



YEAR 2 CURRICULUM OVERVIEW

Curriculum Overview for Year 2

A u t u m n	This term is history themed - Victorians	
	English Reading Texts The Grotlyn The Owl and the Pussycat • 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 phonetically-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 Unit 1: Numbers to 100 • identify, represent and estimate numbers using different representations, including the number line, count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (Year 1 revision), count in steps of 2, 3, and 5 from 0, and in tens from any number, forwards and backward, recognise the place value of each digit in a two-digit number (tens, ones), compare and order numbers from 0 up to 100; use <, > and = signs Unit 2: Addition and subtraction (1) • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100, recognise 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, add and subtract numbers using concrete objects, pictorial representations and mentally, including a two-digit number and ones, count in steps of 2, 3, and 5 from 0, and in tens from any number, forwards and backwards, solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures Unit 3: Addition and subtraction (2) • add and subtract numbers using concrete objects, pictorial representations and mentally, including two two-digit numbers, solve problems with addition and subtraction, applying increasing knowledge of mental and written methods, solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures Unit 4: Money • recognise and use symbols 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

		Unit 5: Multiplication and division (1) solve one-step problems involving multiplication and division, by 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 ($\times$), division ($\div$) 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 School Days Victoria schools were very different to today's buildings although some are still in use. Children had to be well behaved, respectful and be 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 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 today's. 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.	Science Materials Everyday materials include wood, metal, plastic, glass, brick, rock, paper, and cardboard. The material chosen to make an object or device is based on the suitability of its properties. The shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching. Animal needs for survival Animals, including humans, have offspring which grow into adults. The basic needs of animals, including humans, for survival include water, food, and air. To remain healthy it is important for humans to exercise, eat the right amounts of different types of food, and have good hygiene.	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.
	Art Artist study: William Morris Methods and techniques – Drawing lines and making marks from observation, demonstrating control. Experiment with	Design Technology Key area: Structure Project: To investigate, design and make Baby Bear's chair.	Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

different grades of pencil. Printing and exploring colour and orientation of prints.



Key skills:

- Generating and communicating ideas using sketching and modelling.
- Learning about different types of structures, found in the natural world and in everyday objects.
- Making a structure according to design criteria.
- Creating joints and structures from paper/ card and tape.
- Building a strong and stiff structure by folding paper.
- Exploring the features of structures.
- Comparing the stability of different shapes.
- Testing the strength of their own structures.
- Identifying the weakest part of a structure.
- Evaluating the strength, stiffness and stability of their own structure.

Key knowledge:

- To know that shapes and structures with wide, flat bases or legs are the most stable.
- To understand that the shape of a structure affects its strength.
- To know that materials can be manipulated to improve strength and stiffness.
- To know that a structure is something which has been formed or made from parts.
- To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move.
- To know that a 'strong' structure is one which does not break easily.
- To know that a 'stiff' structure or material is one which does not bend easily.

- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Computing

E safety - Be Internet Strong

Learn why privacy and security matter and how they relate to each other.

Information technology around us

Identifying IT and how its responsible use improves our

Physical Education

Games

Invasion Games

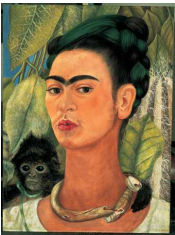
Show awareness of opponents and team-mates when playing games; perform basic skills of rolling, striking and kicking with more confidence; apply these skills in a variety of simple games; make choices about appropriate targets,

MFL

	world in school and beyond. Digital photography Capturing and changing digital photographs for different purposes.	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 movements 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 • Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings • Assumptions and stereotypes about gender	Religious Education Caring for others (living) How should we care for others and the world, and why does it matter? • Re-tell Bible stories and stories from another faith about caring for others and 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',	

	• Understanding bullying • Standing up for self and others • Making new friends • Gender diversity • Celebrating difference and remaining friends	• 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. What is the ‘good news’ Christians say Jesus brings? Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people. Christians believe Jesus’ life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus – they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.
S p r i n g	This term is science themed - English Reading Texts The king who banned the dark The true story of the three little pigs • 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 coordination (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 phonetically-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.	Maths Unit 7: 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 Unit 6: Multiplication and division (2) • 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 ,solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. Unit 10: Fractions • recognise, find and name a half as one of two equal parts of an object, shape or quantity (Year 1) ,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 Unit 8: Length and height - 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 , solve problems with addition and subtraction, using concrete objects and pictorial representations, including those involving numbers, quantities and measures Unit 9: 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
History Magnificent monarchs A monarchy is a country that has a king or queen as head of state. The king or queen is known as the monarch. Monarchy in the United Kingdom There have been over 60 monarchs since Alfred the Great in AD 871. Elizabeth II was the longest reigning British monarch until she died in 2022. The monarch today is Charles III. The power of the monarchy has changed over time. In the past, some monarchs had absolute power. This meant that they could do whatever they wanted. Today, there is a constitutional monarchy. This means that the monarch is controlled by parliament and the government.	Science Habitats Things can be living, dead, or never been alive. Plants and animals live in a variety of habitats, including microhabitats. Most living things live in habitats to which they are suited. Habitats provide for the basic needs of different kinds of animals and plants. The living things in a habitat depend on each other for survival. Animals obtain their food from plants and other animals. This can be shown using a simple food chain. Protecting the environment Humans and their activities pose dangers to wildlife, through housing, traffic, waste, and pollution. Where possible materials should be recycled to reduce landfill and pollution. To ensure a sustainable supply of water and energy, these resources must be used efficiently. Trees are a source of food, fuel, oxygen, and timber.	Geography	

	Art <u>Artist study: Frida Kahlo</u> <u>Skills and Media</u> Methods and techniques –technology for photography, mixing tones and secondary colours. Making colour choices based on the colour wheel. Media and materials – iPads, pencils, paint, choice of brushes, mirrors. Formal elements –colour, tone, form, space, pattern  	Design Technology Key area: Cooking and nutrition Project: To investigate, design and make a healthy wrap. Key skills: • Designing a healthy wrap based on a food combination which works well together. • Slicing food safely using the bridge or claw grip. • Constructing a wrap that meets a design brief. • Describing the taste, texture and smell of fruit and vegetables. • Taste testing food combinations and final products. • Describing the information that should be included on a label. • Evaluating which grip was most effective. Key knowledge: • To know that ‘diet’ means the food and drink that a person or animal usually eats. • To understand what makes a balanced diet. • To know where to find the nutritional information on packaging. • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To understand that I should eat a range of different foods from each food group. • To know that nutrients are substances in food that all living things need to make energy, grow and develop. • To know that ‘ingredients’ means the items in a mixture or recipe. • To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy. • To know that many food and drinks we do not expect to contain sugar do; we call these ‘hidden sugars’.	Music • Play tuned and untuned instruments musically. • Experiment with, create, select and combine sounds using the inter-related dimensions of music.
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	Computing	Physical Education	MFL
	<u>Robot algorithms</u> Creating and debugging programs, and using logical reasoning to make predictions. <u>Pictograms</u> Collecting data in tally charts and using attributes to organise and present data on a computer.	<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 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.	

S u m m e r	P.S.H.E and Character Education • Achieving realistic goals • Perseverance • Learning strengths • Learning with others • Group cooperation • Contributing to and sharing success • Motivation • Healthier choices • Relaxation • Healthy eating and nutrition • Healthier snacks and sharing food	Religious Education Who is Jewish and how do they live? Make sense of belief: • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations(e.g. Chanukah) • Give examples of how the stories used in celebrations(e.g. Shabbat, Chanukah) remind Jews about what God is like Understand the impact: • Give examples of how Jewish people celebrate special times(e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Make connections: • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. Who do Christians say made the world? God the Creator cares for the creation,including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). • This means that humans cannot get close to God without God's help. • The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.
	This term is geography themed - Literacy Reading Texts Gregory Cool Coming to England The Magic Far Away Tree Grandad's Island	Maths Unit 12: Problem solving and efficient methods use place value and number facts to solve problems ,solve problems with addition and subtraction, using concrete objects and pictorial representations, including those involving

TheFirst Slodge The Day The Crayons Quit. ● 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.			numbers, quantities and measures ,recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems ,solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context ,show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Unit 14: Weight, volume and temperature 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 Unit 11: 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 Unit 13: Time compare and sequence intervals of time, tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. (Year 1), 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		
History A study of the Windrush generation including the life of Floella Benjamin.		Science Plants and Growth Seeds and bulbs grow into mature plants.Plants need water, light, and a suitable temperature to grow and stay healthy. Skeletons, muscles and nutrition Animals, including humans, need the right types and amount of nutrition. Animals cannot make their own food; they get nutrition from what they eat. Humans and some other animals have skeletons and muscles for support, protection, and movement.		Geography Coastline and comparison with non-European area 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 simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of the surrounding environment. Use simple compass directions and locational and directional to describe the location of features and routes on a map Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans	

Art Artist focus: Edward Saidi Tingatinga Skills and Media Methods and techniques – explore making tints and tones and using the colour wheel for colour choices. Mix secondary colours. block painting, washes. Use different media to create marks, patterns and add texture. Make brush size choices.  Artist focus: Emma Stothard  Sculpture appreciation	Design Technology Key area: Mechanical Systems Project: To investigate, design and make a moving monster. Key skills: • Creating a design criteria for a moving monster as a class. • Designing a moving monster for a specific audience in accordance with a design criteria. • Making linkages using card for levers and split pins for pivots. • Experimenting with linkages adjusting the widths, lengths and thickness of card used. • Cutting and assembling components neatly. • Evaluating own designs against design criteria. • Using peer feedback to modify a final design. Key knowledge: • To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. • To know that there is always an input and an output in a mechanism. • To know that an input is the energy that is used to start something working. • To know that an output is the movement that happens as a result of that input. • To know that a lever is something that turns on a pivot. • To know that a linkage mechanism is made up of a series of levers.	Music • Listen with concentration and understanding to a range of high-quality live and recorded music. • • Experiment with, create, select and combine sounds using the inter-related dimensions of music.
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	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,	MFL

	trigger sequences of code to make an interactive quiz.	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.	
	P.S.H.E and Character Education • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships • Life cycles in nature • Growing from young to old • Increasing independence • Differences in female and male bodies (correct terminology) • Assertiveness • Preparing for transition	Religious Education Islam (believing) Who is a Muslim and what do they believe? • 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. What makes some place sacred to believers? Make sense of belief: • Recognise that there are special places where people go to worship, and talk about	

	what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship Understand the impact: • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community. Make connections: • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.
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