Poppleton Ousebank PRIMARY SCHOOL

YEAR 2 CURRICULUM OVERVIEW

Curriculum Overview for Year 2

Autumn

This term is history themed - Victorians

English

- Write sentences that are sequenced to form a short narrative (real or fictional).
- Demarcate some sentences with capital letters and full stops.
- Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.
- Spell some common exception words.
- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form lower-case letters of the correct size relative to one another in some of their writing.
- Use spacing between words

Maths

Number and place value

- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s (year 1)
- Identify, represent and estimate numbers using different representations, including the number line
- Recognise the place value of each digit in a 2-digit number (10s, 1s)
- Compare and order numbers from 0 up to 100; use and = signs
- Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward

Addition and subtraction

- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s
- Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods

Measurement

- Recognise and use signs for pounds (£) and pence (p); combine amounts to make a particular value
- Recognise and know the value of different denominations of coins and notes (year 1)
- Find different combinations of coins that equal the same amounts of money
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

		Multiplication and division • Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher (year 1) • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
	History **Victorians** • Queen Victoria was born in 1819. She ruled during the Victorian era from 1837-1901. Her husband was called Prince Albert and she had 9 children. • Britain changed a lot during the Victorian times. • The railway was invented and the population doubled in size. • Some people got very rich because of factories, coal mining and transport, but a lot of people stayed very poor and lived in horrible conditions. • Victoria schools were very different to buildings of today although some are still in use. • Children had to be well behaved, respectful and quiet - especially when they were with adults. • What children's lives were like depended on how much money their parents had. • Poor families could not afford to send their children to school so they sent them to work instead to earn extra money for the family. • Rich families treated their children like royalty, giving them with expensive toys, gifts and nice clothes. • In school, children sat in rows to learn and were 'caned' as a punishment. A pointed hat made of paper and marked with the letter 'D' for Dunce and given to unruly schoolchildren to wear. They often had to stand in the corner wearing the hat. • Children wrote on slates and counted on an abacus. • Playground games were very different to todays.	**Science** **Materials** • **I**dentify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	**Geography** **Victorians** • Queen Victoria ruled a huge empire. The Empire included the following countries – New Zealand, Canada, South Africa and India. Islands such as Jamaica and Barbados were in the British Empire too. Victoria was queen of the biggest empire in history.

• In the Victorian times it was safer to play outside because cars had not been invented so the roads were much quieter. • The Education Act of 1870 was the first of a number of acts (rules) of Parliament passed between 1870 and 1893. The new rule meant that all children in England and Wales had to have some form of education (e.g. school) between 5 – 13.		
Art **Artist study:** Edward Lear – Nonsense drawings (Victorian poet and artist)**Skills and Media** Drawing – line, shape, shade Pencil  	**Design Technology** **Designing** Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through talking, mock-ups and drawings. **Making** Plan by suggesting what to do next. Select and use tools, skills and techniques, explaining their choices. Select new and reclaimed materials and construction kits to build their structures. Use simple finishing techniques suitable for the structure they are creating. **Evaluating** Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. **Technical knowledge and understanding** Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project.	**Music** • Singing and playing untuned instruments at the same time • Playing a melody from letter notation • Repeating a melody by ear Choosing appropriate dynamics and timbre for a piece of music • Performing a story using vocal and instrumental sound effects • Recognising timbre changes • Improvising vocal sound effects for a story • Creating a tune to describe a character
Computing **E safety - Be Internet Strong** Learn why privacy and security matter and how they relate to each other.	**Physical Education** <u>Games</u> Invasion Games • Show awareness of opponents and team-mates when playing games	MFL (N/A)

	Information technology around us Identifying IT and how its responsible use improves our world in school and beyond. **Digital photography** Capturing and changing digital photographs for different purposes.	• Perform basic skills of rolling, striking and kicking with more confidence; • Apply these skills in a variety of simple games; • Make choices about appropriate targets, space and equipment; • Use a variety of simple tactics; • Describe how their bodies work and feel when playing games; • Work well with a partner and in a small group to improve their skills. <u>Gymnastics</u> ● To recall and perform three gymnastic shapes, as jumps. To perform the front and back support position. ● To rock individually. To perform a log and egg roll. ● To travel and different levels and inclines. ● To learn the steps of a forward roll. To perform a forward roll to feet. ● To land and start a forward roll in different shapes. ● To perform a 3 or 4 movement sequence using a forward roll. <u>Dance</u> ● To explore different travelling movements that express a feeling. ● To perform a movement phrase that illustrates a feeling. ● To change the order of m-vements to create a dance sequence using contrasting feelings. ● To explore different feelings using music as a stimuli. To mirror the movements of a partner. ● To create a dance phrase, using music as the stimulus. ● To adapt a dance phrase to communicate a mood or a feeling.	
	P.S.H.E and Character Education **Being me in my world** • Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions		**Religious Education** **Caring for others** • Talk about how religions teach that people are valuable, giving simple examples. • Recognise that some people believe God created the world and so we should look after it. • Re-tell Bible stories and stories from another faith about caring for others and

- Choices
- Recognising feelings

Celebrating difference

- Assumptions and stereotypes about gender
- Understanding bullying
- Standing up for self and others
- Making new friends
- Gender diversity
- Celebrating difference and remaining friends

the world.

- Identify ways that some people make a response to God by caring for others and the world.
- Talk about issues of good and bad, right and wrong arising from the stories.
- Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.
- Use creative ways to express their own ideas about the creation story and what it says about what God is like.
- Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).
- Answer the title question thoughtfully, in the light of their learning in this unit.

Celebrations

- Identify a special time they celebrate and explain simply what celebration means.
- Talk about ways in which Jesus was a special person who Christians believe is the Son of God.
- Identify some ways Christians celebrate
- Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.
- Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.
- Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).
- Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.
- Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr.
- Identify some similarities and differences between the celebrations studied.

Spring

This term is science themed – **Light and dark**

English

Maths

Multiplication and division

- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly.
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.
- Use present and past tense mostly correctly and consistently.
- Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses.
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- Spell many common exception words.
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- Use spacing between words that reflects the size of the letters.
- Demarcate sentences with exclamation marks, commas in lists, apostrophes for contraction and apostrophes for singular possession.
- Use expanded noun phrases for description.
- Know the difference between a statement, question, exclamation and command.

Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- Ask and answer questions about totalling and comparing categorical data.

Measurement

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- Compare and order lengths, mass, volume/ capacity and record the results using >, < and =

Addition and subtraction

- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures

Geometry – properties of shape

- Compare and sort common 2D and 3D shapes and everyday objects
- Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line
- Order and arrange combinations of mathematical objects in patterns and sequences
- Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces

Fractions

- (Year 1) recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity
- Write simple fractions for example, 1/ 2 of 6 = 3 and recognise the equivalence of 2 /4 and 1 /2
- Non-statutory guidelines: Pupils should count in fractions up to 10, starting from any number

	History ● In 1838, Grace Darling and her father, saved nine men from the SS Forfarshire using a rowing boat. Victorian newspapers loved the story. Grace received a personal letter from Queen Victoria. ● Historically and geographically, fire has been and is used to provide light	**Science** **Light and Dark** • Light lets us see things. Without light it is dark and we cannot see. • Something that gives off light is called a 'light source'. The sun is a natural source of light. It helps us to see during the day. At night , we need 'artificial light' like lamps and torches to help us see. • The white light that we see from the sun is made up of all the colours of the rainbow. • Light travels in straight lines. • We see when light enters our eyes through our pupils. On a bright day, we must protect our eyes. • Most of the light we see is reflected. Shiny surfaces reflect more light than dull surfaces. • When light reflects of a mirror, it creates a reflection. Reflection can be very useful at night – coats, 'cats eyes', signs. • Because light travels in straight lines, it cannot bend round objects. Some materials block light. When this happens, shadows form. Objects or materials that do not allow light to pass through are said to be opaque. An object's shadow is a similar shape to the object. The size of the shadow cast depends on how close to the light source the object is. • Shadows forming during the day appear to 'move' during the day. In the past, people told the time using a sundial. • Some materials allow some light through, but you cannot see through it clearly – these materials are translucent e.g. plastic container or bathroom windows. Clear materials like glass and plastic allow light to pass through and us to see through – these materials are transparent. • Light is useful – making electricity, traffic lights, lighthouses, brake lights. Sometimes we need the dark to see this better e.g. fireworks, the cinema screen, Christmas lights.	**Geography** • Understand that when the UK experiences day, the other side of the world, experiences night. • Light is important in festivals and celebrations – often depicting 'good'

Art

<u>Artist study:</u> Sir Terry Frost (abstract painting – Black and white movement 1952 and Composition 1957) ;

Cornelia Parker – (Cold Dark Matter: An exploded view 1991)

<u>Skills and Media</u>

Painting and drawing - Light and dark (contrast), line, pattern Black and white paint , chalk and charcoal, wax crayons for wax resist

Sculpture – class creation – light and dark- creation of shadow and shape Black and white photography – linked to creation of shadows. light, dark, shadow.

Design Technology

Prior learning

Assembled vehicles with moving wheels using construction kits.
Explore moving vehicles through play.
Gained some experience of designing, making and evaluating products for a specified user and purpose.
Developed some cutting, joining and finishing skills with card.

Designing

- Generate initial ideas and simple design criteria through talking and using own experiences.
- Develop and communicate ideas through drawings and mock-ups.

Making

- Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.
- Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.

Evaluating

- Explore and evaluate a range of products with wheels and axles.
- Evaluate their ideas throughout and their products against original criteria.
- Technical knowledge and understanding
- Explore and use wheels, axles and axle holders.
- Distinguish between fixed and freely moving axles.
- Know and use technical vocabulary relevant to the project.

Music

- Singing songs from memory with confidence and accuracy
- Recognising structural features
- Layering instrumental and vocal sounds and patterns within a given structure
- Recognising playing a short rhythm from simple notation
- Suggesting improvements to their work
- Relating music to feelings
- Creating short sequences of sound on a given idea.

Computing

<u>Robot algorithms</u>

Creating and debugging programs, and using logical reasoning to make predictions.

<u>Pictograms</u>

Physical Education

<u>Games</u>

Net/Wall Games

Play games using modified courts and a small range of throwing skills; play games with limited continuity, stopping the ball and catching it occasionally; hit a ball with reasonable consistency when practising; use bigger target

MFL (N/A)

	Collecting data in tally charts and using attributes to organise and present data on a computer.	areas to aim for; use a small range of tactics; use simple rules fairly; know when their heart beats faster; with help, identify practices to help them improve. Striking and Fielding Use a few skills with control and reasonable accuracy; hit a stationary ball and retrieve and throw it when fielding; use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions; follow warm ups; recognise what happens to their bodies as they work; carry out practices to improve their work and understand why they are useful <u>Gymnastics</u> ● To roll and catch a hula hoop and ball with a partner. ● To perform ball skills individually. ● To use a hula hoop to perform different tasks using a range of body parts. ● To balance, jump, and travel with hand apparatus. ● To create a 3 or 4 movement sequence in a pair, using hand apparatus. <u>Dance</u> ● To understand the importance of warming up the body. To create a warm up sequence. ● To explore and identify a range of actions with levels using a sport theme. ● To use sporting activities as stimuli to create a motif. ● To create and perform a motif to music with a partner. ● To create a beginning to a dance sequence that uses simple canon. ● To create and perform a dance sequence with a clear, beginning, middle and end.	
	P.S.H.E and Character Education **Dreams and goals** • Achieving realistic goals • Perseverance • Learning strengths • Learning with others • Group co-operation		**Religious Education** **Scared Books** • Talk about some of the stories that are used in religion and why people still read them. • Recognise some ways in which Christians, Muslims and Jewish people treat their sacred book. • Recognise that sacred texts contain stories which are special to many people

- Contributing to and sharing success

Motivation

- Healthier choices
- Relaxation
- Healthy eating and nutrition
- Healthier snacks and sharing food

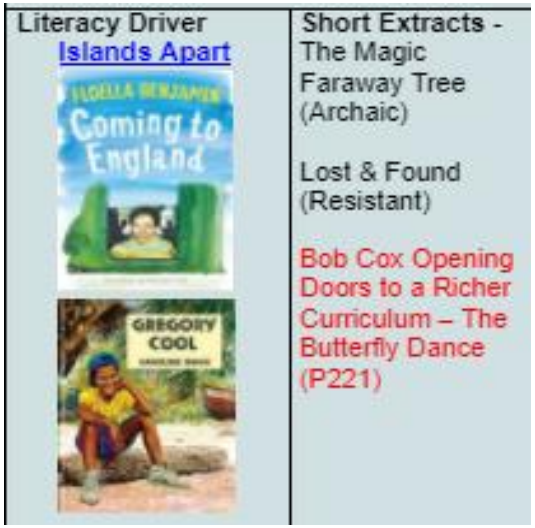
and should be treated with respect.

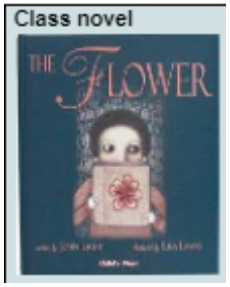
- Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.
- Ask and suggest answers to questions arising from stories Jesus told and from another religion.
- Talk about issues of good and bad, right and wrong arising from the stories.
- Suggest their own ideas about stories from sacred texts and give reasons for their significance.
- Make links between the messages within sacred texts and the way people live.

Summer

This term is geography themed – **Islands apart – Contrasting localities**

English





- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
- Make simple additions, revisions and proof-reading corrections to their own writing.
- Use the punctuation taught at key stage 1 mostly correctly.
- Spell most common exception words.
- Add suffixes to spell most words correctly in their writing
- (e.g. –ment, –ness, –ful, less, –ly).*
- Use the diagonal and horizontal strokes needed to join some letters.

Maths

Geometry – position and direction

- 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)
- Order and arrange combinations of mathematical objects in patterns and sequences

Number and place value

- Use place value and number facts to solve problems
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures

Addition and subtraction

- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures

Measurement

- (Year 1) tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- 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

		• Know the number of minutes in an hour and the number of hours in a day • Compare and sequence intervals of time • Compare and order lengths, mass, volume/ capacity and record the results using >, < and = • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

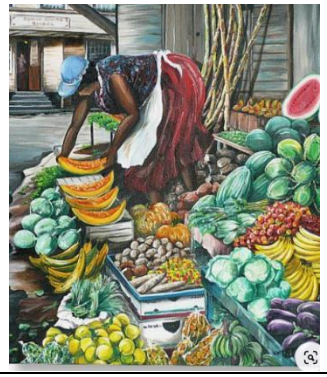
History	Science	Geography
• A study of the Windrush generation including the life of Floella Benjamin.	**Animals including Humans** • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • Find out about and describe the basic needs 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. **Plants** • Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen. • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Observe and describe how seeds and bulbs grow into mature plants.	**Contrasting Localities** • York lies North of the Capital, London. • It is a city in the North of England. It is a historical city and much of its development is documented. • It is situated on the River Ouse in a wide valley, which was very important for settlement and trade. • The city is surrounded by other smaller villagers and is linked to other towns by roads and railway. • York has many businesses and some factories in which people work .It is also a popular tourist destination due to its history. • Farmland surrounds the city – farming is an important aspect of employment • York has mild summers and cold winters, which makes our city prone to flooding. York experiences all four seasons due to its distance from the Equator. • Tobago is an island paired with Trinidad • It is part of the continent of South America and in a part of the world called The Caribbean. • The capital city is Scarborough. • The language they speak is English and the most popular faith is Christianity. • Natives are known as Tobagonians. • The weather is hot, humid and bright because it is near to the equator. • Tobago is known for beautiful white beaches, palm trees, calypso music and rich spicy cuisine.
Art Hannah Rampley – 'Patterned fruits' Karin Dawn Kelshall – Trinidadian artist Paul Cezanne **<u>Skills and Media</u>**	**Design Technology** **Caribbean Fruit Cocktails** • Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.	**Music** • Performing a melodic motif musically • Listening for and recognising instrumentation • Creating a melodic motif from a set of five note

Printing – linked to DT
Ready mix paint with glue to thicken
Shape, colour, pattern – allow children to first print simply, then to rotate the print, overlap the print, change the colour, use two different fruits and create pattern. Print on different kinds of paper.

Carrying on the fruit theme – compare the works of Cezanne with Kelshall. Both do a range of different focuses for art, but they also do images of fruit. Cezanne's focus is set up, where as Kelshall's focuses on what she comes across. Focus on the use of colour, shape and light.

Watercolour pencils – allow pupils to explore the depth of pressure required to get the result they want when water is added to the pencil before applying the technique to their own drawn fruit.

Collage – can children use different types of paper to create pictures of fruit using both tearing and cutting – which method do they prefer and why?



- Experience of cutting soft fruit and vegetables using appropriate utensils.

Designing

- Design appealing products for a particular user based on simple design criteria.
- Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.
- Communicate these ideas through talk and drawings.

Making

- Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
- Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.

Evaluating

- Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.
- Evaluate ideas and finished products against design criteria, including intended user and purpose.

Technical knowledge and understanding

- Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.
- Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of 'The eat-well plate'.
- Know and use technical and

- Singing with confidence and expression
- Using musical vocabulary to describe the music they hear
- Creating and making improvements to a soundscape

Computing **Making music** Using a computer as a tool to explore rhythms and melodies, before creating a musical composition. **Programming quizzes** Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.	**Physical Education** <u>Games</u> Fitness and Athletics Run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency; make up and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; throw a variety of objects, changing their action for accuracy and distance; recognise when their heart rate, temperature and breathing rate have change <u>Gymnastics</u> ● To travel on the floor at different levels. ● To travel and different levels and heights. ● To execute a jump on the floor. ● To execute a jump off a piece of apparatus. ● To mount a bench, travel, across and dismount with a shape jump. ● To perform a 4 or 5 movement sequence on different levels. <u>Dance</u> ● To explore jumping and gestures with a 'Spring Day' dance sequence. ● To develop basic gestures when creating a 'Summer' dance sequence. ● To create and perform two linked dance sequences. ● To explore turning and movement qualities. To extend an Autumn dance sequence. ● To explore and create moments of stillness. To use movement qualities associated with Winter. ● To link and adapt dance sequences. To create a dance using contrasting movement qualities.	**MFL (N/A)**

P.S.H.E and Character Education **Relationships** • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation	**Religious Education** **Islam** • Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr. • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like.

	• Expressing appreciation for special relationships **Changing me** • Life cycles in nature • Growing from young to old • Increasing independence • Differences in female and male bodies (correct terminology) • Assertiveness • Preparing for transition	• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. • Re-tell a story about the life of the Prophet Muhammad. • Recognise some objects used by Muslims and suggest why they are important. • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. • Make links between what the Holy Qur'an says and how Muslims behave. • Ask some questions about God that are hard to answer and offer some ideas of their own.