

YEAR 2 CURRICULUM OVERVIEW 2023-24

	Autumn		Spring		Summer	
English	<p><b>Narrative: Fiction</b>  <b>Non-Fiction: Letter writing</b>  <b>Poetry: Repetitive poems</b></p> <p>Children will think about their favourite superheroes and create their own. They will write character descriptions and write their own superhero story based on 'Supertato'. After they will read the story 'Mr Big'. Children will compose a letter based on the story using the past tense. Children will focus on spelling, handwriting, subordination, coordination and noun phrases.</p>	<p><b>Narrative (Traditional Tales)/Non-fiction: Information text/Letters</b></p> <p>Children will read: Jack and the Beanstalk and compose a narrative based on the story using the past tense. Children will focus on spelling, handwriting, subordination, coordination and noun phrases.</p> <p>The children will be writing persuasive letters based on our topic. This will have a focus on the environment and the world around us.</p>	<p><b>Narrative: Writing about others experiences</b>  <b>Non-Fiction: Letters</b>  <b>Poetry: Senses poems</b></p> <p>Children will write a newspaper article about the first flight. They will learn about the features of a newspaper article and use in their own work. The children will write diary entry</p>	<p><b>Narrative: Fantasy stories &amp; Imaginary texts</b>  <b>Non-fiction: Explanations (The Plastic Problem)</b></p> <p>Children will be writing their own story based on 'The Snail and the Whale'. Children will be focussing on using a range of literary techniques to make their stories interesting such as: alliteration and onomatopoeia. Later, children will be learning about the problems faced by our oceans and writing information to help highlight the problem.</p>	<p><b>Narrative: Traditional Tales from other cultures</b>  <b>Non-fiction: Information Instructions (How to Grow a Plant)</b></p> <p>Year 2 will be writing their own creation story based on the West African tale: The Fire Children. We will also be writing information texts about how chocolate is made and looking at the origins of Cocoa production in Ghana, We will also be writing instruction of how to plant seeds to tie in with our Science topic.</p>	<p><b>Narrative: Fiction</b>  <b>Non-fiction: Instructions</b>  <b>Poetry: traditional poems</b></p> <p>In English we will start by reviewing homophones and learn some homophone riddles. We will be looking at the story: The Lighthouse Keeper's lunch and writing our own stories with a similar theme. Children will be using all the different elements to create a story including, adjectives, noun phrases, similes, best handwriting, punctuation and good spelling. Children will write instructions for making a healthy lunch.</p>
Text	<i>Mr Big Supertato</i>	<i>Traditional Tales Jack and the Beanstalk</i>	<i>Newspaper article</i>	<i>The snail and the whale</i>	<i>The Fire Children</i>	<i>The Lighthouse Keeper's Lunch</i>

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<p>M a t h s</p>	<p><b>Place Value</b> <b>Addition and Subtraction</b> Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs. Use place value and number facts to solve problems. Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, Solve problems with addition and subtraction.</p>	<p><b>Addition and Subtraction</b> <b>Shape</b> Add across a 10, subtract across 10 Subtract from a 10. Subtract a 1-digit number from a 2-digit number (across a 10) 10 more, 10 less. Add and subtract 10s. Add two 2-digit numbers (not across a 10) and add two 2-digit numbers (across a 10). Subtract two 2-digit numbers (not across a 10) and subtract two 2-digit numbers (across a 10).  Recognise 2-D and 3-D shapes. Count sides and vertices on 2-D shapes. Draw 2-D shapes. Use lines of symmetry to complete shapes. Count faces, edges and vertices on 3-D. Make patterns with 2-D and 3-D shapes.</p>	<p><b>Money</b> <b>Multiplication and Division</b> Recognise and use symbols for pounds (£) and pence (p); Find different combinations of coins that equal the same amounts of money.  Children will learn multiplication and division strategies such as sharing and grouping and learning our 2, 5- and 10-times tables. We will be looking at statistics and create tally charts, pictograms and block charts and answer questions about the information. After we will be looking at the properties of shape in Geometry.</p>	<p><b>Measurement</b> <b>Length and Height</b> <b>Mass, capacity and temperature</b> Measure length/height (cm) Measure length/height (m) Compare lengths/heights Order lengths/heights Four operations with lengths/heights  Measure mass (g) Measure mass (kg) Compare mass Order masses Four operations with mass.  Compare volume and capacity. Measure in millilitres.  Measure in litres.  Four operations with volume and capacity.  Temperature.</p>	<p><b>Fractions</b> <b>Time</b> Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.  O'clock and half past Quarter past and quarter to Tell the time past the hour Tell the time to the hour Tell the time to 5 minutes Minutes in an hour Hours in a day</p>	<p><b>Position and Direction</b> <b>Consolidation</b> Language of position Describe movement Describe turns Describe movement and turns Shape patterns with turns  Revision of specific areas</p>
<p><i>Working scientifically will be embedded throughout the year</i></p>						
<p>S c i e n c e</p>	<p><b>Animals including Humans</b> Children will learn about animals including humans. They will be taught that animals, including humans have offspring which grow into adults. They will observe changes over time and use secondary sources.</p>	<p><b>Animals including Humans</b> Children will describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. They will describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>	<p><b>Living things and their habitats</b> Children will explore and compare the differences between things that are living, dead and things that have never been alive. They will investigate how different animals live particularly nocturnal animals and explore habitats. They will describe how animals obtain their food from plants or other animals and understand what a food chain is. Children will answer questions and group and classify animals.</p>	<p><b>Living things and their habitats</b> The children will learn about materials. We will discuss the difference between natural and manmade objects and explore their properties including observing any similarities and differences between the two groups. We will describe the textures and appearance of the different items by using them to print with paint. We will be observing, testing, asking questions, classifying and gathering data.</p>	<p><b>Plants</b> The children will learn about plants. We will be planting seeds and helping them to grow, observing and testing how different conditions affect their chances of survival. We will be observing the plants in our local area and recapping on identifying different trees by their leaves. Children will answer questions, observe changes over time and perform simple tests.</p>	<p><b>Materials</b> Children will distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. Children will answer questions, observe changes over time and perform a simple test.</p>

YEAR 2 CURRICULUM OVERVIEW 2023-24

History	<p><b>Schools in the past</b> Children will learn about how schools have changed and will compare their own experience with that of children in the past. They will identify similarities and differences between schools today and those within and beyond living memory.</p>		<p><b>Flight</b> Children will learn about the history of flight and significant individuals such as; The Wright Brothers, Bessie Coleman and Amelia Earhart. They will learn about the moon landing and how we learnt to fly.</p>		<p><b>Monarchs</b> Children will learn about Monarchs and who our Monarch is today. They will learn about William the Conqueror and how he became King of England. Children will look at the changing role of the Monarch and how castles played a significant role in history.</p>	
<i>Geographical skills and Fieldwork &amp; Maps, Atlases, Compasses will be embedded throughout the year</i>						
Geography		<p><b>Hot and Cold places</b> Children will be able to name the seven continents of the world. They will know that a globe is a spherical model of the Earth and begin to recognise maps as a flattened globe. Children will know that different parts of the world experience different weather based largely on their location. They will be able to compare similarities and differences between their local area and a contrasting European country.</p>		<p><b>Our Wonderful world</b> Children will identify and locate characteristics of the UK on a map and identify human and physical features. They will locate human and physical features on a world map. Children will explain the difference between oceans and seas, and name and locate the five oceans on a world map. They will use an aerial photograph to draw a simple sketch map.</p>		<p><b>Seaside</b> Children will name and locate the seas and oceans surrounding the UK in an atlas and label these on a map of the UK. They will describe the location of the seas and oceans surrounding the UK using compass points. Children will define what the coast is and locate coasts in the UK. They will name some of the physical features of coasts and label these on a photograph. They will identify human features in a coastal town and describe how people use the coast.</p>
Computing	<p><b>Online Safety Coding</b> Children can explain that an algorithm is a set of instructions. Children can describe the algorithms they created. Children can explain that for the computer to make something happen, it needs to follow clear instructions.</p>	<p><b>Online Safety Spreadsheets</b> Children can explain what rows and columns are in a spreadsheet. Children can open, save and edit a spreadsheet. Children can add images from the image toolbox and allocate them a value. Children can add the count tool to count items</p>	<p><b>Online Safety Questioning</b> Children understand that the information on pictograms cannot be used to answer more complicated questions. Children have used a range of yes/no questions to separate different items. Children understand what is meant by a binary tree. Children have designed a binary tree to sort pictures of children.</p>	<p><b>Online Safety Effective Searching</b> Children can recall the meaning of key Internet and searching terms. Children have completed a quiz about the Internet. Children can identify the basic parts of a web search engine search page. Children have learnt to read a web search results page. Children can search the Internet for answers to a quiz.</p>	<p><b>Online Safety Creating Pictures</b> Children can describe the main features of art that uses repeating patterns. Children can use 2Paint a Picture to create art by repeating patterns in a variety of ways. Children can combine more than one effect in 2Paint a Picture to enhance patterns.</p>	<p><b>Online Safety Making Music</b> Children understand what 2Sequence is and how it works. Children have used the different sounds within 2Sequence to create a tune. Children have explored how to speed up and slow down tunes. Children understand what happens to the tune when sounds are moved.</p>
<i>Throughout the year we will use a variety of materials and learn about the work of a range of artists including...</i>						

YEAR 2 CURRICULUM OVERVIEW 2023-24

A r t	<p><b>Drawing: Tell Me a Story</b> Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings</p>		<p><b>Painting: Life in Colour</b> Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.</p>		<p><b>Sculpture and 3D: Clay Houses</b> Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.</p>	
D T		<p><b>Structures: Baby Bear's Chair</b> Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.</p>		<p><b>Textiles: Pouches</b> Learn how to sew a running stitch ready to design, make and decorate a pouch using a template</p>		<p><b>Mechanisms: Fairground Wheel</b> Design and create a functional Ferris wheel, learn how different components fit together so that the wheel rotates and the structure stands freely.</p>
M u s i c	<p>All the learning is focused around one song: Hands, Feet, Heart. We will look at the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p>	<p>This term we will be learning all the songs for our Christmas play. We will be listening to, singing in time and using some percussion instruments.</p>	<p>All the learning is focused around one song. We will look at the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of pop music.</p>	<p>All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>All the learning is focused around one song: Friendship. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
R E L	<p><b>Why is light an important symbol?</b> Retell at least one narrative where light is an important symbol. Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs. Give an example of how Christians, Hindus and Jews use beliefs (and the symbolism of light) to guide their daily lives.</p>	<p><b>What does the nativity story teach Christians about Jesus?</b> Recognise that Christians believe Jesus was sent by God to be him in the flesh. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Recognise the connection between Christmas and Easter</p>	<p><b>How do Christians belong to their faith family?</b> Identify how Christians beliefs impact on their worship and sense of belonging. Identify some Christians symbols and artefacts. Identify different ways in which Christians show they belong to their faith family. Recognise that some people call themselves Christians.</p>	<p><b>How do Jews celebrate Passover (Pesach)?</b> Recognise that Passover (Pesach) is a Jewish festival. Identify ways in which Passover can have an impact on Jewish daily life and family. Identify evidence of religion and belief especially in the local area.</p>	<p><b>Why do people have different views about the ideas of God?</b> To give a reason why a member of at least one religious community might believe in God. To give a reason why a person might not believe in God. To give an example of what a member of a religious community might believe about God. Make connections between people's beliefs of right and wrong and their belief about God.</p>	<p><b>Consolidation</b> Referring back and comparing ideas from throughout the year</p>

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P . E . 	<b>Basket Ball</b> <b>Rugby</b> Passing and catching Dribbling Dribbling and passing Running with the ball Picking up the ball Catching the ball	<b>Rugby</b> <b>Hockey</b> Picking up the ball Catching the ball Dribbling Striking Passing	<b>Fitness</b> <b>Football</b> Circuit training Passing and control Passing and dribbling Striking the ball	<b>Football</b> <b>Tennis</b> Controlling the ball Forehand and backhand Striking the ball Mini matches	<b>Athletics</b> <b>Cricket</b> <b>Swimming</b> Running- sprint/ relay Jumping- Long/high/triple Throwing-Javelin/discus/shot Batting	<b>Cricket</b> <b>Rounders</b> Bowling Fielding Throwing and catching
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