

Year 2 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><u>Tuesday</u> Children will engage in a variety of speaking and listening activities including some drama work, as well as report writing and their own version narrative based on the story.</p> <p><u>A Walk Around Shillington</u> The children will use two styles of writing, recount and information. They will then merge both styles of writing to create a guide book for Shillington.</p> <p><u>Rosie Revere, Engineer</u> The children will design their own bridges and write an explanation about how they work using verbs.</p>	<p><u>The Great Fire of London</u> Children will compare London of today and London of 1666, using past and present tense. They will write diary entries.</p> <p><u>Instructions</u> The children will use adverbs and imperative verbs to write fire safety instructions.</p>	<p><u>Fly, Eagle, Fly</u> The children will write a variety of different genres based on this African folk tale. They will finish by writing their own story using an African animal as the main character.</p>	<p><u>The Tadpole's Promise</u> Children will retell a known story and create their own version, as well as using information from the text to create an explanation text.</p> <p><u>The Journey Home</u> Children create fact files on endangered animals as well as writing short persuasive pieces on why we need to save a particular endangered animal. Children will identify how a sentence types, including a question, a command, a statement or an exclamation.</p>	<p><u>Jim and the Beanstalk</u> Children use their knowledge of the sequel to the classic Jack and the Beanstalk tale, to initially innovate and then create their own sequel to another well-known fairy tale, e.g. Auburn Hair and the Three Bears.</p> <p><u>The House Held Up by Trees</u> Children explore the themes of the narrative, and produce descriptive non-fiction writing in different forms, such as writing the life-cycle of seeds, seed packets, estate agents and newspaper reports.</p>	<p><u>The Dragon Machine</u> Children are initially engaged by noticing a dragon tail and then by going on a dragon hunt across the school. Children then create a guide, exploring descriptive and positional language.</p>

Year 2 Curriculum Overview

<p>Maths</p>	<p><u>Place Value</u> Children will recognise the place value of each digit in a two-digit number and compare and order numbers. They will partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones.</p> <p><u>Addition and Subtraction</u> Children will add and subtract a two-digit number and ones, tens, another two-digit number and 3 one digit numbers. They will recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p><u>Money (Year 1 catch up)</u> Children will learn to recognise the value of different denominations of coins and notes.</p> <p><u>Money</u> The children will recognise and use symbols for pounds (£) and pence (p). They will combine amounts to make a particular value, and find different combinations of coins that equal the same amounts of money.</p> <p><u>Multiplication and Division (Year 1 catch up)</u> The multiplication and division focus in Year 1 is on the 2s, 5s, and 10 times table. Children will explore these using practical objects, pictorial</p>	<p><u>Multiplication & Division</u> <i>Continued</i></p> <p><u>Statistics</u> The children will make different charts, including; tally charts, pictograms and block diagrams. They will use their data to explain what they have found, using mathematical vocabulary.</p>	<p><u>Shape</u> The children will name basic 2D and 3D shapes. They will be able to describe the properties of shapes, including lines of symmetry. Children will sort shapes into different categories and solve puzzles and problems.</p> <p><u>Fractions</u> Children will begin by making equal parts, before recognising a half, a quarter and a third. The children will understand unit and non-unit fractions before discovering simple equivalent fractions.</p>	<p><u>Length & Height (Year 1 catch up)</u> Children will develop what they have learnt in reception. They will begin to compare, describe and solve practical problems. Using terms longer/shorter/ tall/short/ double/half</p> <p><u>Length and Height</u> Children will choose and use appropriate standard units to estimate and measure length/height. They will read scales in divisions of ones, twos, fives and tens, and where not all numbers on the scale are given.</p> <p><u>Position and Direction</u> Children will order and arrange combinations of mathematical objects in patterns and</p>	<p><u>Time (Year 1 catch up)</u> Children will be introduced to time, learning to tell the time to O'clock and half past. Also measuring and beginning to record time in hours, minutes and seconds.</p> <p><u>Time</u> Children will learn how to tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p><u>Mass, Capacity & Temperature</u> They will choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest</p>
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Year 2 Curriculum Overview

		<p>representations and begin to create arrays.</p> <p><u>Multiplication & Division</u></p> <p>Children will recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. Use arrays, repeated addition and multiplication and division sentences. They will recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$</p>			<p>sequences. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>	<p>appropriate unit, using scales, thermometers and measuring vessels.</p>
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Year 2 Curriculum Overview

Science	<p><u>Materials</u></p> <p>Building on from their learning in Autumn term of Year 1, children will learn why certain materials are chosen for particular jobs. They will carry out simple comparative tests and discuss their observations using some scientific vocabulary.</p>	<p><u>Animals Including Humans</u></p> <p>Children will learn how animals have adapted to life in certain climates, such as the heat of Africa. The children will learn about food chains and life cycles. The children will also learn the basic needs to humans and how we keep ourselves healthy.</p>	<p><u>Plants (Yr 1 catch up)</u></p> <p>Children will begin to name and identify a variety of common wild and garden plants including trees. They will describe and identify the basic structure of common flowering plants.</p> <p><u>Plants</u></p> <p>Children will discover how plants need water, light and a suitable temperature to grow and stay healthy. They will also describe the impact of changing these. They will observe and describe how seeds and bulbs grow into mature plants.</p>
Art	<p><u>Perspective</u></p> <p>Using our topic of The Great Fire of London as inspiration, the children will learn how to use perspective in their drawing. The children will learn about famous artists of landscapes (incl. London) and begin to explore background and foreground using a variety of artistic techniques.</p> <p>Famous Artists including Van Gogh, Lowry and Pissarro</p> <p><u>One take picture</u></p> <p>Exploring the picture of 'The Finding of Moses' by Orazio Gentileschi.</p>	<p><u>Silhouettes</u></p> <p>Children will learn how to blend colours to create a striking background before adding silhouettes to the foreground.</p> <p><u>Patterns</u></p> <p>Children will study African patterns before designing their own. Children will create their own printing tool to create an African themed pattern.</p> <p><u>Sewing</u></p> <p>Children will learn basic sewing skills and stitches in order to create a finished product.</p> <p><u>Sculpture</u></p>	<p><u>Observation</u></p> <p>The children will make careful observations and create pictures based on their immediate surroundings. They will create view finders to pick out details from larger images and recreate them using the children's' chosen media</p> <p><u>Photography</u></p> <p>Children will begin to understand how observation skills are key to capturing an interesting image and understand how an item can look different depending on its viewpoint. They will use this knowledge to recreate an image using collage.</p>

Year 2 Curriculum Overview

			Children will learn the technique of coiling to create a pot and decorate it in the style of a famous ceramic artist.		<u>Natural sculpture</u> Following on from collage the children will learn about Natural sculpture and land art.
DT	<u>Tower Bridge</u> The children will create a model of Tower Bridge using a variety of DT skills. <u>Food and Packaging</u> Children will learn where food comes from and whether it is grown or made. They will then evaluate popular food packaging and after drawing on their own ideas, design their own package that is appealing and appropriate for purpose. <u>Clay modelling</u> Using clay and a range of tools create a decoration.		<u>Levers/Sliders</u> Children will explore different mechanisms used for movement.		
Computing	<u>Online Safety</u> Children will continue to learn about the importance of staying safe online. They will build on their understanding of being	<u>Digital Literacy</u> This term the children will revise how to turn on and shut down laptops, Chromebooks and iPads safely.	<u>Online Safety</u> Children will use what they learnt in the Autumn Term to teach others how to stay safe online. The children will also	<u>Digital Literacy</u> Children will use technology to organise and present their ideas in different w and interesting ways, such as using different	<u>Coding</u> Children will use Bee bots to create simple programs, using the language of direction such as left and right. They will work together to evaluate their code and understand where it doesn't work. Children will learn how to solve problems and debug

Year 2 Curriculum Overview

	<p>kind to others online and asking for permission from adults. They will learn how using an avatar online is safer than using a photograph of themselves.</p>		<p>apply their learning when using the internet to carry out research.</p>	<p>fonts. They will develop their use of the keyboard to add, delete and space text for others to read. Children will learn how to save their work and be able to retrieve it again.</p>	<p>programs. They will understand that programs work by following precise and unambiguous instructions.</p>
History	<p><u>The Great Fire of London</u> Children will develop their understanding of chronological order and use vocabulary to describe the passing of time. They will learn about events beyond living memory that are significant nationally or globally. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>				<p><u>Castles</u> Children will learn about how castles were used in the past. They will understand differences between ways of life in different periods. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will be able to locate castles in the UK.</p>
Geography	<p><u>London</u> Children will develop their abilities to use maps, describing the location of famous London landmarks. The children will learn the four countries and capital cities of the United Kingdom.</p>	<p><u>Africa</u> Children will build on their map skills, this term looking at world maps. The children will understand the difference between a country and continent. They will begin to learning the names of the world seas. Children will also compare the physical and human Geography of different parts of the world.</p>			

Year 2 Curriculum Overview

RE	<u>Who is Muslim? What do they believe and how do they live?</u> Children will explore what Muslims believe and what difference this makes to the way they live, so they can begin to understand and reflection on their own ideas and ways of living.	<u>How and why do we celebrate significant times? What makes some celebrations sacred to believers?</u> Children will be recognising special times of celebration for example festivals. They will discuss the impact on people's lives, making connections and asking questions about people's beliefs.	<u>What can we learn from sacred books and stories?</u> Children will identify different books and stories of religious importance. They will discuss and ask questions arising from their learning about holy books.	<u>How should we care for each other? Why does it matter?</u> The children will discuss about the importance of each person being unique and valuable. They will talk about how people should care for others, making links to religious stories.	<u>How should we care for the Earth? Why does it matter?</u> The children will discuss the importance of the natural world. The children will make connections to religious beliefs and stories.	<u>Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?</u> The children will think about different religious leaders, stories they told and questions about leadership and inspiration.
Music	<u>Hands, Feet, Heart</u> Children will be learning how to sing a song. They will develop an understanding of finding the pulse of a piece of music before extending their ability to performing confidently.		<u>I Wanna Play in a Band</u> Children will listen to a piece of music and design their own actions. The children will also use instruments to listen and play back using 2 notes, F moving to G.		<u>Friendship Song</u> Children will recognise and name some of the instruments they hear. They will be able to clap a rhythm. Children will use instruments to play E, G and some children will play C.	
PE	<u>Fitness</u> Children will take part in a range of fitness activities to develop components of fitness. Children will begin to explore and develop	<u>Ball Skills</u> Children will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target,	<u>Dance</u> Children will explore space and how their body can move to express and idea, mood, character or feeling. They will	<u>Net and Wall</u> Children will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and	<u>Athletics</u> Children will develop skills required in athletic activities such as running at different speeds, changing direction,	<u>Striking and Fielding</u> Children will develop their aim using both underarm and overarm actions. The children will be given opportunities to

Year 2 Curriculum Overview

	<p>agility, balance, co-ordination, speed and stamina. They will be given the opportunity to work independently and with others. Children will develop perseverance and show determination to work for longer periods of time.</p> <p><u>Team Building</u> Children will develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Children have the opportunity to show honesty and fair play.</p>	<p>dribbling with both hands and feet and kicking a ball. The children will have the opportunity to work independently, in pairs and small groups. Children will be able to explore their own ideas in response to tasks.</p> <p><u>Yoga</u> Children learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. The children will work independently and with others, sharing ideas and creating</p>	<p>build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Children will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <p><u>Target Games</u> Children will develop their aim using both underarm and overarm actions. Children will be given opportunities to select and apply the appropriate action for the target</p>	<p>wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.</p> <p><u>Gymnastics</u> Children will learn, explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases.</p>	<p>jumping and throwing. In all athletic based activities, The children will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p> <p><u>Invasion</u> Children will develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with</p>	<p>select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p> <p><u>Swimming</u> This unit is aimed at beginner swimmers. In this unit the children will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. They will begin to learn to use legs and arms to</p>
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Year 2 Curriculum Overview

		their own poses in response to a theme.	considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.		both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.	propel them. They will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations.
PSHCE	<u>Keeping Safe</u> The children will learn the importance of hygiene and how this will help to keep everyone safe in school. <u>Self-Awareness</u> Children will understand how to be proud of their skills and respect difference between people.		<u>Keeping Healthy</u> The children will learn different ways that humans keep themselves healthy. This links nicely with our science and PE this term. <u>Celebrate Difference</u> The children will begin to understand how important it is to appreciate and celebrate difference between them and others. They will begin by looking at their family and learning how everyone has their own unique skills.			