> • Balance • Coordination • Jumping • Agility • Kick and throw a ball with increasing accuracy • Be able to work with a partner • Begin to understand some concepts of game, opponent,team. <p>Attacking and defending games</p> <ul style="list-style-type: none"> • Simple games of attacking • Introduce defending into games • Work on basic fundamentals during the games • 	<ul style="list-style-type: none"> • Kick and throw a ball with increasing accuracy • Be able to work with a partner • Begin to understand some concepts of game, opponent,team. • Use simple tactics in a game <p>Attacking and defending games</p> <ul style="list-style-type: none"> • Simple games of attacking • Introduce defending into games • Work on basic fundamentals during the games 	<ul style="list-style-type: none"> • Kick and throw a ball with increasing accuracy • Be able to work with a partner • Begin to understand some concepts of game, opponent,team <p>Attacking and defending games</p> <ul style="list-style-type: none"> • Simple games of attacking • Introduce defending into games • Work on basic fundamentals during the games • Use simple tactics
<p>Computing Focus: Coding</p> <ul style="list-style-type: none"> -I can describe a series of instructions as a sequence -I can explain what happens when we change the order of instructions -I can use logical reasoning to predict the outcome of a program -I can explain that programming projects can have code and artwork 	<p>Computing Focus: Digital music</p> <ul style="list-style-type: none"> -I can say how music can make us feel -I can identify that there are patterns in music -I can experiment with sound using a computer -I can use a computer to create a musical pattern -I can create music for a purpose -I can review and refine our computer work 	<p>Computing Focus: Systems</p> <ul style="list-style-type: none"> -I can recognise the uses and features of information technology -I can identify the uses of information technology in the school -I can identify information technology beyond school -I can explain how information technology helps us -I can explain how to use information technology safely 	<p>Computing Focus: Taking pictures</p> <ul style="list-style-type: none"> -I can use a digital device to take a photograph -I can make choices when taking a photograph -I can describe what makes a good photograph -I can decide how photographs can be improved -I can use tools to change an image I can recognise that photos can be changed 	<p>Computing Focus: Programming</p> <ul style="list-style-type: none"> -I can explain that a sequence of commands has a start -I can explain that a sequence of commands has an outcome -I can create a program using a given design -I can change a given design -I can create a program using my own design -I can decide how my project can be improved 	<p>Computing Focus: Data Handling - Pictograms</p> <ul style="list-style-type: none"> -I can recognise that we can count and compare objects using tally charts -I can recognise that objects can be represented as pictures -I can create a pictogram -I can select objects by attribute and make comparisons -I can recognise that people can be described by attributes

<p>-I can design an algorithm -I can create and debug a program that I have written</p>		<p>-I can recognise that choices are made when using information technology</p>			<p>-I can explain that we can present information using a computer</p>
<p>Music Focus: Singing</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • Sing simple songs from memory with enjoyment, some expression and a sense of the shape of the melody; use their voices confidently in a variety of ways • Use changes in pitch expressively in response to a stimulus. • Identify and control changes in pitch and use them expressively. 	<p>Music Focus: Composer</p> <p>Understand and explore how music is created, produced and communicated, including through the interrelated dimensions.</p>	<p>Music Focus: Listening/Responding</p> <ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music. 	<p>Music Focus: Composing</p> <ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music. • Carefully and confidently choose and order sounds to achieve an effect/image <p>Work in partnership with another child to create a sequence of long and short sounds.</p>	<p>Music Focus: Playing instruments</p> <ul style="list-style-type: none"> • play tuned and untuned instruments musically • Show physical control when playing musical instruments and responding to music. <p>Make and control long and short sounds using voices and instruments.</p>	<p>Music Focus: Rhythm</p> <ul style="list-style-type: none"> • Recognise and use changes in timbre, tempo, pitch and dynamic <p>Carefully and recall short rhythmic and melodic patterns.</p>