

## Year 2 Curriculum Overview

	<u>English</u>	<u>Mathematics</u>	<u>RE</u>	<u>PE</u>	<u>PSHE</u>
<b>Term 1</b>  <b>Healthy Living</b>	<p><b>Class Text:</b> <u>Why Dog Lives with Man/ Dr Dog</u> by Babette Cole</p> <p><b>Writing -</b></p> <p><b>Fiction:</b> Write own version of <u>Why Dog Lives with Man</u></p> <p><b>Non-fiction:</b> Write Persuasive Healthy Living leaflet</p> <p><b>Poetry:</b> Write Autumn Poem for performance of Harvest Festival</p> <ul style="list-style-type: none"> <li>- Plan for and write a character description of Dr Dog Plan an adaptation of the story with changed characters Plan narrative by identifying sequence of events.</li> <li>- Create own persuasive Healthy Living leaflet to persuade the Gumboyle family (from the Dr Dog story) to be healthier.</li> <li>- Write expanded noun phrases about Autumn images, experimenting with alliteration to create humorous and surprising combinations</li> </ul> <p><b>Handwriting –</b></p> <p>Form lower-case letters of the correct size relative to one another</p> <p><b>Reading –</b></p> <p><b>Retrieval Focus-</b> find verbs ending with ed when reading texts together</p> <p><b>Interpret Focus-</b> explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events in story</p> <p><b>Choice Focus -</b> Locate and discuss favourite words and phrases to understand characters or settings.</p> <p><b>Grammar and Punctuation –</b></p> <ul style="list-style-type: none"> <li>- Learning how to use both familiar and new punctuation: full stops, capital letters, question marks</li> <li>- Understand, use and recognise noun, verb</li> <li>- Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify</li> </ul> <p><b>Spelling –</b></p> <ul style="list-style-type: none"> <li>- The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</li> <li>- The /ʒ/ sound spelt s *The /ɔ:/ sound spelt a before l and ll</li> <li>- The /i:/ sound spelt –ey The /l/ or /əl/ sound spelt –al</li> </ul> <p><b>Spoken Language –</b></p> <ul style="list-style-type: none"> <li>- Discuss feelings of being replaced by another animal in the story Why Dog Lives with Man.</li> <li>- Children retell the story with enthusiasm and expression, changing their voices for the different characters in the story.</li> <li>- Using persuasive language, children to encourage each other to stay healthy by following their leaflet information.</li> </ul>	<p><b>Number and Place Value</b></p> <p>Pupils recognise numbers written in digits and words. Pupils make 2 digit and 3 digit numbers using Numicon and Base 10 manipulatives. Pupils write numbers to 100 in words and numerals.</p> <p><b>Measure:</b></p> <p>Time Pupils read the times o'clock, half past, quarter past and quarter to. Pupils begin to read the times to 5minute intervals. Pupils draw the hands onto clock faces.</p>	<p><b>Judaism -</b></p> <p><b>Who is Jewish and what do they believe?</b></p> <p>Pupils explore and learn about what items can be found in Jewish homes and why they are precious to their faith</p>	<p><b>Multi-Skills</b></p> <p>Pupils take part in a range of throwing, catching and aiming activities using a range of equipment such as balls and beanbags. Pupils take part in balance and agility activities such as shuttle runs, balance beam and speed bounce.</p>	<p><b>What makes a good friend?</b></p> <p>How to make friends with other children.</p> <p>How to recognise when they feel lonely and what they could do about it</p> <p>How people behave when they are being friendly and what makes a good friend.</p> <p>How to resolve arguments that can occur in friendships.</p> <p>How to ask for help if a friendship is making them unhappy</p>

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<b>Term 2</b>  <b>Explorers</b>	<p><b><u>Class Text:</u> <i>Lost and Found</i> by Oliver Jeffers</b></p> <p><b>Writing -</b></p> <p><b>Fiction: To write own version of Lost and Found</b></p> <p><b>Non-fiction: To write a recount of class trip</b></p> <p><b>Poetry: To write Christmas poem</b></p> <p><b><u>Handwriting –</u></b></p> <ul style="list-style-type: none"> <li>- Form lower-case letters of the correct size relative to one another</li> <li>- Write capital letters and digits of the correct size, orientation and relationship to One another and to lower-case letters</li> <li>- Use spacing between words that reflects the size of the letter</li> </ul> <p><b><u>Reading –</u></b></p> <p><b>Retrieval Focus-</b> begin to analyse the wording of a question in order to choose what to look for e.g. What did the princess do first when she arrived at the castle? Key words: first, princess, castle; find adjectives in shared reading; which noun do they describe?</p> <p><b>Interpret focus-</b> - predict what might happen next, on the basis of what has been read so far; - make some inferences, answering ‘how’ and ‘why’ questions which may reach beyond the text - notice that characters can change during the course of the story</p> <p><b>Choice focus –</b> Begin to understand elements of an author’s style, e.g. books about the same character or common themes</p> <p><b><u>Grammar and Punctuation –</u></b></p> <ul style="list-style-type: none"> <li>- Expanded noun phrases to describe and specify</li> <li>- The present and past tenses correctly and consistently</li> <li>- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>- Understand how the grammatical patterns in a sentence indicate its function as a: statement, question, exclamation, command</li> <li>- Learning how to use both familiar and new punctuation correctly - including full stops, capital letters, exclamation marks</li> </ul> <p><b><u>Spelling –</u></b></p> <ul style="list-style-type: none"> <li>- The /n/ sound spelt kn and (less often) gn at the beginning of words</li> <li>- The /r/ sound spelt wr at the beginning of words</li> <li>- The /s/ sound spelt c before e, i and y</li> </ul> <p><b><u>Spoken Language -</u></b></p> <ul style="list-style-type: none"> <li>- Children orally recount a recent trip using sequencing words and phrases.</li> <li>- Children verbally recite their Winter Poetry in small groups.</li> </ul>	<p><b><u>Addition and Subtraction</u></b></p> <p>Pupils add using objects, Numicon, number line, base 10, Dienes rods.</p> <p>Pupils subtract using cubes, objects, Numicon, base 10. Pupils understand the commutative rule. Pupils understand – is the inverse of +.</p> <p><b><u>Geometry:</u></b></p> <p>Properties of Shapes 2D: Identify and describe properties of 2D shapes – square, rectangle, circle – number of sides, corners. 3D: Identify and describe properties of 3D shapes – cube, cuboid, cylinder – number of edges, faces, vertices.</p>	<p><b><u>Christianity</u></b></p> <p><b>Who is a Christian and what do they believe?</b></p> <p>Pupils explore what Christians think about God and why Jesus is important for Christians.</p>	<p><b>Gymnastics –</b></p> <p>Balances Pupils learn a range of 1 body, 2 body, 3 body and 4 body part balances. Pupils place these balances in a routine both individually and in pairs.</p>	<p><b><u>What is bullying?</u></b></p> <p>How words and actions can affect how people feel</p> <p>How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <p>Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</p> <p>How to respond if this happens in different situations</p> <p>How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.</p>

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<b>Term 3</b>  <b>This Great Kingdom</b>	<p><b>Class Text:</b> <i>Why do we remember the Great Fire of London Vlad &amp; The Great Fire of London by Kate Cunningham</i></p> <p><b>Writing -</b></p> <p><b>Fiction:</b> Write narrative diary account of Great Fire of London</p> <p><b>Non-fiction:</b> Write a non-chronological report on the UK</p> <p><b>Non-fiction:</b> Write an explanation text about How the Great Fire of London spread</p> <p><b>Handwriting –</b></p> <p>Pupils should be taught to: *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.</p> <p><b>Reading –</b></p> <p><b>Retrieval Focus-</b> begin to analyse the wording of a question in order to choose what to look for e.g. What did the princess do first when she arrived at the castle?</p> <p>Key words: first, princess, castle;</p> <p><b>Interpret focus-</b> guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. why Owl might be afraid of the dark - make deductions about why events take place in a particular order by looking at characters' actions and their consequences.</p> <p><b>Choice focus-</b> recognise simple recurring literary language in diaries Supporting grammar- identify verbs in texts, both 'doing' and 'being' words.</p> <p><b>Grammar and Punctuation –</b></p> <ul style="list-style-type: none"> <li>- The present and past tenses correctly and consistently, including the progressive form</li> <li>- Learning how to use both familiar and new punctuation correctly - including full stops, capital letters, exclamation marks</li> <li>- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>- Understand, use and recognise noun, verb and adjective</li> </ul> <p><b>Spelling –</b></p> <ul style="list-style-type: none"> <li>• Using k for /k/ before e, l, y</li> <li>• The /n/ sound spelt n before k (think/ bank)</li> <li>• Add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> </ul> <p><b>Spoken Language -</b></p> <ul style="list-style-type: none"> <li>- Orally recite research sentences into correct spoken English Share ideas for sections of Non Fiction text, focusing on spoken and written speech</li> <li>- Discuss explanation text in sequential order, using time adverbials and causal conjunction.</li> </ul>	<p><b>Multiplication and Division</b></p> <p>Pupils understand multiplication as repeated addition through use of Numicon, number lines, Cuisenaire, drawing pictures. Pupils understand division as repeated subtraction through use of Numicon, number lines, Cuisenaire, drawing pictures. Pupils understand multiplication is the inverse of division.</p> <p><b>Geometry:</b></p> <p>Properties of Shapes 2D: Identify and describe properties of 2D shapes – triangle, pentagon, hexagon, octagon – number of sides, corners. 3D: Identify, explore and describe properties of 3D shapes – sphere, squarebased pyramid, cone, tetrahedron, triangular prism – number of edges, faces, vertices. Identify 2D shapes on the faces of 3D shapes.</p>	<p><b>What can we learn from sacred books?</b></p> <p>Pupils understand what is meant by a sacred book and that they are treated in special ways</p>	<p><b>Gymnastics –</b></p> <p>Shapes and Rolls</p> <p>Pupils are introduced to rolls and shapes.</p> <p>Pupils perform rolls and shapes both standing and laying down on the floor and on apparatus</p>	<p><b>What job do people do?</b></p> <p>How jobs help people earn money to pay for things they need and want</p> <p>About a range of different jobs, including those done by people they know or people who work in their community</p> <p>How people have different strengths and interests that enable them to do different jobs</p> <p>How people use the internet and digital devices in their jobs and everyday life</p>

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<b>Term 4</b>  <b>The Garden of England</b>	<p><b>Class Text:</b> The Tale of the Naughty Little Rabbit by Beatrix Potter</p> <p><b>Writing -</b>  <b>Fiction:</b> Write a story with detailed setting and character descriptions  <b>Non-fiction:</b> Write instructions</p> <p><b>Handwriting –</b>  Start using some of the diagonal and horizontal strokes needed to join letters</p> <p><b>Reading –</b>  <b>Retrieval Focus-</b> draw on vocabulary-knowledge to understand texts and solve problems; - learn to navigate different paragraphs of information texts, locating the most suitable paragraph e.g. by reading subheadings or using other visual information instruction numbers in order to retrieve solutions  <b>Interpret focus-</b> Explain their understanding of what is read to them, beyond that which is explicitly stated e.g. explain a moral or message;  <b>Choice focus-</b> locate and discuss favourite words and phrases to describe the characters and settings</p> <p><b>Grammar and Punctuation –</b></p> <ul style="list-style-type: none"> <li>- Use commas to separate items in list</li> <li>- Understand, use and recognise noun, verb, adjective, adverb</li> <li>- Use suffixes –er, -est in adjectives and use –ly to turn adjectives into adverbs e.g smoothly, softly, bigger, biggest</li> <li>- Learn how to use: the present and past tenses correctly</li> <li>- Use the progressive form of verbs in the present and past tense to mark actions in progress e.g she is drumming, he was shouting.</li> </ul> <p><b>Spelling –</b></p> <ul style="list-style-type: none"> <li>- Add –es to nouns and verbs ending in –y</li> <li>- Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</li> <li>- Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</li> <li>- Spell words with contracted forms. The /aɪ/ sound spelt –y at the end of words- cry, fly, dry, try, reply, Common exception words- Mr, Mrs, plant, path, grass (rabbit), could, should, would, told, cold, hold</li> </ul> <p><b>Spoken Language -</b></p> <ul style="list-style-type: none"> <li>- Read aloud poems to class using voice appropriately to create tension-monitor interest of listener and change tone or volume appropriately.</li> <li>- Children to complete this activity too. When reading class text, invite children to say things in style of the different characters- how does Mr McGregors voice change when he’s been chasing Peter? Plan for instructions by orally rehearsing using a range of imperative verbs.</li> </ul>	<p><b>Number: Fractions</b>  Pupils recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> on different shapes, lengths, sets of objects and quantities. Pupils count in fractions.</p> <p><b>Measure: Weight, Mass, Volume, Capacity</b>  Pupils choose and use appropriate standard units to estimate and measure mass (kg/g), capacity (litres/ml) to the nearest labelled unit using scales and measuring vessels. Pupils compare and order mass and record the results using greater than (&gt;), less than (&lt;) and equals (=).</p>	<p><b>How and why do we celebrate special and sacred times?</b></p> <p>Pupils will reflect on their own celebrations and will explore different faiths and their celebrations at special times of the year.</p>	<p><b>Dance</b>  Pupils follow simple movements to perform a Maypole Dance. Pupils move to the music and learn individual and paired work dances. Pupils develop their poise and coordination.</p>	<p><b>What helps us to stay safe?</b></p> <p>How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</p> <p>How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</p> <p>How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</p> <p>How not everything they see online is true or trustworthy and that people can pretend to be someone they are not</p> <p>How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</p>

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<b>Term 5</b>  <b>Bugs and Beasties</b>	<p><b>Class Text:</b> <i>Jack and the Beanstalk by Mark Chambers</i></p> <p><b>Writing –</b></p> <p><b>Fiction:</b> Write detailed fantasy character descriptions</p> <p><b>Non-fiction:</b> Write non-chronological reports</p> <p><b>Poetry:</b> Write own verses to fit into Beetle in the Bathroom</p> <p><b>Handwriting –</b></p> <p>Start using some of the diagonal and horizontal strokes needed to join letters</p> <p><b>Reading –</b></p> <p><b>Retrieval Focus-</b> sometimes can find answers where the question word does not match the text word (non-rhyming synonyms)</p> <p><b>Interpret focus-</b> make some inferences, answering ‘how’ and ‘why’ questions which may reach beyond the text (about presence of bugs and reaction of other to them) explain their understanding of what is read to them, beyond that which is explicitly stated e.g. learn about cause and effect e.g. what has prompted a character’s behaviour.</p> <p><b>Choice focus –</b> recognise simple recurring literary language. Practice rereading and performing and remembering the verses. Use expression appropriately to support the meaning of sentences, including those which use subordination.</p> <p><b>Grammar and Punctuation –</b></p> <ul style="list-style-type: none"> <li>- Use suffixes use –ly to turn adjectives into adverbs e.g smoothly, softly</li> <li>- Use commas to separate items in list</li> <li>- Form nouns using suffixes such as – ness –er and by compounding eg. Whiteboard, superman</li> </ul> <p><b>Spelling –</b></p> <ul style="list-style-type: none"> <li>- The possessive apostrophe (singular nouns)- Megan’s, Ravi’s, the girl’s, the child’s, the man’s</li> <li>- Words ending in –tion- station, fiction, motion, national, section</li> <li>- The /3:/ sound spelt or after w. Examples- word, work, worm, world, worth</li> <li>- The /ɔ:/ sound spelt ar after w. Examples - war, warm, towards</li> </ul> <p><b>Spoken Language –</b></p> <ul style="list-style-type: none"> <li>- When reading the poem ‘Beetle in the Bathroom’ discuss why the words are written in different ways.</li> <li>- Children will try to offer different opinions about this. Discuss and listen to opinions on how children will feel if they found all of these bugs in their bathroom.</li> <li>- Perform ‘Beetle in the Bathroom’ as a group.</li> </ul>	<p><b>Money:</b></p> <p>Pupils solve problems using money with addition and subtraction. Pupils recognise and use symbols for pounds (£) and pence (p). Pupils combine amounts to make a particular amount</p> <p><b>Measure:</b></p> <p>Linear (Length and Height), Temperature Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers. Choose and use appropriate standard units to estimate and measure temperature (°C) to the nearest labelled unit using thermometers.</p>	<p><b>What does it mean to belong to a faith community?</b></p> <p>Pupils take part in a range of activities to show how religions celebrate key life events eg. Christian Baptism, Jewish Marriage</p>	<p><b>Football</b></p> <p>Pupils learn to pass the football with increasing accuracy. Pupils learn the importance of defending and working in teams. Pupils also compete intra class competitions.</p>	<p><b>What can help us to grow and stay healthy?</b></p> <p>That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</p> <p>That eating and drinking too much sugar can affect their health, including dental health</p> <p>How to be physically active and how much rest and sleep they should have every day.</p> <p>That there are different ways to learn and play; how to know when to take a break from screen-time</p> <p>How sunshine helps bodies to grow and how to keep safe and well in the sun</p>

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<b>Term 6</b>  <b>Around the World</b>	<p><b>Class Text: Meerkat Mail – Emily Gravett</b></p> <p><b>Writing –</b>  <b>Fiction: Write an adventure story, describing settings and characters</b>  <b>Non-fiction: Write letters and postcards describing activities in other countries</b></p> <p><b>Handwriting –</b>            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.</p> <p><b>Reading –</b>  <b>Retrieval Focus</b> - Use contents pages and alphabetically ordered texts (e.g.) dictionaries, indexes, directories. Locate definitions/explanations in dictionaries and glossaries. Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim-read title, contents page, illustration, chapter headings and subheadings to speculate what a book might be about  <b>Interpret focus</b> - clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher. Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopaedia. Draw on vocabulary-knowledge to understand texts and solve problems;  <b>Choice focus</b> - Recognise that non-fiction books on similar themes can give different information and present similar information in different ways. Evaluate its usefulness for the research in hand.</p> <p><b>Grammar and Punctuation –</b></p> <ul style="list-style-type: none"> <li>- Some features of written Standard English</li> <li>- Learning how to use both familiar and new punctuation correctly: apostrophes for contracted forms and the possessive (singular)</li> <li>- Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g the girl's name</li> </ul> <p><b>Spelling –</b></p> <ul style="list-style-type: none"> <li>- The /l/ or /ə/ sound spelt –le at the end of words - table, apple, bottle, little, middle The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s.</li> <li>- Homophones - It is important to know the difference in meaning between homophones. Examples- there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</li> </ul> <p><b>Spoken Language –</b>            Ask questions to develop understanding and listen to and build on the contributions from others.</p>	<p><b>Calculation</b>            Pupils solve problems with addition and subtraction by using concrete objects and pictorial representations. Pupils apply an increasing knowledge of mental and written methods.</p> <p><b>Geometry: Position and Direction</b>            Pupils use mathematical vocabulary to describe position, direction and movement of both objects and themselves.</p> <p><b>Statistics:</b>            Pupils interpret, construct and ask and answer simple questions about simple pictograms, tally charts, block diagrams and simple tables.</p>	<p><b>How should we care for others and the world?</b></p> <p>Pupils will reflect on how different religions feel and show that they belong.</p>	<p><b>Volleyball</b>            Pupils take part in throwing and catching activities using a range of size of balls. Pupils learn how to return a throw. Pupils compete in intra class Volleyball competitions.</p>	<p><b>How do we recognise our feelings?</b></p> <p>How to recognise, name and describe a range of feelings</p> <p>What helps them to feel good, or better if not feeling good</p> <p>How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</p> <p>How feelings can affect people in their bodies and their behaviour            Ways to manage big feelings and the importance of sharing their feelings with someone they trust</p> <p>How to recognise when they might need help with feelings and how to ask for help when they need it</p>

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<u>Topic</u>	<u>Science</u>	<u>Computing</u>	<u>History</u>	<u>Geography</u>	<u>Art</u>	<u>Design &amp; Technology</u>	<u>Music</u>	<u>Wider Learning Opportunities</u>	<u>Visits &amp; Visitors</u>
<b>Term 1</b>  <b>Healthy Living</b>	<b>Animals, including humans</b> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	<b><u>Digital Literacy</u></b>  Online Safety  What to do if I feel unsafe online  Safe password	<b>Florence Nightingale/Mary Seacole/Nurses today</b>  Children study the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.			<b>Children design their own healthy plate.</b> Pupils learn about the importance of growing your own food.  Use the basic principles of a healthy and varied diet to prepare dishes. Beginning to understand where food comes from.	Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range pitching accurately. Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases. <b>MUSIC EXAMPLES</b> Hey, hey look at me Star Light, Star Bright, First Star I See Tonight I Got Kicked By A Kangaroo Oats and Beans and Barley Grow	<b>Children's World Mental Health day – Yoga and Mindfulness Workshop.</b>  <b>Black History Month</b>  <b>The Harvest Festival</b>	Visit from a modern day nurse.



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<b>Term 2</b>  <b>Explorers</b>	<p><b>Everyday Materials –</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b>Working Scientifically</b></p>	<p><b>Digital Literacy</b></p> <p>Online Safety</p> <p>Technology around us</p> <p>What is the internet?</p>	<p><b>Christopher Columbus/Neil Armstrong/Cholita Climbers –</b> Children study the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.</p>		<p><i>Pupils use drawing and painting techniques to recreate famous landscape style paintings –</i>  <b>Artist Study</b>            Study Turner focusing on watercolours. Compare with modern local artist Julian Lovegrove. How have the landscapes changed? Visit Whinless Down/Turner Contemporary and be explorers like Columbus. Discover their new landscape and draw it initially as they would have done all that time ago. Teach in sketch book to practise watercolour and landscape sketching, evaluating as they go along. Using sketch book to inform final piece</p>		<p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)            Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Create and perform their own chanted rhythm patterns with the same stick notation.</p> <p><b>MUSIC EXAMPLES</b>            La Mourisque – Susato            National Anthem Maple Leaf Rag by Joplin            Carmina Burana – O'Fortuna            Bolero by Ravel            Offenbach – Can Can</p>	<p>Christmas Performance            Poetry</p>	<p>Visit to Turner Gallery</p> <p>Explorer walk across the Whinless Downs.</p>



## Year 2 Curriculum Overview

<u>Theme</u>	<u>Science</u>	<u>Computing</u>	<u>History</u>	<u>Geography</u>	<u>Art</u>	<u>Design &amp; Technology</u>	<u>Music</u>	<u>Extended Learning</u>	<u>Visits &amp; Visitors</u>
<b>Term 3</b>  <b>The Great Fire of London</b>	Working Scientifically	<u>Information Technology</u> Online safety  Branching databases  Creating graphs  Animations	<b>The Great Fire of London –</b>  Children learn about events beyond living memory that are significant nationally or globally.		The Great Fire of London Pupils use sketching and charcoal techniques to draw scenes for the Great Fire of London.  Use of charcoal and drawing techniques.		Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Use music technology, if available, to capture, change and combine sounds. Recognise dot notation (pitch) and match it to 3-note tunes played on tuned percussion, for example: <b>MUSIC EXAMPLES</b> Ebernezer Sneezer	Pupils take part in Safer Internet Day to learn the importance of keeping their personal information and passwords private	Virtual exploration of London back in 1666

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<b>Term 4</b>  <b>The Garden of England</b>	<b>Plants -</b> Observe and describe how seeds and bulbs grow into mature plants  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy  <a href="#">Working Scientifically</a>	<b><u>Information Technology</u></b> Online safety  Animated stories  Music simulations		<b>Fieldwork and Geographical Skills</b> - Children to think of a question related to bugs to explore through fieldwork. For example – <b>How many birds visit the garden every day? What animals live under stones in the garden? What flowers do bees like best?</b> <i>Once pupils have thought of their questions, they can decide how you are going to find the answers. Children to complete and present fieldwork study. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</i>			Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music. <b>MUSIC EXAMPLES</b> Hound Dog – Elvis With a Little Help From my Friends – The Beatles Bolero – Ravel La Marseillaise – Susato		

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<b>Term 5</b>  <b>Bugs and Beasties</b>	<b>Living things and their habitats-</b> Explore and compare the differences between things that are living, dead, and things that have never been alive identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food <b>Animals including Humans</b> Notice that animals, including humans, have offspring which grow into adults.	<b>Computer Science –</b>  Online safety  Scratch Junior		<b>Fieldwork and Geographical Skills –</b> Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use simple <b>fieldwork and observational skills</b> to study the geography of their school and its grounds and the key <b>human and physical features</b> of its surrounding environment.		<b>Pupils design, make and evaluate bug hotels for a range of different insects using a range of materials and tools.</b>  Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups.	Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?). Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Create and perform their own chanted rhythm patterns with the same stick notation. <b>MUSIC EXAMPLES:</b> Eberneezer Sneezer		

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<b>Term 6</b>  <b>Around the World</b>	<b>Living things and their habitats-</b> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	<b><u>Computer Science –</u></b>  Online safety  Programming on 2Code		<b>Locational and Place Knowledge -</b> Children to learn, name and locate the 7 continents and 5 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 seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Pupils learn about art from different cultures around the world, and create their own replicates.  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	<b>Pupils design, make and evaluate African masks.</b> Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials.	Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. <b>MUSIC EXAMPLES</b> Call and Response on Drums – Blue Man Group Gamelan – Indonesian Music		