

## Year Group Curriculum Overview - Year 2

Year 2	Autumn		Spring		Summer	
Topic	London's Burning (7 + 3 days)	Castles and Knights (5 weeks)	Glorious Globe (5 weeks)	Walk the Plank (7 weeks)	Incredible Inventions (7 weeks)	Fantasy Tales (7 weeks)
Book	<p><b>The Baker's Boy and the Great Fire of London</b></p> <p>You wouldn't want to be in the Great Fire of London - A Fire you'd rather not fight</p> <p>Danger Zone - Avoid being in the Great Fire of London</p> <p>Thomas the Baker &amp; the Great Fire of London</p>	Knight in Training	<p>Meerkat Mail</p> <p>Here we Are (Oliver Jeffers)</p>	<p>The pirates next door</p> <p>Pirates love underpants</p>	<p>Roald Dahl - George's Marvellous Medicine</p> <p>Other Roald Dahl texts</p>	
Writing Genres	<p>Setting descriptions - London on fire</p> <p>Information text - The Great Fire</p>	<p>Narrative</p> <p>Recount (trip)</p>	<p>Information text - countries</p> <p>Letters (send to a school in another place country)</p>	<p>Character description (pirate)</p> <p>Poetry</p>	<p>Explanation (making medicine)</p> <p>Character description - Grandma</p>	<p>Poetry</p> <p>Narrative</p>
Science	<p><b>Materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	Materials continued	<p><b>Living things and their habitats</b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p><i>'Is a flame alive? Is a deciduous tree dead in winter?'</i></p> <p>Identify that most living things live in habitats to which they are suited <i>eg on the seashore, in woodland, in the ocean, in the rainforest.</i></p> <p>Describe how different habitats provide for the basic needs of different kinds of animals and plants,</p>	Living Things	<p><b>Plants</b></p> <p>Describe how seeds and bulbs grow into mature plants <i>eg Seeds and bulbs need water to grow but most do not need light</i></p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <i>e.g. says that a plant will die without water</i></p>	<p><b>Animals including humans</b></p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival <i>e.g. the need for water, food and air</i></p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <i>eg for nutritional purposes</i></p>

			<p>and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro- habitats e.g. woodlice under stones, logs or leaf litter.</p> <p>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.</p>			
<p><b>Computing</b></p>	<p><u>Use technology safely and respectfully</u></p> <p>Organise, store, retrieve and manipulate data.</p> <p>Communicate online safely and respectfully. Keeping personal information private.</p> <p>Know where to go for help and support when they have concerns about content or contact online.</p> <p>Recognise the use of computing outside of school.</p>	<p><u>Use technology safely continued</u></p>	<p><b>Coding</b></p> <p>Understand what algorithms are: how they are implemented on digital devices</p> <p>Create and debug simple programmes using precise and unambiguous instructions. Use reasoning to predict the behaviour of programmes</p>	<p><u>Coding continued</u></p>	<p><u>To code</u></p> <p>To use technology to retrieve information and use software effectively. Use a range of applications and devices in order to communicate ideas, work and messages.</p> <p>Record findings using word processing software. Create and organise digital content for a specific use or purpose.</p>	<p><u>To code (continued)</u></p>
<p><b>Art</b></p>	<p><u>Collage</u></p> <p>Mix materials to create texture.</p>	<p><u>Sculpture</u></p> <p>Create sculpture using a wide range of materials.</p>	<p><u>Drawing</u></p> <p>Colour (own work) neatly following the lines.</p> <p>Show pattern and texture by adding dots and lines.</p>	<p><u>Printing</u></p> <p>Mimic print from the environment (e.g. wallpapers).</p> <p><u>Focus print artists</u></p> <p>Emma Majury</p>	<p><u>Painting</u></p> <p>Create colour wheels containing primary and secondary colours.</p>	<p><u>Textiles</u></p> <p>Use weaving to create a pattern.</p> <p>Join materials using a stitch</p> <p><u>Focus textile artists</u></p> <p>Alexandra Birken</p>

	Sort and arrange materials for effect.  <b>Focus collage artists</b> Kurt Schwitters Hannah Hoch	Use techniques such as rolling, cutting, moulding and carving clay.  <b>Focus sculpture artists</b> Renate Muller Henry Moore	<b>Focus drawing artists</b> Peter Paul Rubens		Use a range of thick and thin brushes.  Experiment with colour mixing to make new colours.  <b>Focus painters</b> Van Gogh Kandinsky Claude Monet	
DT	<b>Materials (Fire trucks)</b> Measure and mark out to the nearest centimetre.  Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).  Explore and use mechanisms (for example, levers, sliders, wheels and axels)  Evaluate their ideas and products against a design criteria.		<b>Food</b> Assemble or cook ingredients, using the basic principles of a healthy and varied diet to prepare dishes.  Measure or weigh using measuring cups or electronic scales.		<b>Electronics</b> Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).	<b>Textiles</b> Learn how to cut out shapes which have been created by drawing round a template.  Explore using a range of basic stitches to join textiles.
History	<b>World History</b> Describe significant people from the past.  • Recognise that there are reasons why people in the past acted as they did.	<b>Communicate historically</b> Show an understanding of the concept of nation and a nation's history.  • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	<b>Investigate and interpret the past</b> Use artefacts, pictures, stories, online sources and databases to find out about the past.  • Identify some of the different ways the past has been represented.	<b>Chronology</b> Recount changes that have occurred in their own lives.  Use dates where appropriate.	<b>World History continued</b> Describe significant people from the past.  • Recognise that there are reasons why people in the past acted as they did.	
Geography	<b>Identify patterns</b> 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		<b>To communicate geographically</b>  <b>key human features</b> , including: city, town, village, factory, farm, house, office and shop.	<b>To investigate places</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the	<b>Identify patterns</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in	

	Equator and the North and South Poles		<ul style="list-style-type: none"> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> <li>Name and locate the world's continents and oceans.</li> </ul>	<p>countries, continents and oceans studied.</p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Name and locate the world's continents and oceans..</li> </ul>	relation to the Equator and the North and South Poles	
PE	Locomotion Gymnastics (linking)	Ball skills (Hands) Gymnastics (pathways)	Ball skills (Hands 2) Dance	Ball skills (Feet) Dance	Locomotion (jumping) Games for understanding	OAA/ Team Building Athletics
Music	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>Sing songs regularly with a pitch range and with increasing vocal control.</li> <li>Sing songs with a small pitch range, pitching accurately</li> <li>Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions and visual symbols</li> </ul>	<p><b>Musicianship (pulse/beat)</b></p> <ul style="list-style-type: none"> <li>Understand that the speed of the beat can change (tempo)</li> <li>Mark the beat of a listening piece by tapping and clapping</li> <li>Walk in time to the beat of a piece of music or song</li> <li>Begin to group beats in twos and threes by tapping knees on the first beat and clapping the remaining beats</li> <li>Identify the beat groupings in familiar music</li> </ul>	<p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Create music in response to non-musical stimulus</li> <li>Work with a partner to improve simple question and answer phrases, to be sung and played on untuned percussion</li> <li>Use graphic symbols, dot notation and stick notation</li> </ul> <p>Use musical technology to capture, change and combine sounds</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Show an understanding of the stories, origins, traditions and history of the music they are listening to, singing and playing</li> <li>Listen to recorded and live performances</li> <li>Know the names of some composers</li> </ul>	<p><b>Musicianship continued (rhythm)</b></p> <ul style="list-style-type: none"> <li>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</li> <li>Create rhythms using word phrases as a starting point</li> <li>Read and respond to chanted rhythm patterns and represent them with stick notation including, crotchets, quavers and crotchets rests</li> <li>Create and perform their own chanted rhythm patterns with the same stick notation</li> </ul>	<p><b>Musicianship (pitch)</b></p> <ul style="list-style-type: none"> <li>Play a range of singing games</li> <li>Sing short phrases independently within a singing game or short song</li> <li>Respond independently to pitch changes heard in short melodic phrases</li> <li>Recognise dot notation and match it to 3 note tunes played on tuned percussion</li> </ul>

RE	Who is Jewish and how do they live?	Who is a Muslim?	What makes some places sacred to believers?	How should we care for others and the world?	What does it mean to belong to a faith community?	What does it mean to belong to a faith community? (continued)
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