



## Year Two Curriculum Overview

Topics titles/term	<u>Autumn 1</u> Who Lives in A house like this?	<u>Autumn 2</u> Fire! Fire!	<u>Spring 1</u> Where in the World...	<u>Spring 2</u> Who do you think you are?	<u>Summer 1</u> Blooming Marvellous	<u>Summer 2</u> We are Pirates!
<u>Book titles</u>	The Noisy Foxes	Toby and The Great Fire of London	Possum Magic	The Queens Hat	The Secret Garden (Abridged Version)	The Night Pirates
<u>Trip or visitor</u>	Local Environment Walks	Museum of London and The monument	Australia Day Celebrations	Kensington Palace	Forest School	Pirate Adventure Day
Subject	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>English</b>	<p>Recounts and Newspaper reports</p> <p>Retelling, adapting and innovating stories.</p>	<p>Non- Chronological reports</p> <p>Traditional stories</p> <p>Bonfire Poems</p>	<p>Letters and Postcards</p> <p>Stories from other cultures</p> <p>Performance poetry</p>	<p>Instructions</p> <p>Biographies and Autobiographies</p>	<p>Setting and Character descriptions</p> <p>Explanation Texts</p> <p>Shape poetry</p>	<p>Non- Chronological Reports</p> <p>Retelling, adapting and innovating stories.</p>
<b>Maths</b> WRMH	<p>Number and Place Value.</p> <p>Addition and Subtraction.</p>	<p>Measurement: Money</p> <p>Multiplication and Division</p>	<p>Multiplication and Division</p> <p>Statistics</p>	<p>Geometry: shape</p> <p>Number: Fractions</p> <p>Measurement: Length</p>	<p>Position and Direction</p> <p>Problem Solving</p> <p>Measurement: Time</p>	<p>Measurement; Mass, Capacity and Temperature</p> <p>Investigation and Problem Solving.</p>
<b>Science</b> Switched on Science	<p>Mini Worlds</p> <p>Year 2 Unit 3</p>	<p>Material Monster</p> <p>Year 2 Unit 2</p>	<p>Healthy ME</p> <p>Year 2 Unit 1</p>	<p>Move It</p> <p>Year 2 Unit 4</p>	<p>Young Gardeners</p> <p>Year 2 Unit 5</p>	<p>Little Master chefs</p> <p>Year 2 Unit 6</p>
<b>Computing</b> Switched on Computing	We are zoologists-	We are detectives –	We are researchers –	We are astronauts –	We are photographers-	We are games testers-

<p><b>Design and Technology</b></p>		<p><b>Baking Bread</b></p> <p>Select from and use a range of tools and materials.</p> <p>Evaluate existing products and own ideas and products.</p> <p>Build and improve structures. Stuart Houses 1600's</p>	<p>Understand where food comes from.</p> <p>Select from and use a range of tools and materials.</p> <p>Evaluate existing products and own ideas and products.</p>		<p><b>How can we make sure plants have enough water?</b></p> <p>Design purposeful functional and appealing products.</p> <p>Generate, develop, make and communicate ideas.</p> <p>Explore and use mechanisms- levers and pulleys.</p>	<p><b>Cooking and nutrition</b></p> <p>Can they describe the properties of the ingredients they are using?</p> <p>Can they explain what it means to be hygienic? Are they hygienic in the kitchen?</p> <p>Prepare dishes using principles of a healthy diet.</p>
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<p><b>History</b></p>		<p><b>Significant events beyond living memory.</b></p> <p>Sequence a set of events, using appropriate vocabulary to describe the past in chronological order.</p> <p>Recount some facts from an historical event, such as where the fire of London started.</p> <p>Research about a famous event that happens in Britain and why it has been happening for some time. Guy Fawkes and Bonfire Night. Explain what is meant by a parliament.</p> <p>Explain why Britain has a special history by naming some famous events and some famous people.</p>	<p><b>Local History.</b></p> <p>Research the life of someone who used to live in their area using the Internet and other sources to find out about them.</p> <p>Explain how their local area was different in the past.</p>	<p><b>Lives of significant people</b></p> <p>Lives of significant people and the changes within living memory- The Royal Family. Give examples of things that are different in their life from that of their grandparents when they were young.</p> <p>Research the life of a famous Briton from the past (Florence Nightingale) giving attention to what they did earlier and what they did later using different resources to help them.</p> <p>Explain why Britain has a special history by naming some famous events and some famous people.</p>		<p><b>Significant events beyond living memory.</b></p> <p>Research the life of a famous Briton from the past using different resources to help them. Sir Francis Drake</p> <p>Explain why Britain has a special history by naming some famous events and some famous people.</p>
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<p><b>Geography</b></p>	<p><b>Study the immediate environment.</b></p>		<p>Find where they live on a map of the UK and name the main cities of England, Wales, Scotland and Ireland.</p> <p>Use world maps, atlases and globes to compare the UK locality with NON EU country.</p> <p>Use basic geographical vocabulary to describe physical and human features and label a diagram or photograph.</p> <p>Describe some of the features associated with an island and describe the key features of a place.</p>	<p><b>Identify weather patterns, locate hot and cold areas of the world.</b></p>	<p>Study the local environment</p> <p>Find out about a locality by using different sources of evidence including asking some good questions to someone else.</p> <p>Say what they like and don't like about their locality and another locality and describe some physical features</p> <p><b>Explore the questions-</b>          What makes a locality special? Do people ever spoil the area? How? Do people try to make the area better? How?          What facilities a town or village might need?</p>	<p>Use 4 compass points and locational and directional vocabulary.</p> <p>Recognise features on aerial photos and plan and devise a map with symbols and key.</p> <p>Use world maps, atlases and globes to help name the continents of the world and oceans and find them in an atlas.</p> <p>Label a diagram or photograph using some geographical words.</p>
<p><b>RE</b></p>	<p>Who is Christian and what do they believe?</p>	<p>What festivals do different religions celebrate? (Christmas, Diwali, Hanukah)</p>	<p>What do Christians do at Easter and why is it important to them?</p>		<p>In what ways are a church and a mosque important to believers?</p>	<p>Who influences us?</p>
<p><b>PSHE</b></p>	<p><b>Being in My World</b></p>	<p><b>Celebrating differences</b></p>	<p><b>Dreams and Goals</b></p>	<p><b>Healthy Me</b></p>	<p><b>Building Relationships</b></p>	<p><b>Changing me</b></p>

<p><b>Art</b></p>	<p>Link colours to natural and man-made objects.</p> <p>Say how other artists have used colour, pattern and shape.</p> <p>Create a piece of work in response to another artist's work.</p> <p>Andy Goldsworthy</p>	<p>Create individual and group collages, using different materials and repeated patterns</p> <p>Mix paint to create all the secondary colours and tints and tones, as well as creating their own brown through mixing.</p>	<p>Create a picture independently.</p> <p>Use simple IT mark-making tools, e.g. brush and pen tools.</p> <p>Use a viewfinder to focus on a specific part of an artefact from around the world before drawing it. Using a range of media including; charcoal, pencil and pastels</p>	<p>Take different photographs of themselves displaying different moods.</p> <p>Draw self portrait and use three different grades of pencil in their drawing.</p> <p>Create different tones using light and dark to show patterns and texture in their drawings.</p>	<p>Create a print using pressing, rolling, rubbing and stamping.</p> <p>Create a print like a designer.</p> <p>Add line and shape to their work.</p> <p>Edit their own work. Change their photographic images on a computer.</p>	<p>Join fabric using glue.</p> <p>Sew fabrics together.</p> <p>Create part of a class patchwork.</p>
<p><b>PE</b></p>	<p>Dance Body Balance</p>	<p>Gymnastics Body Balance</p>	<p>Dance Ball skills</p>	<p>Gymnastics Ball Skills</p>	<p>Team Games</p>	<p>Team Games</p>
<p><b>Music</b></p>	<p>Throughout the year, children will be taught to</p> <ul style="list-style-type: none"> <li>-Play tuned and untuned instruments musically</li> <li>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>-Listen with concentration and understanding to a range of high-quality live and recorded music from around the world.</li> <li>-Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes to create their own chants and rhymes.</li> </ul>					