

## Year 2 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>Focus Text: <u>Goldilocks and three bears</u></b></p> <p><u>Knowledge</u> Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions</p> <p><u>Skills</u> Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Use subordination (using when, if, that, because) and co-ordination (using or, and, but) Learn to spell common exception words</p> <p><u>Vocabulary</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffixes, exclamation marks, past,</p>	<p><b>Focus Text: <u>The Great Fire of London</u></b></p> <p><u>Knowledge</u> Look at non-fiction text incorporating different text types, including writing a non-chronological report, warning posters, and writing in role.</p> <p><u>Skills</u> Correct choice and consistent use of present tense and past tense throughout writing. Subordination (using when, if, that, because) and co-ordination (using or, and, but). Expanded noun phrases for description and specification. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p><u>Vocabulary</u> Capital letters, full stops, question marks,</p>	<p><b>Focus Text: <u>Cotton Rock</u></b></p> <p><u>Knowledge</u></p> <p><u>Skills</u> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words Learning to spell more words with contracted forms Apply spelling rules and guidance, as listed in English Appendix 1 Appropriately in discussing their writing and reading</p>	<p><b>Focus Text: <u>Tadpole's Promise</u></b></p> <p><u>Knowledge</u> 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>Skills</u> Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [ The present and past tenses correctly and consistently Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p><u>Vocabulary</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffixes, exclamation marks, past, present,</p>	<p><b>Focus Text: <u>Jim and the Beanstalk</u></b></p> <p><u>Knowledge</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>Skills</u> Using -ing, -ed, -er and -est where no change is needed in the spelling of root words. Apply spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p><u>Vocabulary</u></p>	<p><b>Focus Text: <u>The Dragon Machine</u></b></p> <p><u>Knowledge</u> Create a guide, exploring descriptive and positional language.</p> <p><u>Skills</u> Formation of nouns using suffixes such as -ness, -er and by compounding Subordination and co-ordination conjunctions Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list</p> <p><u>Vocabulary</u> Capital letters, full stops, question marks,</p>

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	<p>present, conjunction, subordination, nonfiction, fiction, comma, apostrophe, common exception word,</p> <p><b><u>Focus Text: A Walk Around London</u></b></p> <p><u>Knowledge</u> Look at styles of writing, recount, and information. They will then merge both styles of writing to create a guidebook for local area.</p> <p><u>Skills</u> Expressing time, place and cause using conjunctions and prepositions Introduction to paragraphs Headings and sub-headings to aid presentation Introduction to inverted commas to punctuate direct speech Fronted adverbials Use of paragraphs to organise ideas around a theme</p> <p><u>Vocabulary</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffixes, exclamation marks, past, present, conjunction,</p>	<p>nouns, adjectives, verbs, suffixes, exclamation marks, past, present, conjunction, subordination, nonfiction, fiction, comma, apostrophe,</p> <p><u>Cross-curricular Coverage:</u> History (Y2: Events beyond living memory that are significant nationally or globally): The Great Fire of London</p>	<p><u>Vocabulary</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffixes, exclamation marks, past, present, conjunction, subordination, nonfiction, fiction, comma, apostrophe, common exception word, contraction,</p> <p><u>Cross-curricular Coverage:</u> Design and Technology</p> <p><b><u>Focus Text: Fly, Eagle, Fly</u></b></p> <p><u>Knowledge</u> Write description of the setting and write their own version of the story.</p> <p><u>Skills</u> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Subordination (using when, if, that, or because) and co-</p>	<p>conjunction, subordination, nonfiction, fiction, comma, apostrophe,</p> <p><u>Cross-curricular Coverage:</u> Science (Y2 Animals including humans): Notice that animals, including humans, have offspring which grow into adults</p> <p><b><u>Focus Text: The Journey Home</u></b></p> <p><u>Knowledge</u> Create fact files on endangered animals and write short persuasive pieces Children will identify how a sentence types, including a question, a command, a statement or an exclamation.</p> <p><u>Skills</u> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences How the grammatical patterns in a sentence</p>	<p>Capital letters, full stops, question marks, nouns, adjectives, verbs, suffixes, root word, exclamation marks, past, present, conjunction, subordination, nonfiction, fiction, comma, apostrophe,</p> <p><u>Cross-curricular Coverage:</u> Science (Y2 Plants): Observe and describe how seeds and bulbs grow into mature plants</p> <p><b><u>Focus Text: The House Held Up by Trees</u></b></p> <p><u>Knowledge</u> Write narrative, and produce descriptive non-fiction writing in different forms.</p> <p><u>Skills</u> Capital letters for names and for the personal pronoun I Formation of adjectives using suffixes such as -ly Commas to separate items in a list Apostrophes to mark</p>	<p>nouns, adjectives, verbs, suffixes, root word, exclamation marks, past, present, conjunction, subordination, nonfiction, fiction, comma, apostrophe,</p> <p><u>Cross-curricular Coverage:</u> Geography (Y2 Geographical skills and fieldwork)</p>
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	<p>subordination, nonfiction, fiction, comma, apostrophe, fronted adverbials, paragraph, speech, heading, subheadings, prepositions,</p> <p><u>Cross-curricular Coverage:</u> Geography (Y2 Geographical skills and fieldwork): Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>		<p>ordination (using or, and, or but) Expanded noun phrases to describe and specify How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command.</p> <p><u>Vocabulary</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffixes, exclamation marks, past, present, conjunction, subordination, nonfiction, fiction, comma, apostrophe,</p> <p><u>Cross-curricular Coverage:</u> Geography</p>	<p>indicate its function as a statement, question, exclamation or command. Expanded noun phrases to describe and specify. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Correct choice and consistent use of present tense and past tense throughout writing. Commas to separate items in a list</p> <p><u>Vocabulary</u> Capital letters, full stops, question marks, nouns, adjectives, verbs, suffixes, exclamation marks, past, present, conjunction, subordination, nonfiction, fiction, comma, apostrophe,</p> <p><u>Cross-curricular Coverage:</u> Science (Y2 Living things and their habitats)</p>	<p>where letters are missing in spelling Learning to spell more words with contracted forms Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p><u>Cross-curricular Coverage:</u> Science (Y2 Plants) Geography (Y2 Human and physical Geography): Key physical features</p>	
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Maths	<u>Place Value</u>	<u>Money</u>	<u>Statistics</u>	<u>Shape</u>	<u>Length and Height</u>	<u>Time</u>
	<p>Recognise the place value of each digit in a two-digit number and compare and order numbers. Partition two-digit numbers into different combinations of tens and ones.</p> <p><u>Vocabulary</u> Tens, ones, same, more, less, partition, compare, order, numbers to one hundred Partition,</p> <p><u>Addition and Subtraction</u></p> <p>Add and subtract a two-digit number and ones, tens, another two-digit number. Add 3 one-digit numbers. Recognise and use inverse relationships between addition and subtraction. Use this to check calculations and solve missing number problems.</p> <p><u>Vocabulary</u> Addition, add, more, make, sum, total, altogether, double, near, double, one more, two more, ten more, subtract, takeaway, fewer, smaller, inverse, check, solve,</p>	<p>Recognise and use symbols for pounds (£) and pence (p). Combine amounts to make a particular value and find different combinations of coins that equal the same amounts of money.</p> <p><u>Vocabulary</u> Money, pence, pound, note, coin, equal, amount,</p> <p><u>Multiplication &amp; Division</u> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. Use arrays, repeated addition and multiplication and division sentences. Recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements.</p> <p><u>Vocabulary</u></p>	<p>Make different charts, including tally charts, pictograms and block diagrams. Use their data to explain what they have found, using mathematical vocabulary.</p> <p><u>Vocabulary</u> Tally chart, pictogram, block diagram, more, less, all together, graph, represent group, set list, table label, title, most popular, most common least popular, least common</p>	<p>Name basic 2D and 3D shapes. Describe the properties of shapes, including lines of symmetry. Sort shapes into different categories and solve puzzles and problems.</p> <p><u>Vocabulary</u> 2D, 3D, Shape, sides, vertices, edges, faces, square, circle, rectangle, pentagon, hexagon, heptagon, octagon, cylinder, sphere, cube, cuboid,</p> <p><u>Fractions</u> Recognising a half, a quarter and a third. Understand unit and non-unit fractions before discovering simple equivalent fractions.</p> <p><u>Vocabulary</u> Fraction, quarter, half, third, equal parts, fraction equivalent fraction mixed number numerator, denominator</p>	<p>Choose and use appropriate standard units to estimate and measure length/height. Read scales in divisions of ones, twos, fives and tens, and where not all numbers on the scale are given.</p> <p><u>Vocabulary</u> centimetre, metre length, height, width, depth, long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher, longest, shortest, tallest, highest,</p> <p><u>Position and Direction</u> Order and arrange combinations of mathematical objects in patterns and 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</p>	<p>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>Vocabulary</u> Time, clock, quarter to/past, draw, hour, hands, minutes,</p> <p><u>Mass, Capacity &amp; Temperature</u> Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels.</p> <p><u>Vocabulary</u> Temperature, capacity, mass, kg, grams, litres, ml, scales, unit, thermometers, vessels, measure,</p>

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	difference, between, equal, number bonds	Multiplication, division, share, times, lots of, groups of, multiple groups, repeated addition, groups of, equally,		equal part equal grouping equal sharing parts of a whole half, two halves one of two equal parts quarter, two quarters, three quarters one of four equal parts one third, two thirds one of three equal parts sixths, sevenths, eighths, tenths	right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).  <u>Vocabulary</u> Anticlockwise, clockwise, right angles, quarter, half quarter, rotation, patterns, direction, position	
Science	<u>Materials</u>  <u>Prior learning</u> The children have learnt to distinguish between an object and the material from which it is made. They can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. They will be able to describe the simple physical properties of a variety of everyday materials. They can compare and group together a variety of everyday materials based on their simple physical properties.  <u>Knowledge</u> Children will be learning to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. They will be describing how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  <u>Skills</u>		<u>Animals Including Humans</u>  <u>Prior learning</u> Children will be able to identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds. They will identify and name a variety of common animals that are carnivores, herbivores and omnivores. They will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. They will learn to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).  <u>Knowledge</u> Children notice that animals, including humans, have offspring which grow into adults. Children will learn about describe the basic needs of animals, including humans, for survival (water, food and air). They will learn to describe the importance		<u>Plants</u>  <u>Prior learning</u> Children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will be able to identify and describe the basic structure of a variety of common flowering plants, including tree.  <u>Knowledge</u> Observe and describe how seeds and bulbs grow into mature plants Describe how plants need water, light and a suitable temperature to grow and stay healthy  <u>Skills</u> Questioning Carry out simple tests Sorting and grouping Read and use simple vocabulary Gather and record data and information from observations and tests	

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	<p>Questioning Carry out simple tests Sorting and grouping Read and use simple vocabulary Gather and record information from observations and tests Make simple observations and discuss what they show</p> <p><u>Key Vocabulary</u> Names of materials: wood, plastic, glass, metal, water, rock, brick, paper, fabric, card, rubber, suitable/unsuitable, use/useful, hard/soft, stretchy/stiff. Rigid/flexible, waterproof/absorbent, strong/weak, rough/smooth, transparent/opaque, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching.</p>	<p>for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Skills</u> Questioning Carry out simple tests Sorting and grouping Read and use simple vocabulary Gather and record information from observations and tests Make simple observations and discuss what they show</p> <p><u>Key Vocabulary</u> Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, reptile, amphibian, mammal, omnivore, carnivore, herbivore, all senses.</p> <p>In year 3 they will go on to identify that animal including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. They will also identify that human and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Make simple observations and discuss what they show</p> <p><u>Key Vocabulary</u> Grow, healthy, water, light, suitable, temperature, germination, reproduction. Wild, plants, garden, plants, deciduous, evergreen, leaves, bud, flowers, blossom, petals, stem, trunk, branches, leaf, root, fruit, vegetables, bulb, seed.</p> <p>In year 3 they will go on to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>
Art	<p><u>Landscapes Art</u></p> <p><u>Prior learning</u> Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk, and other dry media to represent objects in lines.</p> <p><u>Knowledge</u> Explore the differences and similarities within the work</p>	<p><u>African Art</u></p> <p><u>Prior learning</u> Make marks in print using found objects and basic tools and use these to create repeating patterns.</p> <p><u>Knowledge</u> Explore the differences and similarities within the work of artists, craftspeople and designers in</p>	<p><u>Observation</u></p> <p><u>Prior learning</u> Experiment with different materials to design and make products in 2D and 3D.</p> <p><u>Knowledge</u> Explore the differences and similarities within the work of artists, craftspeople and designers in</p>

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	<p>of artists, craftspeople and designers in different times and cultures. Research relevant artists and place them in time period. Know facts about chosen artists/paintings.</p> <p><u>Skills</u> Explore background and foreground using variety of artistic techniques. Experiment with tones using pencils, chalk, or charcoal.</p> <p><u>Vocabulary</u> Landscape, colour, tone, pencil, chalk, charcoal, smudge, blend, pattern, primary and secondary colours,</p> <p>In year 3 children explore shading, using different media. They understand and identify key aspects such as colours at tone, warm and cold colours.</p>	<p>different times and cultures. Research relevant artists and place them in time period. Know facts about chosen artists/paintings.</p> <p><u>Skills</u> Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.</p> <p><u>Vocabulary</u> Printing, fabric, rubbing, pattern,</p> <p>In year 3 children create printing blocks using relief or impressed techniques.</p> <p><u>Sculpture</u></p> <p><u>Prior Learning</u> Make structures by joining simple objects together.</p> <p><u>Knowledge</u> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Research relevant artists and place them in time period. Know facts about chosen artists/paintings.</p> <p><u>Skills</u> Manipulate malleable materials and simple tools. Use the materials and tools safely. Experiment with construct and join recycled, natural and man-made materials more confidently. Change the surface of a malleable material (e.g. build a textured tile).</p>	<p>different times and cultures. Research relevant artists and place them in time period. Know facts about chosen artists/paintings.</p> <p><u>Skills</u> Represent things observed, remembered or imagined using colour/tools in 2D and 3D.</p> <p><u>Vocabulary</u> perspective, observe, 2D, 3D, viewpoint, material, tool, artist,</p> <p><u>Collage</u></p> <p><u>Prior learning</u> Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper or magazines.</p> <p><u>Knowledge</u> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Research relevant artists and place them in time period. Know facts about chosen artists/paintings. Continue observation skills looking at different images and understanding how an item can look different on its viewpoint.</p> <p><u>Skills</u> Make a textured collage using a variety of media by folding, crumpling, and tearing materials. Represent things observed, remembered or imagined using colour/tools in two and three dimensions.</p>
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		<p><u>Vocabulary</u> Sculpture, man-made, natural, recycled, clay, flexible, rigid,</p> <p>In year 3 the children compare and recreate form of natural and manmade objects.</p> <p><u>Sewing (Mother's Day)</u></p> <p><u>Prior learning</u> Sort, cut and shape fabrics and experiment with ways of joining them.</p> <p><u>Knowledge</u> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Research relevant artists and place them in time period. Know facts about chosen artists/paintings.</p> <p><u>Skills</u> Develop techniques to join fabrics and apply decorations such as running or over stitch.</p> <p><u>Vocabulary</u> Sewing, stitch, cross stitch, fabric,</p> <p>In year 3 children start to add detail to work using different types of stitch including cross stitch.</p>	<p><u>Vocabulary</u> Collage, pattern, material, join, overlap, overlay, fold, tear, crumple, texture, viewpoint,</p> <p>In year 3 the children create a collage using overlapping and layering.</p> <p><u>Natural sculpture</u></p> <p><u>Prior Learning</u> Make structures by joining simple objects together.</p> <p><u>Knowledge</u> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Research relevant artists and place them in time period. Know facts about chosen artists/paintings.</p> <p><u>Skills</u> Manipulate malleable materials and simple tools. Use the materials and tools safety. Experiment with construct and join recycled, natural and man-made materials more confidently. Change the surface of a malleable material (e.g. build a textured tile)</p> <p><u>Vocabulary</u> Nature, pattern, man-made, recycled, natural, sculpture, construct,</p>
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DT	<u>Design, Build and Evaluate</u>		
	<p><u>Prior learning</u> Create simple designs for a product, using pictures and words to describe what they want to do. The children have learnt to select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. Ask simple questions about existing products and those that they have made. Build structures, exploring how they can be made stronger, stiffer, and more stable.</p> <p><u>Knowledge</u> Build a knowledge of existing products to help produce their own ideas. Have a knowledge of techniques and tools and how they can be used. Children will have their own ideas and plan what to do next. Explain the purpose of a product, how it will work and how it will be suitable for the user.</p> <p><u>Skills</u> Choose appropriate tools, equipment, techniques, and materials from a wide range. Describe and design using pictures, words, models, diagrams and begin to use ICT. Work safely and hygienically with tools.</p> <p><u>Vocabulary</u> cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder, evaluate, tool, product,</p> <p>In year 3 the children will start to create designs using annotated sketches, cross sectional diagrams and simple computer programmes. Investigating and analysing existing products and those that they have made, considering a wide range of factors.</p>		
	<u>Food</u> <p><u>Prior learning</u> Say where some food comes from and give examples of food that is grown. Use simple tools with help to prepare food safely.</p> <p><u>Knowledge</u> Explain hygiene and the importance of a clean kitchen. Understand properties of ingredients and importance of a varied diet. Learn about where food comes from (i.e. animal, underground etc.) Describe how food is farmed, home-grown, caught. Understand and be able to draw a</p>		<u>Technical Knowledge: Mechanisms</u> <p><u>Prior learning</u> Build structures, exploring how they can be made stronger, stiffer, and more stable. Use wheels and axles in a product.</p> <p><u>Knowledge</u> Describe different characteristics of materials. Understand how to use wheels, axles, levers, and slides work.</p> <p><u>Skills</u></p>

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	<p>eat well plate; explain there are different groups of food including 5 a day.</p> <p><u>Skills</u> Cut, peel and grate with increasing confidence. Keep a hygienic kitchen. Use a wide range of cooking techniques to prepare food safely.</p> <p><u>Vocabulary</u> Fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients</p> <p>In year 3 the children will talk about the different food groups and name food from each group. They will understand that food must be grown, farmed and caught in Europe and the wider world. They will use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</p>		<p>The children will safely mark out, measure cut and shape materials using a range of tools. Use joining, rolling, or folding to make structures to remain stable.</p> <p><u>Vocabulary</u> vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used</p> <p>In year 3 the children will start to strengthen frames using diagonal struts. They will gain understanding of how mechanical systems such as lever and linkages or pneumatic systems create movement.</p>
Computing	<p><u>Online Safety</u></p> <p><u>Prior learning</u> Children understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</p> <p><u>Knowledge</u> The children will learn why it is important to use technology responsibly. They will also learn where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</p> <p><u>Skills</u> Use technology responsibly and understand that communication online may be seen by others</p>		

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<p><u>Vocabulary</u> Internet, safety, personal, private, safe, popups, password, username, avatar, photo,</p> <p>In year 3 the children will use technology safely and respectfully, keeping personal information private. They also use technology safely and recognise acceptable and unacceptable behaviour online.</p>			
<p><u>Digital Literacy</u></p> <p><u>Prior learning</u> Children use technology purposefully to create digital content.</p> <p><u>Knowledge</u> They will learn to create work on different devices and programs, save it and retrieve it another time. They also begin to be able to compare the benefits of different programs.</p> <p><u>Skills</u> 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><u>Vocabulary</u> Save, create, open, close, copy, paste, type, document,</p>	<p><u>Information technology</u></p> <p>Prior learning Children are able to recognise common uses of information technology in the home and school environment</p> <p><u>Knowledge</u> Children recognise common uses of information technology in the home and school environment and in the wider community.</p> <p><u>Skills</u> The children will be able to identify what technology we use and why.</p> <p><u>Vocabulary</u> Technology, tv, computer, laptop, tablet, whiteboard screen, on,</p>	<p><u>Digital Literacy</u></p> <p><u>Prior learning</u> Children use technology purposefully to create digital content.</p> <p><u>Knowledge</u> They will learn to create work on different devices and programs, save it and retrieve it another time. They also begin to be able to compare the benefits of different programs.</p> <p><u>Skills</u> 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><u>Vocabulary</u> Save, create, open, close, copy, paste, type, document, username, password, keyboard, mouse, keypad, delete, space,</p> <p>In year 3 with support, children can select and use a variety of software to accomplish goals.</p>	<p><u>Coding</u></p> <p><u>Prior learning</u> Children begin to predict the behaviour of simple programs. They understand what algorithms are and how they are implemented on digital devices.</p> <p><u>Knowledge</u> The children will learn how to predict behaviour of simple programs and debug errors using logical thinking.</p> <p><u>Skills</u> The children will be able to identify errors and debug simple programs.</p> <p><u>Vocabulary</u> Debug, code, instructions, errors, predict, program, behaviour, Beebots, evaluate, solve, problem,</p> <p>In year 3 children will learn to design, write and debug programs that control or simulate virtual events. They use logical reasoning to explain how some simple algorithms work.</p>

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	<p>username, password, keyboard, mouse, keypad, delete, space,</p> <p>In year 3 with support, children are able to select and use a variety of software to accomplish goals.</p>	<p>off, apps, internet, banking, games,</p> <p>In year 3 the children will recognise familiar forms of input and output devices and how they are used and make efficient use of them.</p>		
History	<p><u>The Great Fire of London (Samuel Pepys)</u></p> <p><u>Previous learning</u> In year one the children sequenced events of the past and identified differences between past and now.</p> <p><u>Knowledge</u> Develop an understanding of chronological order. Learning about events beyond their living memory that are significantly nationally. Demonstrate awareness of the lives of significant individuals from the past who have contributed to national achievements. Show an understanding of some of the ways we find out about the past.</p> <p><u>Skills</u> Select and organise historical information to present in a range of ways. Use relevant historical terms and</p>			<p><u>Castles</u></p> <p><u>Previous learning</u> In year one the children sequenced events of the past and identified differences between past and now.</p> <p><u>Knowledge</u> They will develop an understanding of the differences between ways of life in different periods. Learning about a time period beyond their living memory. Developing an understanding of chronological order and different ways we find out about the past.</p> <p><u>Skills</u> Select and organise historical information to present in a range of ways. Use relevant historical</p>

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	<p>vocabulary linked to chronology. Use an increasing range of common words and phrases related to passing of time.</p> <p><u>Vocabulary</u> Timeline, memory, date, order, Years, time, artefacts, past, day, year, before, sources, where, how, when, what, chronological, England, London,</p> <p>In year 3 children will describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. Describe some aspects of the Roman Empire and recognise its impact on Britain.</p>		<p>terms and vocabulary linked to chronology. Use an increasing range of common words and phrases related to passing of time.</p> <p><u>Vocabulary</u> Timeline, memory, date, order, Years, time, artefacts, past, day, year, before, sources, where, how, when, what, chronological, castle,</p> <p>In year 3 the children will describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. Describe some aspects of the Roman Empire and recognise its impact on Britain.</p>
Geography	<p><u>London</u></p> <p><u>Previous learning</u> Name and locate the local town/city. Learnt about positional language and created a simple map.</p> <p><u>Knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><u>Skills</u> Use basic geographical vocabulary to refer to human and physical features. Use <b>simple</b> compass directions (North, South, East and West). Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use</p>	<p><u>Africa</u></p> <p><u>Previous learning</u> Name and locate the local town/city. Named seasonal and daily weather patterns of the UK.</p> <p><u>Knowledge</u> Name and locate the world's seven continents and five oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><u>Skills</u></p>	

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	<p>world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p><u>Vocabulary</u> Earth, globe, continent, country, ocean, capital, map, continents, land, Asia, Africa, North America, South America, Australia, Antarctica United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, London, Belfast, Cardiff, Edinburgh, equator, Compass, 4-point, direction, North, East, South, West, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent,</p> <p>In year 3 the children will identify human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. They will start to use 8 points of a compass.</p>	<p>Use basic geographical vocabulary to refer to human and physical features. Use maps, atlases and globes to identify countries, continents and oceans.</p> <p><u>Vocabulary</u> Earth, globe, continent, country, ocean, capital, map, continents, land, Asia, Africa, North America, South America, Australia, Antarctica United Kingdom, Compare, population, Europe, United Kingdom, country, town, city, houses, hills, shops, weather, equator,</p> <p>In year 3 the children will compare a small area of United Kingdom to a small area in a region of a European country.</p>	
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## Year 2 Curriculum Overview

### Music

#### Previous learning

Listen to different types of music, recognising different instruments in the music. Moving their bodies and finding the pulse whilst listening. Sing songs musically and learnt how understand how to project their voice.

#### Knowledge

To know that music has a steady pulse and that rhythm and pulse is different. Begin to describe a piece of music using an understanding and musical vocabulary. Know we can add high and low sounds, pitch, when we sing and play instruments. Know why we need to warm up our voices. Understand that our voices can be used in different ways e.g. rap. Learn the names of the notes and untuned percussion instruments.

#### Skills

Listen with concentration and understanding to a range of music. Begin to internalise pulse when listening to a piece of music. Improvise a simple rhythm using different instruments. Play instruments using correct techniques. Practice and present performances to audiences. Make different types of sounds with their voices e.g. rap. Start and stop singing when following a leader. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.

#### Vocabulary

Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo

In year 3 the children will be able to confidently recognise a range of musical instruments. They will understand the terms improvisations and composition. The children will start to sing songs with multiple parts as well as play and perform in solo or ensembles.



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PE	<p><u>Fitness</u></p> <p>Children will take part in a range of fitness activities to develop components of fitness. Children will begin to explore and develop 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></p> <p>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><u>Ball Skills</u></p> <p>Children will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, 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></p> <p>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 their own</p>	<p><u>Dance</u></p> <p>Children will explore space and how their body can move to express and idea, mood, character or feeling. They will 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></p> <p>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 considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to</p>	<p><u>Net and Wall</u></p> <p>Children will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and 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></p> <p>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><u>Athletics</u></p> <p>Children will develop skills required in athletic activities such as running at different speeds, changing direction, 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></p> <p>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 both feet and hands. They have</p>	<p><u>Striking and Fielding</u></p> <p>Children will develop their aim using both underarm and overarm actions. The children will be given opportunities to 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></p> <p>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</p>
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		poses in response to a theme.	organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.		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.	to use legs and arms to 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.			
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	<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	<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

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	<u>Knowledge</u>  <u>Skills</u>  <u>Vocabulary</u>	connections and asking questions about people's beliefs.		others, making links to religious stories.		leadership and inspiration.
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End-of-key-stage outcomes: this RE enables most 7-year-olds at the end of Year 2 to:

- identify the core beliefs and concepts studied and give a simple description of what they mean
- give examples of how people use stories, texts and teachings to guide their beliefs and actions
- think, talk and ask questions about whether the ideas they have been studying have something to say to them
- give examples of how stories show what people believe (e.g. the meaning behind a festival)
- give examples of ways in which believers put their beliefs into action
- give a good reason for the views they have and the connections they make
- give clear, simple accounts of what stories and other texts mean to believers