



# Year 2 Curriculum Overview

	<b>Autumn 1 Animal World</b>	<b>Autumn 2 Africa</b>	<b>Spring 1 Fire! Fire!</b>	<b>Spring 2 Inspirational Women</b>	<b>Summer 1 Creatures and Climate</b>	<b>Summer 2 Let's Explore London!</b>
<b>Enrichment</b>	Priest Visit Forest School	Carol Concert Africa Day	Place of Worship: Synagogue Fire Service visit	Florence Nightingale Museum	Place of Worship: Mosque visit/Regent's Park	London Landmark Trip Sports Day
<b>English</b>	<p><b>Text:</b> The Storm Whale by Benji Davies</p> <p><b>Theme:</b> Develops pupils' knowledge and understanding of how to protect wildlife and become responsible, global citizens</p> <p><b>Writing Genres:</b> Setting description Retell - <b>Assessed piece</b></p>	<p><b>Text:</b> Lila and the Secret of the Rain by David Conway</p> <p><b>Theme:</b> Develop pupils' understanding of life in other places in the world and explore resilience</p> <p><b>Writing Genres:</b> Informal letter thanking someone Persuasive travel brochure linked to Kenya - <b>Assessed piece</b></p>	<p><b>Text:</b> Vlad and the Great Fire of London by Kate Cunningham</p> <p><b>Theme:</b> Develop pupils' knowledge and understanding of a real life historic event</p> <p><b>Writing Genres:</b> Poetry – non-rhyming Diary Entry on a day in the life as Vlad - <b>Assessed piece</b></p>	<p><b>Text:</b> Inspirational Women Non Fiction texts</p> <p><b>Theme:</b> Develop pupils' knowledge and raise the profile of inspirational female figures in History</p> <p><b>Writing Genres:</b> Formal letter to a soldier - <b>Assessed piece</b> Biography on Florence Nightingale/Mary Seacole</p>	<p><b>Text:</b> Fox by Margaret Wild</p> <p><b>Theme:</b> Pupils will explore the themes of love, belonging, temptation, risk and betrayal and explore resilience and overcoming negative feelings</p> <p><b>Writing Genres:</b> Alternative ending - <b>Assessed piece</b> Monologue</p>	<p><b>Text:</b> The Empty Pot by Demi</p> <p><b>Theme:</b> Develop pupils understanding of the importance of honesty, resilience and courage.</p> <p><b>Writing Genres:</b> Newspaper article Book review - <b>Assessed piece</b> Letter to their new teacher</p>

<p><b>Maths</b></p>	<p><b>Place value (4)</b>  <b>Numbers to 20</b>  <b>Count to 100 in 10s</b>  Recognise tens and ones  Using a place value chart  Partition numbers to 100  Write numbers to 100  Flexibly partition numbers to 100  Write numbers to 100 in the expanded form  10s on the number line to 100  10s and 1s on the number line to 100  Estimating numbers on number line  Compare objects  Compare numbers  Order objects and numbers  Count in 2,5,10s  Count in 3s</p> <p><b>Addition &amp; subtraction (2)</b>  Bonds to 10  Fact families - addition and subtraction  Bonds within 20  Related facts  Bonds to 100 (tens)  Add and subtract 1s  Add by making 10  Add three 1-digit numbers  Add to the next 10</p>	<p><b>Addition &amp; subtraction (3)</b>  Add across a 10  Subtract across 10  Subtract from a 10  Subtract a 1-digit number from a 2-digit number (across a 10)  10 more, 10 less  Add and subtract 10s  Add two 2-digit numbers (not across a 10)  Add two 2-digit numbers (across a 10)  Subtract two 2-digit numbers (not across a 10)  Subtract two 2-digit numbers (across a 10)  Mixed addition and subtraction  Compare number sentences  Missing number problems</p> <p><b>Shape (3)</b>  Recognise 2-D and 3-D shapes  Count sides and vertices on 2-D shapes  Lines of symmetry on shapes  Sort 2-D shapes  Count faces, edges and vertices on 3-D shapes  Sort 3-D Shapes  Make patterns with 2-D and 3-D shapes</p>	<p><b>Money (2)</b>  Count money – pence  Count money – pounds (notes and coins)  Count money – pounds and pence  Choose notes and coins  Make the same amount  Compare amounts of money  Calculate with money  Make a pound  Find change  Two-step problems</p> <p><b>Multiplication and Division (4)</b>  Recognise equal groups  Make equal groups  Add equal groups  Introduce the multiplication symbol  Multiplication Sentences  Use arrays  Make equal groups – grouping  Make equal groups – sharing  The 2 times-table  Divide by 2  Doubling and halving  Odd and even numbers</p>	<p><b>Multiplication and Division (1)</b>  The 10 times-table  Divide by 10  The 5 times-table  Divide by 5  The 5 and 10 times-tables</p> <p><b>Length and Height (1.5)</b>  Measure in centimetres  Measure in metres  Compare lengths and heights  Order lengths and heights  Four operations with lengths and heights</p> <p><b>Mass, Capacity &amp; temperature (2.5)</b>  Compare mass  Measure in grams  Measure in kilograms  Four operations with mass  Compare volume and capacity  Measure in millilitres  Measure in litres  Four operations with volume and capacity  Temperature</p>	<p><b>Fractions (3)</b>  Introduction to parts and whole  Equal and unequal parts  Recognise a half  Find a half  Recognise a quarter  Find a quarter  Recognise a third  Find a third  Find the whole  Unit fractions  Non-unit fractions  Recognise the equivalence of a half and two-quarters  Recognise three-quarters  Find three-quarters  Count in fractions up to a whole</p> <p><b>Time (3)</b>  O'clock and half past  Quarter past and quarter to  Tell the time past the hour  Tell the time to the hour  Tell the time to 5 minutes  Minutes in an hour  Hours in a day</p>	<p><b>Statistics (2)</b>  Make tally charts  Tables  Block diagrams  Draw pictograms (1–1)  Interpret pictograms (1–1)  Draw pictograms (2, 5 and 10)  Interpret pictograms (2, 5 and 10)</p> <p><b>Position and direction (2)</b>  Language of position  Describe Movement  Describe turns  Describe movement and turns  Shape patterns with turns</p> <p><b>Consolidation</b></p>
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<p><b>Science</b></p>	<p><b>Topic:</b> Living things and their habitats</p> <p><b><u>Key Learning Objectives</u></b> To explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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 kinds of animals and plants, and how they depend on each other</p> <p><b><u>Experiment:</u></b> Choice chamber - to observe and explore what conditions are preferred by woodlice</p> <p><b><u>Working Scientifically:</u></b> Grouping, classifying and organising</p>	<p><b>Topic:</b> Living things and their habitats</p> <p><b><u>Key Learning Objectives</u></b> To identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>To 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.</p> <p><b><u>Working Scientifically:</u></b> Grouping, classifying and organising</p>	<p><b>Topic:</b> Materials</p> <p><b><u>Key Learning Objectives</u></b> 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</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b><u>Experiment:</u></b> Bag experiment Testing- the strength of materials</p> <p>Absorbency experiment</p> <p>Fire – testing the flammability of materials – links to topic and the Great Fire of London</p> <p><b><u>Working Scientifically:</u></b> Comparative/Fair testing</p>	<p><b>Topic:</b> Plants and Variation</p> <p><b><u>Key Learning Objectives</u></b> To observe and describe how seeds and bulbs grow into mature plants To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b><u>Experiment:</u></b> The effects of different conditions on a sunflower seed</p> <p>Hand span investigation</p> <p><b><u>Working Scientifically:</u></b> Observations over time</p>	<p><b>Topic:</b> Animals including humans</p> <p><b><u>Key Learning Objectives</u></b> To notice that animals, including humans, have offspring which grow into adults.</p> <p>To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p><b><u>Working Scientifically:</u></b> Researching</p>	<p><b>Topic:</b> Animals including humans</p> <p><b><u>Key Learning Objectives</u></b> To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b><u>Experiment:</u></b> Exercise – How our pulse changes during exercise.</p> <p><b><u>Dental hygiene:</u></b> Egg experiment - testing the effects of different drinks on our teeth</p>
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<p><b>Computing</b></p>	<p><b>Online Safety:</b> Pupils learn the importance of being safe online by focusing on how to recognise online bullying, searching safely for information, deciphering codes, as well as acceptable behaviour when playing online games.</p>	<p><b>Coding: We are Astronauts:</b> In this unit, the children will program a sprite (such as a spaceship) to move around the screen.</p>	<p><b>Switched on computing: We are Researchers:</b> research a topic and share their findings with others through a short multimedia presentation.</p>	<p><b>Switched on computing: We are Zoologists:</b> bug hunt-record and identify small animals. Organise data into graphs and interpret to answer questions.</p>	<p><b>Switched on computing: We are Game Testers:</b> work out Scratch games work/ look at free online or open source games</p>	<p><b>Switched on computing: We are Photographers:</b> review photos online, practise using a digital camera, take and edit photos to fit a given theme</p>
<p><b>Geography / History</b></p>	<p><b>Around the World</b>  <i>Focus:</i> children will use maps and atlases to name and locate the world's seven continents and five oceans. They will understand human and physical features of each continent.  Link to Science – animal habitats</p>	<p><b>Contrasting Locality – Kenya, Africa</b>  <i>Focus:</i> children will understand geographical similarities and differences through studying the human and physical geography of a small area in the UK and small area in Kenya, Africa. They will be able to compare how they live in the UK and how people live in Kenya.</p>	<p><b>The Great Fire of London</b>  <i>Key Question:</i> Why did the Great Fire burn down so many buildings?  <i>Focus:</i> children will learn about an event that happened beyond living memory and how it impacted London and Britain.</p>	<p><b>Inspirational Women</b>  <i>Key Question:</i> Why do we remember Florence Nightingale?  <i>Focus:</i> children will learn about the lives of significant individuals who contributed to national and international achievements. They will focus on the lives of Mary Seacole, Malala and Florence Nightingale.</p>	<p><b>Hot and Cold Locations</b>  <i>Focus:</i> children will understand the location of hot and cold places in relation to the Equator and the North and South Poles. They will recognise the features of hot and cold places as well as the types of animals that live in them and how they adapt e.g. Australasia</p>	<p><b>Let's Explore London!</b>  <i>Key Question:</i> How has London changed and has it changed for the better?  <i>Focus:</i> exploring the history of London, comparing the then and now.</p>
<p><b>R.E.</b></p>	<p><b>Christianity</b> <i>Key Question:</i> Is it possible to be kind to everyone all of the time?  What can I learn from stories of religious traditions?</p>	<p><b>Christianity</b> <i>Key Question:</i> Why do Christians believe God gave Jesus to the world?  Do I know how to live a good life? Are people who believe in God kind to other people?</p>	<p><b>Judaism</b> <i>Key Question:</i> How important is food in Jewish festivals?  What food do I eat on my festivals? Does the food remind me of anything?</p>	<p><b>Christianity</b> <i>Key Question:</i> Why and how do Christians have Lent?  What would I give up for Lent? How could I have a fresh start?</p>	<p><b>Islam</b> <i>Key Question:</i> Does prayer help Muslims in their daily life?  Do I pray and how does it help me? Does it feel special to belong to a community?</p>	<p><b>Comparison Topic</b> <i>Key Question:</i> How do different religions pray?  Do I pray and how does it help me? Does it feel special to belong to a community?</p>

	Do I have stories about kindness in my religion?					
<b>Art / DT</b>	<p><b>DT (Mechanism): Moving Monster</b></p> <p><b>Focus:</b> Pupils will be able to identify the correct terms for levers, linkages and pivots. They will design monsters suitable for children, which satisfy most of the design criteria and assemble the monster to their linkages.</p>	<p><b>DT (Cooking and nutrition) - Balanced diet</b></p> <p><b>Focus:</b> Pupils will be discovering the importance of a balanced diet and creating a tasty, balanced wrap to meet a design brief.</p>	<p><b>Art: Silhouettes</b></p> <p><b>Focus:</b> The children will create a silhouette artwork using a range of mediums based on the Great Fire of London.</p>	<p><b>Art: Female Artist focus -Sonia Delaunay</b></p> <p><b>Focus:</b> The children will create their own abstract art piece using strong colours and geometric shapes</p>	<p><b>DT (Textiles): Puppet Making</b></p> <p><b>Focus:</b> Pupils will be able to join fabrics together using pins, staples or glue. They will be able to design and decorate a puppet and use a template and join their two puppets' faces together as one.</p>	<p><b>Art: Sculptures</b></p> <p><b>Focus:</b> The children will create sculptures using a range of mediums based on London landmarks which will be displayed in a year group exhibition.</p>
<b>Music</b>	<p><b>Duration</b></p> <p>Producing vocal and instrumental sounds.</p> <p>Playing rhythmic accompaniments and melodies.</p> <p>Following rhythmic notation (semibreve, minim, crotchet, paired quavers).</p> <p>Singing with increasing vocal control.</p> <p>Instrumental playing techniques.</p> <p>Improving ensemble playing skills.</p>	<p><b>Christmas Carols</b></p> <p>Singing with pitch accuracy and increasing vocal control.</p> <p>Following dynamic indications.</p> <p>Responding to visual directions.</p> <p>Performing in time with the music.</p> <p>Singing from memory.</p>	<p><b>Pulse and Rhythm</b></p> <p>Singing with pitch accuracy.</p> <p>Following rhythmic notation (semibreve, minim, crotchet, paired quavers).</p> <p>Accompanying songs with a combination of beat, rhythm and rhythmic ostinati (repeated patterns).</p> <p>Rhythmic composition using dot and stick notation.</p>	<p><b>Pitch</b></p> <p>Playing simple tunes on tuned percussion instruments.</p> <p>Accompanying songs combining melody and drone.</p> <p>Following dot notation.</p> <p>Melodic improvisation with three notes.</p> <p>Improving ensemble skills.</p>	<p><b>Timbre, Tempo, Dynamics</b></p> <p>Singing with confidence.</p> <p>Creating music in response to a non-musical stimulus.</p> <p>Improvising vocally and on untuned percussion instruments within a given structure.</p> <p>Combining vocal and instrumental descriptive sounds.</p> <p>Improving ensemble skills.</p>	

<p><b>Indoor P.E.</b></p>	<p><b>Gymnastics</b> In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p>	<p><b>Fitness</b> Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p>	<p><b>Dance/Movement</b> Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>	<p><b>Yoga</b> Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p>	<p><b>Team Building</b> Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p>	<p><b>Net and Wall</b> Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.</p>
<p><b>Outdoor P.E.</b></p>	<p><b>Ball Skills</b> pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p>	<p><b>Sending and Receiving</b> Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work</p>	<p><b>Invasion</b> Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet</p>	<p><b>Target Games</b> Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to self-</p>	<p><b>Athletics</b> pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance,</p>	<p><b>Striking and Fielding</b> pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided</p>

		with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.	manage their own games selecting and applying the skills they have learnt appropriate to the situation.	competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.	games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.
<b>PSHE</b>	<b>Being me in my World</b>  Hopes and fears for the year  Rights and responsibilities (class charter)  Rewards and consequences  Safe and fair learning environment Valuing contributions  Choices Recognising feelings	<b>Celebrating Differences</b>  Assumptions and stereotypes about gender  Understanding bullying  Standing up for self and others  Making new friends  Gender diversity  Celebrating difference and remaining friends	<b>Dreams and Goals</b>  Achieving realistic goals  Perseverance  Learning strengths  Learning with others  Group co-operation  Contributing to and sharing success	<b>Healthy Me</b>  Motivation  Healthier choices  Relaxation  Healthy eating and nutrition  Healthier snacks and sharing food	<b>Relationships</b>  Different types of family  Physical contact boundaries  Friendship and conflict  Secrets  Trust and appreciation  Expressing appreciation for special relationships	<b>Changing Me</b>  PANTS rule  Life cycles in nature  Growing from young to old  Increasing independence  Differences in female and male bodies (correct terminology)  Assertiveness  Preparing for transition
<b>French</b>	All About Me		Wellbeing		Living Things	