

Year 2 Curriculum Overview 2017-18

	Autumn	Spring	Summer
English	<p style="text-align: center;">Poetry Marbo the Monster</p> <p style="text-align: center;">Writing to instruct How to Catch a Star</p> <p style="text-align: center;">Adventure The Journey Home</p> <p style="text-align: center;">Traditional Tales Rapunzel</p>	<p style="text-align: center;">Description Monstersaurus</p> <p style="text-align: center;">Non- Chronological reports Red Kites</p> <p style="text-align: center;">Fantasy Alice in Wonderland</p> <p style="text-align: center;">Poetry In this Room</p>	<p style="text-align: center;">Myths How the Tortoise Got his Shell</p> <p style="text-align: center;">Poetry</p> <p style="text-align: center;">Characterisation Prince Rupert</p> <p style="text-align: center;">Writing to explain Magnificent Machines</p>
Maths	<p style="text-align: center;">Place Value</p> <p style="text-align: center;">Addition and Subtraction</p> <p style="text-align: center;">Money</p> <p style="text-align: center;">Multiplication and Division</p>	<p style="text-align: center;">Multiplication and Division</p> <p style="text-align: center;">Statistics</p> <p style="text-align: center;">Properties of Shape</p> <p style="text-align: center;">Fractions</p> <p style="text-align: center;">Length and Height</p>	<p style="text-align: center;">Position and Direction</p> <p style="text-align: center;">Problem Solving and Efficient Methods</p> <p style="text-align: center;">Time</p> <p style="text-align: center;">Mass, Capacity and Temperature</p> <p style="text-align: center;">Investigations</p>
Science	<p>Materials Learning about the different properties of materials and learning the names of materials around us. How materials can change and comparing different materials.</p>	<p>Living Things and Habitats Explore where different living things live, why different living things survive in different habitats and identify a variety of different living</p>	<p>Animals – Including Humans. Notice that animals, including humans, have offspring that grow into adults. Find out about and describe the basic needs of animals, including humans, for survival.</p>

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	<p>things and their habitats. Explore the food chain and identify different sources of foods.</p> <p>Light and Dark Observe and name a variety of light sources and associate shadows with a light source being blocked by something.</p>	<p>Exploring healthy foods and creating a balanced lunch box. Discussing how exercise can also keep us healthy and basic hygiene.</p> <p>Plants Observe and describe how seeds and bulbs germinate. Find out about the conditions plants needs to survive.</p>	
<p>History</p>	<p>The Great Fire of London (Events beyond living memory) To learn about events beyond living memory that are significant nationally or globally. To develop an awareness of the past using common words and phrases relating to the passing of time.</p>	<p>Wright Brothers (Events that are significant globally) To learn about the lives of significant individuals in the past who have contributed to national and international achievements. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p>The Queen (Changes in living memory) To compare aspects of life in different periods. To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different period.</p>
<p>Geography</p>	<p>London To develop knowledge about the world, the United Kingdom and their locality. Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p>	<p>Continents and Oceans Using maps to name and locate the world's seven continents and five oceans.</p>	<p>Capital Cities Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use ariel photographs and plan perspectives to recognise landmarks and basic human and</p>

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	<p>Use simple fieldwork and observational skills to study London and the key human and physical features of its surrounding environment.</p>	<p>Comparing the UK with other countries Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. Use basic geographical vocabulary to refer to: key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>physical features; devise a simple map; and use and construct basic symbols in a key.</p>
Computing	<p>John Chippenhall Year 2 unit 1: Algorithms with Daisy Dino app</p> <p>Switched on Computing – unit 1: Programming on Screen (Scratch junior app)</p>	<p>Switched on Computing – unit 3: Taking, selecting and editing digital images</p> <p>Espresso Coding unit 2a: Different sorts of input</p>	<p>Switched on Computing – unit 4: Researching a topic</p> <p>Switched on Computing – unit 6: Recording bug hunt data</p>
RE	<p>Christianity- Is it possible to be kind all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?</p>	<p>Judaism- How special is the relationship that Jewish people have with God? Who do I believe I am? Does it feel special to belong?</p>	<p>Islam- Does going to the Mosque give Muslims a sense of belonging? Does it feel special to belong? Who do I believe that I am?</p>

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	<p>Christianity- Why did God give Jesus to the world? Is God important to everyone?</p>	<p>Christianity- Is it true that Jesus came back to life again? Is God important to everyone? Are symbols better than words at expressing religious beliefs?</p>	<p>Judaism/Islam- Values and Commitments What is the best way for a Jew to show commitment to God? (Judaism) Does completing Hajj make a person a better Muslim?</p>
Music	<p>Singing songs Experiment with pitch and playing tuned instruments musically. Listening to music.</p>	<p>Singing songs Create and combine sounds together to make music. Singing together and listening to music.</p>	<p>Singing songs Singing together and listening to music.</p>
Art	<p>Drawing – Line, pattern, texture To develop line, pattern and texture through pencil drawing through drawing (pencils and felt tips). To investigate different lines - thick, thin, wavy, straight. To observe and create different patterns.</p>	<p>Painting – Artists Make as many tones of one colour as possible using primary colours and white. Begin to mix primary colours to make secondary To start to explore large and smaller brush sizes.</p>	<p>Sculpture – 3D design To develop cutting skills. Use a variety of manmade and recycled materials. Experiment with different ways to join materials together.</p>
PE	<p>VS Unit 1 Y2 •Running and avoiding games •Developing throwing and catching games using all equipment •Throw catch and bounce in different ways (stationary, on the move) •Make games up</p>	<p>VS Unit 3 Y2 •Dribbling with hands and feet •Working with partners to pass, receive and strike •Playing games with partners and applying skills •Simple attacking and defending</p>	<p>Gymnastics KS1 •Perform basic skills in travelling, both on the floor and using apparatus •Develop the range of their skills and actions •Choose and link skills and actions in short movement phrases •Create and perform short, linked sequences</p>

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	<p>VS Unit 2 Y2</p> <ul style="list-style-type: none"> •Spatial awareness •Aim at stationary and moving targets •Aim using arms, feet, bat •Simple strategies and tactics •Track path of a ball •Run after a moving ball, field it and return •Receive ball on the move •Making up individual games – rules, show a partner 	<p>VS unit 4 Y2</p> <ul style="list-style-type: none"> •Small groups playing different games •Developing throwing and catching •Developing sending and aiming skills •Pupils to show how to use scoring system •Developing simple group tactics 	<p>Dance KS1</p> <ul style="list-style-type: none"> •Use movement imaginatively •Change the rhythm, speed, level and direction of their movements •Create and perform dances using simple movement patterns •Express and communicate ideas and feelings.
DT	<p>Cookery – Healthy eating</p> <p>To name and sort foods into the five groups from <i>The eatwell plate</i> model. Children should be taught that a healthy diet comprises food and drinks from the food groups and that everyone should eat at least five portions of fruit and vegetables every day.</p>	<p>Food preparation</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.</p> <p>Great Fire of London</p> <p>Fire truck – levers and sliders. Design a functional product. Make it from a range of tools and equipment. Evaluate the product against design criteria. Use technical knowledge (levers and sliders).</p>	<p>Sandwiches from Capital cities</p> <p>To know that all food comes from plants or animals and that food has to be farmed, grown elsewhere (e.g. at home) or caught.</p> <p>Prince/Princess finger puppets</p> <p>Fire truck – levers and sliders. Design a functional product. Make it from a range of tools and equipment. Evaluate the product against design criteria.</p>
PSHE	<p>Being me in my World</p> <p>I understand the rights and responsibilities for being a member of my class and my school. I can listen to other people. I can help to make my class a safe and fair place.</p> <p>Celebrating Difference</p>	<p>Dreams and Goals</p> <p>I can explain some of the ways I worked cooperatively in my group to create the end product. I can express how it felt to be working as part of this group.</p> <p>Healthy Me</p>	<p>Relationships</p> <p>I can identify some of the things that cause conflict between me and my friends. I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.</p>

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I can identify some ways in which my friend is different from me.

I can tell you why I value this difference about him/her.

I can make some healthy snacks and explain why they are good for my body.

I can express how it feels to share healthy food with my friends.

Changing Me

I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private.

I can tell you what I like/don't like about being a boy/girl.