

YEAR 2

Curriculum Coverage

RELIGIOUS EDUCATION
God Matters

| Term 1 | Term 2 | Term 3 |
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| Creation Prayers, Saints & feasts Advent Multi Faith – Hinduism, Islam | Christmas Revelation Lent Holy Week Multi Faith – Sikhism, Judaism | Easter Pentecost Mission Sacraments Multi Faith – Judaism |

ENGLISH

| | Term 1 | Term 2 | Term 3 | | |
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| Narrative | Stories by the same author (Julia Donaldson)/stories with recurring literary language (4 weeks – or 2 + 2 weeks) | Traditional Tales - Fairy Tales (4 weeks – or 2 + 2 weeks) | Traditional Tales - Myths (creation stories) /stories with recurring literary language (4 weeks - or 2 + 2 weeks) | | |
| Texts | <i>Zog and the Flying Doctors</i> | <i>The Three Little Pigs</i> <i>The True Story of the 3 Little Pigs</i> <i>The Three Little Wolves and the Big Bad Pig</i> <i>Little Red Riding Hood</i> | <i>Just-So Stories</i> | | |
| Suggested final written outcome | Use a familiar story as a model to write a new story. | Write a re-telling of a traditional story. No playscript – could they create modern version of a traditional tale? (story with contemporary setting) | Write a creation myth based on ones read e.g. how the zebra got his stripes. | | |
| Non -Fiction | Explanations 2 week | Recount 1 + 1 week | Instructions 4 weeks | Report 2 weeks | Biography 2 weeks |
| Texts | Various Life Cycle Texts. Link to Science: Life Cycles of Other Animals. | <i>Love from Paddington</i> Trip to Discovery Centre? <i>Paddington and the Marmalade Maze.</i> <i>Trip to Hampton Court Palace.</i> | <i>How to Make an Apple Pie and See the World</i> <i>The Jolly Postman</i> <i>How to Nab a Rabbit</i> <i>Party Instructions</i> big book Ikea Instructions | Various Rainforest Texts. Link to Science and Geography: Rainforest Fauna and Flora | Various Biographies. Link to History: Antarctic Explorers |

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| Suggested final written outcome | Write labels and sentences for an in-class exhibition/ museum display | Write simple first person recounts based on personal experience, using adverbs of time | Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate | | Write a non-chronological report on an animal | Produce a flowchart, Ensuring content is clearly sequenced |
| Poetry | Vocabulary building (1 week) | Structure – calligrams (1 week) | Vocabulary building (1 week) | Structure – shape poetry | Vocabulary building (1 week) | Take one poet – poetry appreciation (2 week) |
| Texts | <i>Bill in a China Shop</i> | <i>Silly Limbic</i> | Great Fire of London Trip | Various examples Fire Station Trip | Feelings and Emotions. | Roald Dahl <i>Dirty Beasts</i> |
| Suggested final written outcome | Read, write and perform own verse | Write own calligrams (based on single words) | Read, write and perform free verse | Write own calligrams (shape poems) | Read, write and perform free verse | Personal responses to poetry. Recite familiar poems by heart |
| Revisited Genres | | | | | | |
| Spelling <i>Non Nonsense Spelling</i> | <ul style="list-style-type: none"> • NNS Blocks 1 and 2 • Revise Phase 5 phonics • Phase 6 phonics • Common plural + verb suffixes | | <ul style="list-style-type: none"> • NNS Blocks 3 and 4 • Phase 6 phonics • homophones and near-homophones • learning to spell common exception words • learning to spell more words with contracted forms | | <ul style="list-style-type: none"> • NNS Blocks 5 and 6 • Phase 6 phonics • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly • write from memory simple sentences dictated by the teacher | |
| Punctuation & Grammar | <ul style="list-style-type: none"> • Spaces btwn words • Capital letters, full stops, exclamation marks, question marks, commas for lists • Nouns, verbs, adjectives • Expanded noun phrase | | <ul style="list-style-type: none"> • apostrophes for contracted forms and the possessive (singular) • the present and past tenses correctly and consistently, including the progressive form • subordination (using when, if, that, or because) and co-ordination (or, and, but) | | sentences with different forms: statement, question, exclamation, command | |
| Handwriting | • form lower-case letters of the correct | | • write capital letters and digits of the | | • use spacing between words that | |

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| <i>Nelson Handwriting</i> | size relative to one another <ul style="list-style-type: none">• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined | correct size, orientation and relationship to one another and to lower-case letters | reflects the size of the letters |
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MATHEMATICS
Mathematics Mastery

| Term 1 | Term 2 | Term 3 |
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| Number within 100 Addition and Subtraction of 2-digit Numbers Addition and Subtraction Word Problems Measures: Length Graphs Multiplication and Division: 2, 5 and 10 | Fractions Time Addition and Subtraction of 2-digit Numbers (regrouping and adjusting) Money Faces, Shapes and Patterns; Lines and Turns | Numbers within 1000 Measures: Capacity and Volume Measures: Mass Exploring Calculation Strategies Multiplication and Division: 3 and 4 |

SCIENCE
Kent Science Scheme

| Term 1 | Term 2 | Term 3 |
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| <p align="center">Animals, Including Humans</p> <p>Animals have offspring that grow into adults Life cycles Basic needs for survival Healthy lifestyle</p> <p align="center">Plants</p> <p>Observe and describe how bulbs and seeds grow into mature plants</p> <p align="center">Living Things and Their Habitats</p> <p>Explore and compare alive, dead, never alive Identify and name a variety of plants and animals in their (micro)habitats</p> | <p align="center">Uses of Everyday Materials</p> <p>Find out how the shapes of some solid objects can be changed Identify and compare suitability [for particular uses] Recycling</p> <p align="center">Plants</p> <p>Find out and describe a plants' needs in order to grow and stay healthy</p> <p align="center">Living Things and Their Habitats</p> <p>Identify and name a variety of plants and animals in their (micro)habitats</p> | <p align="center">Plants</p> <p>Observe and describe how bulbs and seeds grow into mature plants Find out and describe a plants' needs in order to grow and stay healthy</p> <p align="center">Living Things and Their Habitats</p> <p>Explore and compare alive, dead, never alive Identify and name a variety of plants and animals in their (micro)habitats Identify that most living things live in habitats to which they are suited Describe how different habitats provide for the basic needs of different living things and how they depend on each other</p> |

HISTORY

| National Curriculum Aim | Significant Events and Individuals Beyond Living Memory | National Objective: Significant Historical Events, People and Places in the Local Area |
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| | Topic 1: The Great Fire of London | Topic 2: Hampshire Court Palace |
| Be aware of the past and how people and events fit into chronological framework | <ul style="list-style-type: none"> • Use a timeline to place historical events in chronological order. • know where the Samuel Pepys and the Great Fire of London fit within a chronological framework. | <ul style="list-style-type: none"> • Use a timeline to place historical events from construction to modern day in chronological order. |
| Knowledge of event, people and changes over time | <ul style="list-style-type: none"> • Choose and use parts of stories and other sources to show that they know and understand key features of events. • Explore and explain why Samuel Pepys. • Compare life in 17th Century England to their lives today. | <ul style="list-style-type: none"> • Name and describe the impact of some of the significant people to have worked/lived in the palace. • Explain the different stages of building Hampton Court Palace. |
| Ask and answer questions about the past - Historical Enquiry | <ul style="list-style-type: none"> • Develop a curiosity about the past, asking and answering questions. | <ul style="list-style-type: none"> • Ask and answer questions about the past. |
| Understand the ways we find out about the past – drawing conclusions from sources | <ul style="list-style-type: none"> • Draw conclusions on where and why the fire began using sources including Samuel Pepys' diary. | <ul style="list-style-type: none"> • Explain how and why Hampton Court Palace is important nationally and internationally. |
| Represent the past in different ways using everyday historical/technical vocabulary. | <ul style="list-style-type: none"> • Use vocabulary that directly relates to period: e.g. <ul style="list-style-type: none"> ○ Fire ○ Bakery ○ Bread ○ Escaping ○ Samuel Pepys ○ King Charles II ○ Tudor houses | <ul style="list-style-type: none"> • Use vocabulary that directly relates to period: e.g. <ul style="list-style-type: none"> ○ London ○ Palace ○ Tudor ○ King Henry VIII ○ Queen Elizabeth I |

GEOGRAPHY

Topic 1: Antarctica

Happy Feet

Key Questions:

- What is Mumble's home like?
- Where did Mumble live?
- How does Mumble's home differ to the (African) rainforests' climate?
- What would you need to pack if you visited Mumble?
- What would you need to pack if you visited the (African) rainforests?
- What is the weather like? How does it change?
- What are the features of Antarctica?

Map work: Find Antarctica in an atlas. Plot your journey from home to Antarctica, through the (African) rainforests.

Statutory Requirements:

- Comparing hot and cold places, and daily and seasonal weather patterns in relation to equator and poles.
- Name and locate countries/continents/oceans.
- Identify physical features of Antarctica.
- Positional language – compass directions

Cross-curricula links:

- English – visual – Happy Feet

Topic 2: (African) Rainforests

Panther Dream: A Story of the African Rainforest

Key Questions:

- What is life like in the (African) rainforests?
- How is it different to living in Berkshire?
- What is the difference between the weather in the (African) rainforests and England?
- How could we get to the (African) rainforests?
- What are some of the physical and human features in the (African) rainforests?
- What is the coast like?

Map work: Identify the oceans, continents, global positions (i.e. equator and hemispheres), hot and cold areas, and capital cities on a map.

Statutory Requirements:

- Name and locate the world's oceans/seas/continents
- Identify human and physical features.
- Compare seasonal and daily weather patterns.
- Study a non-European locality and compare its features with UK

Cross-curricula links:

- English
- Music
- Art

COMPUTINGScheme

*E-Safety Sessions every half term on how to use technology safely and respectfully, keeping personal information private and in identifying where to go for help and support when they have concerns about content or contact on the internet or other online technologies

| | Term 1 | Term 2 | Term 3 |
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| Information Technology (Data, sound, Digital Imagery & Multimedia) | Use technology purposefully to create, organise, store, manipulate and retrieve digital content | Use technology purposefully to create, organise, store, manipulate and retrieve digital content | Use technology purposefully to create, organise, store, manipulate and retrieve digital content |

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| Digital Literacy (Communicating Collaborating & Digital Exploration) | Recognise common uses of information technology beyond school | | |
| Computer Science • (Programming & Coding) • Create and debug simple programs | Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions | Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions | Use logical reasoning to predict the behaviour of simple programs |

ART & DESIGN SCHEME

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| Painting | <ul style="list-style-type: none"> • Is becoming aware of the differences between types of paint and brush sizes • Can name secondary colours |
| Printing | <ul style="list-style-type: none"> • Understands what a pattern is and can recognise them in nature • Is able to create a simple lino/styrene engraved block to print with |
| Textiles | <ul style="list-style-type: none"> • Cut and shape, pull threads, know and plait fabrics • Dying fabrics with tea bags, coffee, onion, skins. • Using printing, painting, fabric pens and crayons to decorate fabrics |
| 3D | <ul style="list-style-type: none"> • To be able to manipulate materials for a purpose e.g. make a pot, tile, jewellery etc. • Use 2D shapes to create 3D form • Experiment with joining and constructing, using recycled, man-made, natural materials |
| Drawing | <ul style="list-style-type: none"> • Is able to use pencils, erasers, felt tips, permanent markers, and chalk and oil pastels. • Can control the types of marks made with these materials. • Can invent new patterns and lines • Can draw on different surfaces with different media. • Is beginning to be able to draw shapes from observation. • Is aware of light and dark tone. |
| Collage | <ul style="list-style-type: none"> • Arrange and glue materials to different backgrounds • Sort and group materials for different purposes i.e. colour, texture • Create and arrange shapes appropriately |

DESIGN TECHNOLOGY

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| Term 1 | Term 2 | Term 3 |
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| Activity | Sliding Picture Books for <i>Paddington</i> | Wheels and Axles – Pull-along Wolf | Working with Fabric- Fabric Penguin |
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| Design Skills | <ul style="list-style-type: none"> Collect ideas from looking at ready-made cards Try out simple mechanisms with paper prior to making the final card or picture Use of graphics program | <ul style="list-style-type: none"> Investigate wheeled toys Draw pictures /sketches of how the wheels and axles are fixed Talk about what is to be made and how and who might use it | <ul style="list-style-type: none"> Try out ideas using paper Talk about fastening for fabric – buttons, zips, poppers, velcro Talk about fabrics used for different colours |
| Making Skills | <ul style="list-style-type: none"> Simple estimation and measurement Use of paper fasteners to allow movement Ake simple templates Make suggestions about how to proceed | <ul style="list-style-type: none"> Joining paper/card/boxes/dowel/wheels Making and aligning axle holders Use of hacksaw Evaluate final product | <ul style="list-style-type: none"> Making simple paper patterns Join fabric together using simple stitching, lacing, gluing, stapling Cutting fabric with scissors or snips |
| Knowledge & Understanding | <ul style="list-style-type: none"> Knowledge of sliding and rotating mechanisms Look at books – talk about likes and dislikes | <ul style="list-style-type: none"> Identifying fixed axles/free wheels/free axes/ fixed wheels Some toys move by being pushed or gulled Awareness that toys are made for children | <ul style="list-style-type: none"> How simple fabric products have been made Touch and feel or fabric – suitability of fabric for different purposes |

COOKING

| Term 1 | Term 2 | Term 3 |
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| Soup: make a healthy soup for a cold day | Dish: make party dish | Dip: design a new dip with crudites |
| Design Skills | Making Skills | Knowledge & Understanding |
| <ul style="list-style-type: none"> Choosing and selecting from a limited range of ingredients to adapt a basic recipe Talking about taste, colour and texture Suggest a simple step by step plan for making Evaluate food products by tasting | <ul style="list-style-type: none"> Measuring and weighting ingredients Cutting and shaping food safely Simple mixing and combining of food Working to a set plan or recipe Using basic tools/equipment | <ul style="list-style-type: none"> Basic hygiene rules Familiar healthy foods How characteristics of food change when processed |

PHYSICAL EDUCATION

| Term 1 | Term 2 | Term 3 |
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| PE Coach: Autumn 1: Football Autumn 2: Tag Rugby Class Teacher: Autumn 1: Fitness Autumn 2: Dance | PE Coach: Spring1: Netball Spring 2: Rounders Class Teacher: Spring1: Gymnastics Spring 2: Gymnastics | PE Coach: Summer1: Cricket Summer 2: Athletics & Sport's Day Class Teacher: Summer 1: Athletics Summer 2: Athletics |
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| MUSIC <i>Charanga</i> | | |
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| Term 1 | Term 2 | Term 3 |
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- use voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music
- school nativity musical

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| MODERN FOREIGN LANGUAGES Spanish | | |
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| Term 1 | Term 2 | Term 3 |
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Listen and engage
 Show understanding of words and phrases
 Appreciate stories, songs, poems and rhymes
 Ask and answer questions

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| PSHE & CITIZENSHIP | |
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| PSHE | CITIZENSHIP |
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| Fire Safety Healthy Lifestyle Personal Hygiene Managing Emotions and Feelings Developing a Growth Mindset Making and Keeping Friends Saving Money Supporting and Helping Charities Living Sustainably | Animals and Us Choices |
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