

Year 2 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Theme	Muck, Mess and Mixtures	Street Detectives	Scented Garden	Land Ahoy	Towers, Turrets and Tunnels	Beach Combers
Values Year 1	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Values Year 2	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Maths	Place Value Addition Subtraction	Addition Subtraction Money Consolidation	Multiplication Division Statistics Geometry	Geometry Fractions Measurement - Length and Height	Geometry Multiplication Division Problem Solving and Efficient Methods Time	Time Measurement - Mass, Capacity and Temperature Investigations Consolidation
English	Labels, Lists and Captions, Recipes, Poetry, Narrative, Leaflets.	Recounts, Captions, Nursery Rhymes, Instructions, Adverts, Diary Writing.	Recounts, Non-Chronological reports, Instructions, Narratives, Information Books.	Narrative, Information Books, Descriptions, Poetry, Postcards.	Recounts, Reported Speech, Narratives, Letters, Posters.	Labels, Lists and Captions, Tongue Twisters, Narratives, Letters, Non-Fiction Books.
Topic	Muck, Mess and Mixtures	Street Detectives	Scented Garden	Land Ahoy	Towers, Turrets and Tunnels	Beach Combers
Science	Materials (Science based topic) Find out how the shapes of solid objects made from some materials can be	Everyday Materials Identify and compare the suitability of a variety of everyday materials,	Plants Observe and describe how seeds and bulbs grow into mature plants.	Everyday Materials Find out how the shapes of solid objects made from some materials can be changed by	Animals including humans Notice that animals, including humans, have offspring which grow into adults.	Habitats Explore and compare the differences between things that are living, dead, and things

	<p>changed by squashing, bending, twisting and stretching.</p>	<p>including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>squashing, bending, twisting and stretching.</p>	<p>Find out about and describe 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 types of food, and hygiene.</p>	<p>that have never been alive.</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>Identify and name a variety of plants and animals in their habitats, including microhabitats.</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</p>
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						different sources of food.
<ul style="list-style-type: none"> • *Ask simple questions and recognise that they can be answered in different ways • *Observe closely, using simple equipment • *Perform simple tests • *Use their observations and ideas to suggest answers to questions • *Identify and classify • *Gather and record data to help in answering questions 						
Computing	Coding and Online Safety Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use technology safely and respectfully, keeping personal information	Spreadsheets and Questioning Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	Effective Searching Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Creating Pictures Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Making Music Use technology purposefully to create, organise, store and manipulate digital content to create music.	Presenting Ideas Recognise common uses of information technology beyond school.

	private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.					
Music	<p><u>Muck, mess & mixtures</u> - learn George's Marvellous Medicine Rap; accompany with rhythmic ostinato & rhythms; choose appropriate percussion.</p> <p>Prepare & perform Harvest songs for festival in church.</p> <p>Compare Mozart's Classical Era music with Lloyds Webbers</p>	<p><u>Street Detectives</u> – 'Homes' and 'Far and Near' – echoes. Sing a song with imitation, dynamics (loud and quiet) & good diction; accompany a song using tuned and un-tuned percussion instruments; listen & respond to a piece of music; learn, perform and accompany</p>	<p><u>The Scented Garden</u> - Use voices expressively and creatively singing songs and speaking chants and rhymes. Use Unit 11 Sunflowers from Carousel Primary Music 2 – control sounds made by voice & instruments; compose some 'growing' music; perform & appraise music compositions</p>	<p><u>Land Ahoy</u> Listen to and join in with sea shanties and traditional songs sung by or about sailors. Songs and rhymes to learn could include 'Drunken Sailor', 'Bobby Shaftoe' and 'A Hundred Years Ago'. NB Shanties are work songs that were used on the square-rigged ships during the Age of Sail. Their rhythms</p>	<p><u>Towers, tunnels and turrets</u> – Look at Hamilton Trust scheme re. Mozart and Lloyd Weber 'Famous for more than Five Minutes Composers' https://www.hamilton-trust.org.uk/blog/study-music-and-musicians-ks1-and-ks2 Composers focus</p> <p>Mozart (Classical Era) and Lloyd Webber (20th Century). 'Famous for more than Five Minutes Composers'</p>	<p><u>Beachcombers</u> - Duration—Long and Short notes Learn simple songs about the beach/sea e.g. I do like to be beside the seaside. Create 'sea' music—what sounds could we create with instruments & make picture/graphic score that represents the sea soundscape *Learning new songs</p>

	<p>and also Purcell's Baroque music. How do they differ e.g. instrumentation, style and backgrounds of the composers.</p>	<p>songs for KS1 nativity.</p> <p>Learn & perform a range of carols & songs for Harvest Festival and Christmas nativity production with percussion and actions.</p>	<p>Listen to 'Appalachian Spring' by Aaron Copland. Also try: Waltz of the Flowers from the Nutcracker Tchaikovsky; Flower Duet from Lakmé Delibes, Crisantemi by Puccini, Bruyères from Préludes by Debussy (link with Impressionism and Monet); Le Violette from Pirro e Demetrio by Scarlatti; The Tale of the Stone Flower by Prokofiev; A Spotless Rose by Howells; Les Roses d'Ispahan from Quatre Melodies by Fauré.</p>	<p>coordinated the efforts of many sailors hauling on lines. Children might like to act out these actions as they sing. Listen to Henry Purcell – 'Come away fellow sailors' from 'Dido & Aeneas'. (link to BBC Ten Pieces about Purcell) Look at Carousel Primary Music 1 Unit 8 – The Big Ship.</p> <p>Listen for mood and atmosphere in Mozart and Lloyd Webber music.</p> <p>Listen for long and short notes – 'Beachcombers' topic</p> <p>Listen to a range of growing/flower</p>	<p>Listen to Henry Purcell (Baroque era) – 'Come away fellow sailors' from 'Dido & Aeneas'.</p>	<p>*Using voice to change pitch and timbre *Describe basic elements of music</p> <p>Beach Boys</p> <p>'Beachcombers' topic – revisit the idea of graphic scores/pictures for music from Year 1. Make picture/graphic score that represents the sea soundscape you have composed.</p>
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			Compose some 'growing' music; perform & appraise music compositions. Create 'sea' music—what sounds could we create with instruments?	music inc. 'Appalachian Spring' by Aaron Copland.		
History	ART/DT/Science based topic (see below).	Changes within living memory. Great Barford focus. Identify differences between ways of life at different times.	-	Significant historical people e.g. Grace Darling, Captain James Cook Compare 2 versions of a past event. Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Describe memories of key events in lives.	Castles and castle life and significant individuals e.g. Isambard Kingdom Brunel Recognise why people did things, why events happened and what happened as a result.	Seasides in the past and significant individuals e.g. Queen Victoria. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories. Sequence artefacts closer together in time check with reference book.

						Sequence photographs etc. from different periods of their life.
Geography	-	<p>Fieldwork in the local area.</p> <p>Children encouraged for simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings Make appropriate observations about why things happen.</p>	Plants in the local environment.	<p>Using and making maps, location knowledge and directions.</p> <p>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p> <p>Find land/sea on globe.</p> <p>Use teacher drawn base maps.</p> <p>Use large scale OS maps.</p> <p>Use an infant atlas.</p>	Amazing structures around the world.	<p>Coastal features</p> <p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).</p> <p>Make simple comparisons between features of different places.</p>

		<p>Follow directions (as Y1 and inc'. NSEW).</p> <p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph).</p> <p>Begin to understand the need for a key. Use class agreed symbols to make a simple key.</p> <p>Follow a route on a map.</p> <p>Use a plan view.</p> <p>Use an infant atlas to locate places.</p>				
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		Look down on objects to make a plan view map.				
PE	<p>Dance Throwing/catching</p> <p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence.</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence.</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p>	<p>Gymnastics – jumps & shapes Swimming.</p> <p>Starts to use a range of strokes confidently.</p>	<p>Dance Kicking skills</p> <p>Can comment on own and others performance.</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Games – fundamentals Gymnastics – point of contact.</p> <p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence.</p> <p>Link movements together to create a sequence.</p> <p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws</p>	<p>Hitting skills Gymnastics – ball, fall & wall.</p> <p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation).</p>	<p>Agility, balance and coordination skills.</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games. Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/defending.</p>

	Responds imaginatively to stimuli.			with control and co-ordination. <i>preparation for shot put and javelin.</i> Can use equipment safely.		
PSHE	Being me in my world	Celebrating difference	Dreams & Goals	Healthy Me	Relationship	Changing me
RE	How and why we celebrate different times?	What can we learn from sacred books and stories?	How do we show we care for others? Why does it matter?	How do we show we care for the Earth? Why does it matter?	Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?	What is the 'good news' Christians believe Jesus brings?
Art and Design Technology	Art: Printing, food landscape and mixed media, Pictures and Collages, Colour mixing, Clay. D.T: Food tasting, origins of food and healthy meals. ART Mix a range of secondary colours, shades and tones.	Art: Famous artists Drawing, Painting, Collage D.T: Selecting tools and materials. ART Create textured collages from a variety of media.	Art: Observational drawing, Sculpture, Flower pressing D.T: Making fragrant products ART Explore shape and form. Create images from imagination,	Art: Observational drawing, Printing D.T: Mechanism-structures ART Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.	Art: Sculpture using natural materials D.T: Making models of towers, bridges and tunnels. ART Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Experiment with tools and techniques, inc. layering, mixing	Art: Sketching 3D modelling Sand art, Seascapes, Clay tiles. D.T: Finger Puppets ART Build a textured relief tile. Experiment with the visual elements; line,

	<p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>D.T (flapjacks) Follow safe procedures for food safety and hygiene.</p>	<p>Experiment with, construct and join recycled, natural and man-made materials more confidently (houses).</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings (holly close obs).</p> <p>Draw for a sustained period of time from the figure and real objects, incl: single and grouped objects (holly drawing).</p> <p>Understand the safety and basic care of</p>	<p>experience or observation.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p> <p>D.T Develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Identify simple design criteria.</p>	<p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>D.T Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Talk about their ideas, saying what they like and dislike about them.</p> <p>Make simple drawings and label parts.</p>	<p>media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p> <p>D.T Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Talk about their ideas, saying what they like and dislike about them.</p> <p>Use hand tools safely and appropriately.</p>	<p>shape, pattern and colour.</p> <p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>D.T Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Talk about their ideas, saying what they like and dislike about them.</p> <p>Choose and use appropriate finishing techniques to improve the appearance of their product.</p>
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		<p>materials and tools.</p> <p>D.T Measure, cut and score with some accuracy (houses).</p> <p>Begin to select tools and materials; use vocab' to name and describe them.</p>				<p>Use basic sewing techniques (puppets).</p> <p>Cut, shape and join fabric to make a simple garment (puppets)</p> <p>Assemble, join and combine materials in order to make a product (puppets).</p>
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