







2023 – 2024 Year 2 Curriculum Overview

| | Autumn 1 7.4 weeks | Autumn 2 6.6 weeks | Spring 1 5.8 weeks | Spring 2 7.6 weeks? | Summer 1 4.8 weeks | Summer 2 5.6 weeks |
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| | Blessed are the meek for they shall inherit the earth. Gentleness Humility Selflessness | Blessed are the pure in heart, for they shall see God. Purity Holiness | Blessed are those who hunger and thirst for righteousness, for they shall be satisfied Truth, Justice | Blessed are the merciful, for they shall obtain mercy Forgiveness Mercy | Blessed are the poor in spirit, for theirs is the Kingdom of Heaven Faithfulness Integrity | Blessed are the peacemakers, for they shall be called children of God Peace Tolerance |
| | How can we care for God's earth? | How can we serve God and love others? | Do we always make the right choice? | How does each day offer opportunities for good? | Who do I want to be? | What makes a community? |
| | We love animals! | Helping hands | Food Glorious Food | Sowing the seeds of love | We are all wonders | Beside the Seaside |
| SDG |  |  |  |  |  |  |
| Science | <u>Living things and their habitats</u> <ul style="list-style-type: none"> - explore and compare the differences between things that are living, dead, and things that have never been alive - 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 kinds of animals and plants, and how they depend on each other - identify and name a variety of plants and animals in their habitats, including microhabitats | | <u>Animals including humans (to be started in Autumn 2)</u> <ul style="list-style-type: none"> - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, | <u>Plants</u> <ul style="list-style-type: none"> - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | <u>Uses of Everyday Materials</u> <ul style="list-style-type: none"> - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <ul style="list-style-type: none"> - observe closely, using simple equipment - use their observations and ideas to suggest answers to questions | |

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| | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene | <p>THINK ABOUT WHEN TO PLANT BULBS AND SEEDS IN PREPARATION FOR THIS TOPIC</p> <p>WILL CONTINUE INTO FIRST FEW WEEKS OF THE SUMMER TERM</p> | <ul style="list-style-type: none"> - find out about people who have developed new materials (ns) | | |
| Geography | <p><u>Where do our favourite animals live?</u></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify countries, continents and oceans • use simple fieldwork and observational skills. | | <p><u>Where does our food come from?</u></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production • use locational and directional language (e.g. near and far) to describe the location of features and routes on a map • name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas • use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. | | <p><u>What are the seven wonders of our world?</u></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the seven continents and oceans • use world maps, atlases and globes • understand geographical similarities and differences when studying both human and physical geography • identify the locations of hot and cold areas around the world • use basic vocabulary to refer to physical and human features • develop knowledge about the world. | |
| History | | <p><u>Should we still celebrate Bonfire Night/Did the Great Fire make London a better or a worse place?</u></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time • choose and use parts of stories and other sources that they know and understand key features of events • understand some of the ways in which we find out about the past • identify different ways in which it is represented • use a wide vocabulary of everyday historical terms • know where events they study fit within a chronological framework. | | <p><u>Who are our local heroes?</u></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • know where the people they study fit within a chronological framework • ask and answer questions • study significant historical people and places in their own locality • understand some of the ways in which we find out about the past and identify different ways in which it is represented • choose parts of sources to show that they know and understand key features of events • use a wide vocabulary of everyday historical terms. | | <p><u>How have holidays changed over time?</u></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • learn about changes within living memory • understand historical concepts such as continuity and change, similarity and difference • ask historically valid questions • identify similarities and differences between ways of life in different periods • ask and answer questions • understand some of the ways in which we find out about the past • identify different ways in which the past is represented • use a wide range of everyday historical terms • use parts of stories and other sources to show they know and understand key features of events • use sources to show they know and understand the past • suggest reasons why changes took place. |

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| Art | <p>Niki de Saint Phalle: Animal sculptures</p> <p>Talk about the key artwork using specific vocabulary and referring to the formal elements, e.g. 'I can see different lines in the self- portrait.'</p> <ul style="list-style-type: none"> Share subjective views about the work, e.g. 'I like it because ...' 'It reminds me of ...' Explain how their artwork is like the key artwork. <p>to use sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> | <p>Albrecht Dürer: Visual texture</p> <p>Talk about the key artwork using specific vocabulary and referring to the formal elements, e.g. 'I can see different lines in the self- portrait.'</p> <ul style="list-style-type: none"> Share subjective views about the work, e.g. 'I like it because ...' 'It reminds me of ...' Explain how their artwork is like the key artwork. <p>to use drawing to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> | | <p>Painting Like Georgia O'Keeffe</p> <p>Talk about the key artwork using specific vocabulary and referring to the formal elements, e.g. 'I can see different lines in the self- portrait.'</p> <ul style="list-style-type: none"> Share subjective views about the work, e.g. 'I like it because ...' 'It reminds me of ...' Explain how their artwork is like the key artwork. <p>to use painting to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> | | <p>Collography</p> <p>Talk about the key artwork using specific vocabulary and referring to the formal elements, e.g. 'I can see different lines in the self- portrait.'</p> <ul style="list-style-type: none"> Share subjective views about the work, e.g. 'I like it because ...' 'It reminds me of ...' Explain how their artwork is like the key artwork. <p>to use sculpture to develop and share their ideas, experiences and imagination</p> <p>to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> |
| DT | | <p>Christmas Decorations (sewing)</p> | <p>Food from around the UK</p> <p>Healthy meals</p> | | <p>Bridges and Towers</p> | |
| Music | <p><u>Rainforest music</u></p> <p>In these lessons children will: compose simple musical patterns, copy rhythms, and work cooperatively as part of a group.</p> | <p><u>Nativity/Carols</u></p> <p>In these sessions children will: use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> | | <p><u>BBC Ten Pieces: Finlandia by Jean Sibelius</u></p> | <p><u>BBC Ten Pieces: The Lark Ascending by Ralph Vaughan Williams</u></p> | |
| PSHE | <p>How do we recognise our feelings?</p> | <p>What helps us to stay safe?</p> | <p>What helps us grow and stay healthy?</p> | <p>What is bullying?/Healthy Heads</p> | <p>What jobs do people do?</p> | <p>What makes a good friend?</p> |

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| Computing | Digital Photography | Making Music | IT around us and safe internet use | Pictograms | Scratch Jnr – introduction and games | An introduction to quizzes |
| Other | Harvest Roald Dahl Day | Christmas | Feast Day | Fair trade? World Book Day Easter Assemblies | Statutory assessments?? | |

Notes: May have to move a music for 'Healthy Heads' depending on when this is going to be.