

## Year 2 – Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Whole School Events</b>	<a href="#">Macmillan Coffee Morning</a> <a href="#">Black History Month</a> <a href="#">World Mental Health Day</a>	<a href="#">Remembrance Day</a> – 11 <sup>th</sup> Nov <a href="#">Diwali</a> (KS1 - Late Oct/Early Nov) <a href="#">Road Safety Week</a> (KS2 -Mid Nov) <a href="#">Safer Internet Day</a> (Early Feb) <a href="#">Knowledge Review week</a>	<a href="#">National Storytelling Week</a> (Early Feb) <a href="#">Go Green Week</a> (KS1 Mid Feb)	<a href="#">STEM Week</a> (March) <a href="#">Fairtrade Fortnight &amp; School Charity Event</a> (KS2 - Late Feb) <a href="#">Knowledge Review week</a>	<a href="#">World Book Day / Sports Relief</a> (Early March, Alternate years) <a href="#">Earth Day</a> (Late March)	Sports Day
<b>English</b>	Poems on a theme: ‘Our Spaceship’  Stories: Beegu  Non-chronological reports: Healthy Living	Poem: ‘Celebration’  Traditional tales: The Last Wolf  Instructions	Poem: ‘Night Sounds’  Stories by the same author: Simon Bartram (Man on the Moon)  Information text: Titanic Recount	Poem: The Sound Collector  Stories: How to find Gold  Instructions	Poem: Animal poetry  Stories: The Magic Finger  Recount	Poems: Inside my head  Story: The Diary of a Killer Cat  Recount: letters
<b>Maths</b>	Number: Place Value  Number: Addition and Subtraction	Number: Addition and Subtraction  Geometry: Shape	Number: Multiplication and Division  Measurement: Money	Number: Multiplication and Division  Number: Fractions  Measurement: Length and Height	Measure: Mass, Capacity & Temperature  Measure: Time	Statistics  Geometry: Position and Direction
<b>Science</b>	<b>Our Changing World</b> plants and habitats. <b>Take Care</b> Find out about the basic needs of humans for survival (water, food, air, shelter) Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.	<b>Our Changing World</b> plants and habitats. <b>Materials – Good Choices</b> Identify and compare the uses of different everyday materials (wood, metal, plastic, glass, brick, rock, paper and cardboard) Find out how the shapes of some materials can be changes by squashing, bending, twisting and stretching.	<b>Our Changing World</b> plants and habitats. <b>Materials – Shaping up</b> Identify and compare the uses of different everyday materials (wood, metal, plastic, glass, brick, rock, paper and cardboard) Find out how the shapes of some materials can be changes by squashing, bending, twisting and stretching.	<b>Our Changing World</b> plants and habitats. <b>Growing Up – Offspring</b> Notice that animals, including humans, have offspring which grow into adults.	<b>Our Changing World</b> plants and habitats. <b>The Apprentice Gardener</b> Explore and compare the differences between things that are living, dead, and things that have never been alive. Explore that most living things live in habitats that they are suited and how these different habitats provide for the basic needs of different plants and animals. Identify and name a variety of plants and animals in their habitats, including micro-habitats, such as under a log. Describe how animals get their food from	<b>Our Changing World</b> plants and habitats. <b>The Apprentice Gardener/</b> Observe and describe how seeds and bulbs grow into plants. Find out and describe how plants needs water, light and the right temperature to grow and stay healthy.  <b>What’s in Your Habitat? (4 lessons)</b>

					plants and other animals using a food chain.	
<b>History</b>	<p><b>Significant historical events, people and places in own locality</b></p> <p>The study of significant historical events and places in our local area. Local history of Farington, the Mill and William Bashall and William Boardman</p>		<p><b>Events beyond living memory</b></p> <p>Events beyond living memory that are significant nationally or globally – The Titanic</p>		<p><b>Life of a significant individual</b></p> <p>Famous Antarctic Explorers Scott of the Antarctic/ Sir Ernest Shackleton -link to Science - Survival</p>	
<b>Geography</b>		<p><b>Why don't penguins need to fly?</b></p> <p>Children will understand the importance of location in relation to the Equator and poles in determining weather and climate. Children will understand the distribution of hot and cold places in the world and how living things have to adapt to survive in such places.</p>		<p><b>Why does it matter where our food comes from?</b></p> <p>Children will learn where their food comes from but also why this is important. By the end of the unit, children will understand why it is important to use locally sourced and free-range produce.</p>		<p><b>How does Kampong Ayer compare with where I live?</b></p> <p>Throughout this topic, children will begin to make comparisons between their lives and those of people in a small diverse community in the country of Brunei on the tropical island of Borneo in southeast Asia.</p>
<b>Art</b>	<p><b>Drawing – Portrait</b></p> <p>Learn about the work of the artist Julian Opie Picasso Portrait of Ernest Shackleton Opie-style portraits - Kapow Self-portraits Develop the technique of line, shape and form.</p>		<p><b>Printing</b></p> <p>Create animal patterns Look at animal skins, create foam printing blocks, create repeat pattern</p>		<p><b>Painting</b></p> <p>Look at Alison Lapper's work Creating landscapes using mouth only! Cut out their 2 landscapes and create an optical illusion – Kapow Rembrandt Van Gogh</p> <p><a href="#">Link to the Titanic/The Arctic</a></p>	
<b>Design Technology</b>		<p>Structures <b>Baby Bear's Chair</b> <b>Exploring stability and strengthening materials</b> (Kapow Y2U3) The children will make a chair for baby bear.</p>		<p>Food <b>A Balanced Diet</b> <b>Healthy wraps</b> (Kapow Y2U2) Children will design and create a healthy wrap.</p>		<p>Mechanisms <b>Moving Monster</b> <b>Pivot, lever, linkages</b> (Kapow Y2U5) Children will make moving monster pictures.</p>

<b>Music</b>	<b>Exploring Simple Patterns</b> Use their 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 interrelated dimensions of music.		<b>Focus on Dynamics and Tempo</b> Use their 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 interrelated dimensions of music.		<b>Exploring Feelings through Music</b> Use their 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 interrelated dimensions of music.	
<b>RE</b>  <i>Theme</i> <i>How do we respond to the things that really matter?</i>	<b>Christianity (God)</b>  Creation  Care for the Planet  Harvest	<b>Christianity (Jesus)</b>  Jesus as the Light of the World & The Symbolism of Light  Advent and Christmas Celebrations  Christmas Nativity	<b>Hindu Dharma</b>  Devotion  Worship and the Temple	<b>Islam</b>  Submission and Gratitude  Prayer	<b>Christianity (Church)</b>  Worship  The Church  Use of Symbols	<b>Judaism</b>  Moses  Ten Commandments  The Sabbath
<b>Computing</b> CS - Computer Science DL – Digital Literacy IT – Information Technology	<b>Unit 2.2 – Lesson 1 &amp; 2 Online Safety</b> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <b>(Troll Stinks Book)</b>  <b>Unit 2.1 Coding (2Code)</b> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs.	<b>Unit 2.2 – Lesson 3 Online Safety &amp; Book Troll Stinks</b> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  <b>Unit 2.3 Spreadsheets (2Calculate)</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<b>National e-Safety Day Lee and Kim (ThinkUKnow)</b> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  <b>Unit 2.4 Questioning (2Investigate/2Question)</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<b>Unit 2.5 – Lesson 1 &amp; 2 Effective Searching</b> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  <b>Unit 2.7 Making Music (2Sequence)</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<b>Unit 2.5 – Lesson 3 Effective Searching</b> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  <b>Unit 2.6 Creating Pictures (2Paint a Picture)</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<b>PSHE: 1Decision Computer Safety – Image Sharing / Making Friends Online</b> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  <b>Unit 2.8 Presenting Ideas</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

	Use logical reasoning to predict the behaviour of simple programs.					
<b>PSHCE</b>	<b>Relationships:</b> <ul style="list-style-type: none"> <li>• Appropriate touching</li> <li>• Design the perfect friend</li> <li>• Bullying</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>• To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Feelings and Emotions</b> <ul style="list-style-type: none"> <li>• Different Feelings</li> </ul> <b>Fire Safety</b> <ul style="list-style-type: none"> <li>• When should we call 999?</li> <li>• The Map</li> <li>• What can cause a fire?</li> <li>• Distractions</li> <li>• Fire safety quiz</li> <li>• Fire safety declaration</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>• To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Keeping/Staying Healthy:</b> <ul style="list-style-type: none"> <li>• Healthy Dinner</li> <li>• Unhealthy Dinner</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>• To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Keeping/Staying Safe:</b> <ul style="list-style-type: none"> <li>• Who keeps me safe?</li> <li>• Is it safe?</li> <li>• Safety Poster</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>• To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Being Responsible:</b> <ul style="list-style-type: none"> <li>• In class I should...</li> </ul> <b>Money Matters</b> <ul style="list-style-type: none"> <li>• Different types of money.</li> <li>• Money around the world.</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>• To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Computer Safety:</b> <ul style="list-style-type: none"> <li>• Should I share?</li> <li>• Should I respond?</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>• To be weaved into each class and taught through British Values assemblies.</li> </ul>
<b>PE</b>	Core Task Games 'Piggy in the Middle'	Dance	Dance	Dance	Athletics	Athletics
	Core Task Games 'Piggy in the Middle'	Gymnastics	Gymnastics	Games - Net / Wall Core Task	Striking and Fielding Core Task	Striking and Fielding Core Task
<b>MFL</b>	<b>Learning Powers</b> Greetings Farewells Name phrases 1-10 Tooth Fairy focus	<b>Explore and Perform</b> Colours Parts of body	<b>Birthdays and Celebrations</b> Months	<b>Minibeasts</b> Minibeasts Snails Bees Butterflies Colours Easter bells	<b>Colours and Numbers revisited (Dinosaurs)</b>	<b>Summer Adventures</b> Numbers Colours Exploring unfamiliar nouns Sea creatures

Events listed in Purple are part of our core enrichment and entitlement offer.

Events listed in Green are additional cross-curricular mini-units.

