



# Year 2 Curriculum Overview

**AUTUMN 1**

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2019-2020	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Values</b>	7Cs Laudato Si Kindness Humility Integrity	7Cs Laudato Si Forgiveness Courage Justice	7Cs Laudato Si Justice Courage	7Cs Laudato Si Integrity Peace	7Cs Laudato Si	7Cs Laudato Si
<b>Religious Education</b>	Creation Sacraments (assess) Using religious vocabulary; making links between stories & beliefs.  Comparing our ideas and answers about difficult questions.	ISLAM Week Prayers, Saints & Feasts Advent Give reasons for certain acts and symbols.  Make links how feelings and beliefs affect behaviours.	Christmas Revelation (assess) Judaism  Make links how feelings and beliefs affect behaviours.	Lent Holy Week Give reasons for actions by believers.  Compare our ideas and answers about difficult questions.	Easter (assess) Pentecost Give reasons for actions by believers.  Make links how feelings and beliefs affect behaviours.	Mission Judaism Week Hinduism/ Sikhism Week Prayers, Saints & Feasts Describe ways in which religion is lived out by believers. Make links how feelings and beliefs affect behaviours.
<b>Personal, Social &amp; Health Education</b>	Health and Wellbeing Healthy Lifestyles  Revisit each of the 7Cs Re-write Class Charters Link to British Values Trick Box skills - Mirror Mirror, Stand Tall, Big Voice and Colour Breathing	Health and Wellbeing  Keeping Safe, Growing and changing  Trick Box skills  Anti-bullying week	Well-being:  Mental health E-safety Relationships  Healthy Relationships  Cultural connections & links  Caring for the environment (impact of waste...) Trick Box skills	Well-being: Relationships > Healthy Relationships  Cultural connections & links Growing and changing Trick Box skills  Mental health	Well-being: Living in the Wider World > Rules, Rights and Responsibilities  Healthy relationships Feelings and emotions Trick Box skills -  Anti-bullying week	Well-being: Healthy lifestyles Living in the Wider World  Rules, Rights and Responsibilities  Caring for the environment Living in the wider world Money Trick Box skills
<b>Class Text</b>	Hodgeheg Fantastic Mr Fox Varmints Helen Ward The Tiger who came to Tea	The Owl Who Was Afraid Of The Dark The Giraffe, The Pelly And Me Emily Gravett stories	Flat Stanley Oliver Jeffers stories Tuesday Katie and the Starry Night	Anthony Browne stories John Burningham stories Traction Man	Willa and Old Miss Annie Frog and Toad together	Katie and the Sunflowers Flotsam
<b>English skills: Reading, comprehension tasks, spelling, handwriting, weekly writing (plan, draft, evaluate, edit, improve), grammar &amp; punctuation</b>	Genre: Non-fiction text (information page and letter writing) Fiction: Innovated story writing.  Model text: *Marli's Tangled Tale *Duffy's Lucky Escape *101 Ways to Save the Earth by David Bellamy. *The Flower *Tidy by Emily Gravett *Plastic Pollution Text	Genre: Non-fiction text, poems, diary entries. Model text: *Vlad and the Great Fire of London *Mary and the Great Fire of London *The Baker's Boy and the Great Fire of London *Toby and the Great Fire of London *You Wouldn't want to be in the Great Fire of London *The Gunpowder Plot	Genre: Multicultural stories, non-fiction : information text pages, instructions.  Model text: *Meerkat Mail *Fantastically Great Women who made History *Non-fiction information pages	Genre: Non-fiction, stories, poetry, instructions.  Model Text: *Island: A Story of the Galapagos *Katie Morag Stories *Where the Wild Things are	Genre: Fiction: Innovated Stories.  Model Text: *Bog Baby *Storm Whale	Genre: Non-fiction (Instructions, persuasive writing).  Model text: *Katie and the Bathers *The Lighthouse Keeper's Lunch ... and other titles.



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Common Exception Words to be taught	Year 2 CEW spelling words to be taught systematically through phonic provision and weekly spelling test.	Year 2 CEW spelling words to be taught systematically through phonic provision and weekly spelling test.	Year 2 CEW spelling words to be taught systematically through phonic provision and weekly spelling test.	Year 2 CEW spelling words to be taught systematically through phonic provision and weekly spelling test.	Year 2 CEW spelling words to be taught systematically through phonic provision and weekly spelling test.	Year 2 CEW spelling words to be taught systematically through phonic provision and weekly spelling test.
<b>Maths</b>	Number counting, order, reading and writing Place value - tens and ones Addition Subtraction	Multiplication      Division Money	Shape Fractions Time	Multiplication Division Length Height Statistics	Addition Subtraction Problem solving Time	Position and direction Investigations Problem solving
<b>Science</b>	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (link to 'The Flower' story) and Laudato Si.</p> <p>Identify and compare the suitability of a variety of everyday materials. Ongoing working scientifically skills covered during investigations throughout the year</p> <p>*asking simple questions and recognising that they can be answered in different ways</p> <p>*observing closely, using simple equipment.</p> <p>*performing simple tests.</p> <p>*identifying and classifying</p> <p>*using their observations and ideas to suggest answers to questions</p>	<p>Materials continued, including: Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Explore the useful properties of materials with a range of investigations involving absorbency and flexibility.</p> <p>Ongoing working scientifically skills covered during investigations throughout the year</p> <p>*asking simple questions and recognising that they can be answered in different ways</p> <p>*observing closely, using simple equipment.</p> <p>*performing simple tests.</p> <p>*identifying and classifying</p> <p>*using their observations and ideas to suggest answers to questions</p>	<p>Observe and describe how seeds and bulbs grow into mature plants (ongoing throughout the year)</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Ongoing working scientifically skills covered during investigations throughout the year</p> <p>*asking simple questions and recognising that they can be answered in different ways</p> <p>*observing closely, using simple equipment.</p> <p>*performing simple tests.</p> <p>*identifying and classifying</p> <p>*using their observations and ideas to suggest answers to questions</p>	<p>Identify and name a variety of plants and animals in their habitats, including micro habitats.</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.</p> <p>Ongoing working scientifically skills covered during investigations throughout the year</p> <p>*asking simple questions and recognising that they can be answered in different ways</p> <p>*observing closely, using simple equipment.*performing simple tests.</p> <p>*identifying and classifying</p> <p>*using their observations and ideas to suggest answers to questions</p> <p><b>Visit Hengistbury Head for fab finale or hook</b></p>	<p>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>Ongoing working scientifically skills covered during investigations throughout the year</p> <p>*asking simple questions and recognising that they can be answered in different ways</p> <p>*observing closely, using simple equipment.</p> <p>*performing simple tests.</p> <p>*identifying and classifying</p> <p>*using their observations and ideas to suggest answers to questions</p>	<p>Explore and compare the differences between things that are living, dead and things that have never been alive.</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.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find and describe about the basic needs of animals, including humans for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different food and hygiene (link to sports.)</p> <p>Ongoing working scientifically skills covered during investigations throughout the year</p>

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### History

- Sequence people/events they are studying.
- Sequence artefacts closer together in time.
- Use words and phrases relating to the passing of time eg. Century, during, pre, post
- Recognise why people did things, why events happened and what happened as a result.

(Focus on events beyond living memory that are significant nationally or globally and the lives of significant individuals in the past who have contributed to national and international achievements. Use this to compare aspects of life in different periods.

People: Beyond (children's) living memories.

- Recognise why people did things, why events happened and what happened as a result.

Focus on events beyond living memory that are significant nationally or globally and the lives of significant individuals in the past who have contributed to national and international achievements. Use this to compare aspects of life in different periods.

- Sequence people/events they are studying.

- Use words and phrases relating to the passing of time eg. Century, during, pre, post
- Sequence artefacts closer together in time.

- Recognise why people did things, why events happened and what happened as a result.

- Compare 2 versions of a past event. Discuss reliability of photos/ accounts/stories.

- Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.

Events: Explorers, their journeys and their discoveries

- Christopher Columbus (Americas & West Indies)
- Marco Polo (Silk Trail & Asia)
- Captain Jakes Cook (Australia)
- Neil Armstrong & Tim Peake (the moon!)
- Robert Scott (Antarctica)

Transport and journeys

- Amelia Earhart - first female individual flight across Atlantic

- Recognise why people did things, why events happened and what happened as a result.

- Use words and phrases relating to the passing of time eg. Century, during, pre, post
- People: Beyond (children's) living memories.

- Compare pictures or photographs of people or events in the past.

- Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.

Focus on events beyond living memory that are significant nationally or globally and the lives of significant individuals in the past who have contributed to national and international achievements. Use this to compare aspects of life in different periods.

- Describe memories of key events in lives.

- Sequence people/events they are studying.

- Use words and phrases relating to the passing of time eg. Century, during, pre, post.

Comparing past and present

- Compare pictures or photographs of people or events in the past.

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<p><b>Geography</b></p>	<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>		<p>Securely be able to name and locate the world's 7 continents &amp; 5 oceans.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at the key stage.</p> <p>Use simple compass directions - north, south, east, west and locational directional vocab - near, far, left, right - to describe location, features and map routes.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>		
<p><b>Design Technology</b></p>	<p><b>Bottle vehicles</b> To use and select tools from a limited range e.g. wheel axels and wood strip. Make an object with simple moving parts. Use equipment. Use wheels and axels (pushed through). Identify how toys can be made to move (push and pull). Make moving joints using wood. Make joints to allow movement e.g. axles. Talk about their ideas, saying what they like and dislike.</p>	<p><b>Making play dough</b> Use equipment e.g. spoons, cutters and bowls. Mix and prepare simple cooked and uncooked food.</p> <p><b>Making hedgehog habitats</b> Selecting and using suitable materials. Using fixing and joining skills.</p>	<p><b>Puppet making</b> Design, make, evaluate. Measure, mark and cut soft materials. Joining skills including sewing.</p>	<p><b>Diorama</b> Making (a box scene) for a purpose. Design, make, evaluate. Mark, cutting skills, fixing and joining skills.</p>		<p><b>Making a soft toy.</b> Plan by suggesting what to do next and how to progress as their ideas develop. Simple stitching. Join materials using stitching. Use large needles and materials Talk about their ideas, saying what they like and dislike. Identify what they could have done differently to improve their work in the future.</p>
<p><b>Art and Design</b></p>	<p><b>Colour mixing paints</b> To name primary colours and know how to mix colours to produce secondary colours. To know how to change tints in order to darken/lighten a colour. <b>Study an artist: Matisse (Concentric Circles)</b> To know about the work of a range of artists.</p>	<p><b>Study an artist: Klee (Self Portrait/face)</b> To use painting to show imagination.</p> <p><b>Drawing skills (fire focus)</b> To use drawing to develop and share ideas, experiences and imagination.</p>	<p><b>Study an artist: Hokusai (Mount Fuji)</b> To use drawing and a range of techniques to develop pattern, texture, line (pastels.)</p> <p><b>Study a craft: Dreamcatcher mobiles (Native American)</b> <i>Link to D&amp;T learning.</i></p>	<p><b>Study an artist: Van Gogh (Starry Night)</b> <i>Link to DEAR text, titles by the same author.</i> To use painting processes and range of techniques to produce a piece.</p>	<p><b>Clay (Bog Baby)</b> To use range of techniques and tools to demonstrate shape, form, space.</p>	<p><b>Study an Artist: Van Gogh (Sunflowers)</b> To compare and contrast identifying similarities and differences between pieces of work by the same artist.</p> <p><b>Sculpture</b> Use tools to shape, form, mould. Add texture and pattern.</p>



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	<p>To use paint mixing to develop their skills.</p> <p><b>Clay (hedgehog)</b> To use materials to design and make products. To use techniques to show shape, pattern, texture.</p>					
<b>Computing E-safety</b>	<p>We are Astronauts</p> <p>The children will begin to program a game.</p>	<p>We are Game Testers</p> <p>The children will explore how computer games work.</p>	<p>We are Photographers</p> <p>The children will take, select and edit digital images.</p>	<p>We are Researchers</p> <p>The children will learn about researching a topic.</p>	<p>We are Storytellers</p> <p>The children will produce a talking book.</p>	<p>We are Celebrating</p> <p>The children will create a card electronically.</p>
<b>Music</b>	<p>Children will learn about Pitch and changes in Pitch. They will create simple Melodic Patterns with instruments and voices and learn about Graphic Scores which show changes in Pitch.</p>	<p>Children will learn and perform music for a Nativity Performance. They will also improve their General Musicianship Skills and listen to a variety of Music.</p>	<p>Children will recognise different ways sounds can be made and changed. They will use a variety of Classroom Percussion Instruments and use them to create sound effects for stories. Children will study the dimensions of Timbre, Tempo and Dynamics and how these can be used expressively for an intended effect.</p>	<p>Children will recognise different ways sounds can be made and changed. They will use a variety of Classroom Percussion Instruments and use them to create sound effects for stories. Children will study the dimensions of Timbre, Tempo and Dynamics and how these can be used expressively for an intended effect.</p>	<p>Children will use their previous learning to compose and perform music as well as continuing to sing a variety of songs and listening to a variety of music. They will also improve their General Musicianship skills.</p>	<p>Children will use their previous learning to compose and perform music as well as continuing to sing a variety of songs and listening to a variety of music. They will also improve their General Musicianship skills.</p>
<b>Physical Education</b>	<p><b>Dance and gymnastics -</b></p> <p>Interpret a variety of stimuli through movement focused on <b>dance and gymnastics.</b></p> <p><b>Work with equipment and small apparatus (manipulative skills)/</b></p>	<p><b>Dance and gymnastics</b></p> <p><b>Manipulative skills -</b> Focused on the ability to work with equipment and small apparatus and coordinate movements.</p> <p><b>Movement concepts -</b> The development of, decision making, how where and why to move and directional movement.</p>	<p><b>Dance and gymnastics</b></p> <p><b>Functional movement -</b> The development of fundamental movement skills, incorporating body awareness and movement concepts.</p> <p><b>Manipulative skills -</b> Focused on the ability to work with equipment and small apparatus and coordinate movements.</p>	<p><b>In addition to the teaching of movement, skills and concepts:</b></p> <p><b>Net &amp; wall:</b> Tennis skills</p>	<p><b>In addition to the teaching of movement, skills and concepts:</b></p> <p><b>Striking &amp; fielding:</b> Cricket skills</p>	<p><b>In addition to the teaching of movement, skills and concepts:</b></p> <p><b>Athletics:</b> track events/ field events</p>
<b>Additional Enrichment</b>	Laudato Si				D day Anniversary	

The themes/topics shown may change according to the children's needs and interests. Please read the class newsletters with the attached guide to your child's learning each half term.



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