Year 2 Curriculum Overview

'Celebrating and inspiring a lifelong love of learning in an ever changing world.'

Curriculum Area		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning to live in an ever changing world	Values	Be ready, be safe, be respectful	Enjoyment	Respect	Perseverance	Independence	Responsibility
	Wider experiences	Forest School Science Dome	Christmas performance Christmas week	Royal tea party	Talk like a pirate	Dinosaur visit	Sports Day Leavers Performance
	PSHE (Jigsaw and Forest School)	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Topic and cross-curricular inks	Topic	Oceans	Superheroes	The Queen	Pirates	Dinosaurs	Australia
	Writing	Commotion in the Ocean *Poetry* Ocean Creatures *Information texts* The Lighthouse Keeper's Lunch *Narrative*	Eliot, Midnight Superhero *Narrative* Tiger Girl *Information texts*	The Queen's Knickers *Narrative* A Walk in London *Recounts*	The Pirates Next Door *Narrative* How to make friends with a pirate *Instructions*	Dinosaurs in the Supermarket *Narrative* Dinosaurs *Information texts*	Wombat Stew *Narrative* Life cycles *Explanation texts*
	Writing Outcomes	• Write a poem about an ocean creature. • Write an information text about three ocean creatures. • Write their own version of The Lighthouse Keeper's Lunch.	• Write their own version of 'Eliot, Midnight Superhero' (e.g. Felicity, Midnight Superhero). • Write an information text about their own superhero (e.g. Shark Boy).	• Write their own version of 'The Queen's Knickers' (e.g. Mr Coyne's Pants). • Write their own recount called 'A Walk in Bristol.	• Write their own version of 'The Pirates Next Door' (e.g. The Aliens Next Door). • Write instructions for how to make friends with something else (e.g. witch, alien).	• Write their own version of 'Dinosaurs in the Supermarket' (e.g. Dinosaurs in the School). • Write an information text about a different dinosaur.	• Write their own version of 'Wombat Stew' by changing the setting (e.g. Walrus Stew). • Write an explanation text about a different Australian animal.

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	Cross-curricular English	• New sea creature description • Sandwich instructions	• Gunpowder plot facts • Science experiment write up • Christmas decoration evaluation	• Writing captions on the computer • Reading about the Queen (research)	• Reading about famous pirates • Note-taking (pirates)	• Dinosaur food chains reading comprehension • Mary Anning fact file • Cress diaries	• Great Barrier Reef reading comprehension • Clay pots evaluation
	Maths	• Place value • Addition and Subtraction	• Addition and Subtraction • Money	• Multiplication and Division • Statistics	• Shape • Fractions	• Length and Height • Position and Direction	• Time • Capacity and Temperature
	Cross-curricular Maths	• Sorting seaside creatures	• Superhero tally charts • Superhero bar charts	• 2D shapes castle • Repeated patterns collage	• Measuring for pirate ships	• Venn Diagram – sorting dinosaurs	• Venn Diagram – comparing Australia & UK
STEM	Science	**Observing closely** • Use their senses to help them answer questions. **All Living things** • Match certain living things to the habitats they are found in. • Explain the differences between living and non-living things. • Decide whether something is living, dead or non-living. • Describe how a habitat provides for the basic needs of things living there. • Describe a range of different habitats. • Describe how plants and animals are suited to their habitat. **Animals, including humans** • Describe what animals need to	**Observing closely** • Use some science words to describe what they have seen and measured. • Compare several things. **Performing Tests** • Carry out a simple fair test. • Explain why it might not be fair to compare two things. • Say whether things happened as they expected. • Suggest how to find things out. • Use prompts to find things out. **Recording findings** • Use text, diagrams, pictures, charts or tables to record their observations. • Measure using simple equipment.	N/A	**Observing closely** • Use some science words to describe what they have seen and measured. • Compare several things. **Recording findings** • Use (text, diagrams, pictures, charts, tables) to record their observations. • Measure using simple equipment. **Performing Tests** • Carry out a simple fair test. • Explain why it might not be fair to compare two things. • Say whether things happened as they expected. • Suggest how to find things out. • Use prompts to find things out.	**Identifying and Classifying** • Organise things into groups. • Find simple patterns (or associations). • Identify animals and plants by a specific criteria (e.g. lay eggs or not; have feathers or not). **All Living things** • Match certain living things to the habitats they are found in. • Describe some of the life processes common to plants and animals, including humans. • Describe how a habitat provides for the basic needs of things living there. • Describe a range of different habitats. • Describe how plants and animals are suited to their habitat.	**Identifying and Classifying** • Organise things into groups. • Find simple patterns (or associations). **All Living things** • Match certain living things to the habitats they are found in. • Describe some of the life processes common to plants and animals, including humans. • Describe how a habitat provides for the basic needs of things living there. • Describe a range of different habitats. • Describe how plants and animals are suited to their habitat. **Animals, including humans** • Describe what animals need to survive.

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	survive. **Variation and classification** • Identify and compare a variety of plants and animals found in different habitats and microhabitats.	**Animals, including humans** • Describe why exercise and a balanced diet are important for humans. **Classifying and grouping materials** • Distinguish between an object and the material from which it is made. • Identify and name a range of everyday materials (wood, plastic, metal, water, rock). • Describe the simple physical properties of a variety of everyday materials. • Compare and classify a variety of materials based on their simple physical properties. **Changing materials** • Explore how the shapes of solid objects can be changed (squashing, bending, twisting, stretching). • Find out about people who developed useful new materials (Dunlop, MacKintosh, MacAdam). • Identify and compare the uses of a range of everyday materials (wood, metal, plastic, glass, brick/rock, paper/cardboard).			**Animals, including humans** • Describe what animals need to survive. **Plants** • Describe what plants need to survive. • Describe how seeds and bulbs grow into plants. • Describe what a plant needs to grow and stay healthy. • Explain that plants grow and reproduce. **Variation and classification** • Sort living things into groups and say why they sorted them in that way. • Compare how plants grow in different conditions by making measurements. • Explain how animals get their food and draw a simple food chain.	• Explain that animals grow and reproduce. • Explain why animals have offspring. • Describe the life cycle of some living things (e.g. egg, chick, chicken). • Explain the basic needs of animals, including humans. **Variation and classification** • Identify and compare a variety of plants and animals found in different habitats and microhabitats. • Collect weather data about a local habitat and use it to explain the plants and animals they will find there. • Explain how animals get their food and draw a simple food chain.

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			• Explain how things move on different surfaces.				
	Computing	E-Safety • Know some ways to stay safe online and who to tell if they have a problem. • Know that personal information should not be shared online and what to do if they are asked for it. • Know some ways that people can communicate online and how to be a good friend online. • Know what to do if someone is mean to them online. • Know that you do not always know who you are talking to online. • Know that some websites are safe to visit and what to do if they find an unsafe site.	Data • Finding information on a website. • Using links within a website. • Printing a web page to use as a resource. • Use the shape tools to draw.	Media • Word processing a piece of text. • Insert/delete words using the mouse and arrow keys. • Highlighting text to change its format (B, U, I).	Programming • Predicting the outcomes of a set of instructions. • Using right angle turns. • Using repeat commands. • Testing and amending a set of instructions. • Writing and testing a simple program. • Predicting the outcome of a simple program.	Impact of technology • Recognise where technology is used at home and school. • Know that there is a range of technology used at home and school. • Describe some of the benefits with using technology at home and school. • Identify parts of the computer and what they're used for. • Know about the types of technology that can be used to communicate.	Coding • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs.
Humanities	History	Knowledge and interpretation • Give examples of things that are different in their life from that of their grandparents when they were young. Historical enquiry • Find out something about the past by	Chronological understanding • Use words and phrases like: before I was born, when I was younger. • Sequence a set of events in chronological order and give reasons for their order.	Chronological understanding • Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning. • Sequence a set of events in chronological order and give reasons for	Chronological understanding • Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning. • Use the words past and present correctly. • Use a range of appropriate words	Chronological understanding • Use words and phrases like: before I was born, when I was younger. • Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning.	N/A

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		talking to an older person.	**Knowledge and interpretation** • Explain why Britain has a special history by naming some famous events and some famous people. • Explain what is meant by a parliament. **Historical enquiry** • Research about a famous event that happens in Britain and why it has been happening for some time.	their order. **Historical enquiry** • Answer questions by using a specific source, such as an information book. • Research the life of a famous Briton from the past using different resources to help them.	and phrases to describe the past. • Sequence a set of events in chronological order and give reasons for their order. **Knowledge and interpretation** • Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later. • Explain how their local area was different in the past. • Recount some interesting facts from an historical event, such as where the fire of London started. • Explain why Britain has a special history by naming some famous events and some famous people. **Historical enquiry** • Answer questions by using a specific source, such as an information book. • Research the life of a famous Briton from the past using different resources to help them. • Research about a famous event that happens in Britain	• Use the words past and present correctly. • Use a range of appropriate words and phrases to describe the past. • Sequence a set of events in chronological order and give reasons for their order. **Knowledge and interpretation** • Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later. • Recount some interesting facts from an historical event, such as where the fire of London started. **Historical enquiry** • Answer questions by using a specific source, such as an information book. • Research the life of a famous Briton from the past using different resources to help them.	

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					and why it has been happening for some time. • Research the life of someone who used to live in their area using the Internet and other sources to find out about them.		
	Geography	**Geographical Enquiry** • Label a diagram or photograph using some geographical words. • Find out about a locality by using different sources of evidence. • Find out about a locality by asking some good questions to someone else. • Say what they like and don't like about their locality and another locality like the seaside. **Physical Geography** • Explain what makes a locality special. • Describe some places which are not near the school. • Describe the key features of a place, using words like: beach, coast forest, hill, mountain, ocean and valley. **Human Geography** • Describe some human	N/A	**Geographical Enquiry** • Label a diagram or photograph using some geographical words. • Find out about a locality by using different sources of evidence **Physical Geography** • Explain what makes a locality special. • Describe some places which are not near the school.	**Physical Geography** • Describe some physical features of own locality. • Explain what makes a locality special. **Geographical Knowledge** • Name the continents of the world and find them in an atlas. • Name the world's oceans and find them in an atlas. • Name the main cities of England, Wales, Scotland and Ireland. • Find where they live on a map of the UK.	N/A	**Geographical Enquiry** • Label a diagram or photograph using some geographical words. • Find out about a locality by asking some good questions to someone else. • Say what they like and don't like about their locality and another locality like the seaside. **Physical Geography** • Explain what makes a locality special. • Describe some places which are not near the school. • Describe a place outside Europe using geographical words. • Describe some of the features associated with an island. • Describe the key features of a place, using words like: beach, coast forest, hill, mountain, ocean and valley.

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		features of own locality, such as the jobs people do. • Explain how the jobs people do may be different in different parts of the world. • Discuss whether they think that people ever spoil the area and how. • Explain how people try to make the area better. • Explain what facilities a town or village might need. **Geographical Knowledge** • Name the main cities of England, Wales, Scotland and Ireland. • Find where they live on a map of the UK.					**Human Geography** • Describe some human features of own locality, such as the jobs people do. • Explain how the jobs people do may be different in different parts of the world. • Describe how they think that people ever spoil the area. • Describe how they think that people try to make the area better. • Explain what facilities a town or village might need. **Geographical Knowledge** • Name the continents of the world and find them in an atlas. • Name the world's oceans and find them in an atlas. • Find where they live on a map of the UK.
	RE Theme (*Discovery RE*)	**Christianity – What did Jesus teach?** • Exploring whether or not it is possible to be kind to everyone all of the time.	**Christianity - Christmas – Jesus as gift from God** • Exploring why Christians believe God gave Jesus to the world.	**Judaism - Passover** • Exploring why Passover is important for Jewish people. • Exploring what God asks Jewish people to do during Passover. **Islam – Prayer at home** • Exploring how praying at regular intervals helps Muslims in their everyday lives.	**Christianity - Easter – Resurrection** • Exploring how important it is to Christians that Jesus came back to life after his crucifixion.	**Judaism** • Exploring the special relationship Jews have with God. **Islam** • Exploring how going to a mosque gives Muslims a sense of belonging.	**Judaism** • Explore the best way for Jews to show commitment to God. **Islam - Hajj** • Exploring whether completing Hajj makes a person a better Muslim.

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Sport	PE Session 1	**Gymnastics** • Make their body tense, relaxed, curled and stretched. • Control their body when travelling.	**Gymnastics** • Copy actions. • Repeat actions and skills. • Move with control and care. • Talk about what they have done. • Describe what other people did.	**Multi-skills** • Copy actions. • Repeat actions and skills. • Move with control and care. • Talk about what they have done. • Describe what other people did.	**Tennis** • Repeat actions and skills. • Hit a ball with a bat. • Move and stop safely. • Catch with both hands.	**Tennis** • Repeat actions and skills. • Hit a ball with a bat. • Move and stop safely. • Catch with both hands.	**Athletics** • Developing running, jumping and throwing skills. • Developing technique. • Improving accuracy.
	PE Session 2	**Outdoor Games** • Move with control and care. • Move and stop safely. • Catch with both hands. • Throw in different ways.	**Dance** • Move to music. • Copy dance moves. • Perform some dance moves. • Make up a short dance. • Move around the space safely.	**Dance** • Move to music. • Copy dance moves. • Perform some dance moves. • Make up a short dance. • Move around the space safely.	**Multi-skills** • Repeat actions and skills. • Hit a ball with a bat. • Move and stop safely. • Catch with both hands.	**Games** • Move with control and care. • Move and stop safely. • Catch with both hands. • Throw in different ways. • Team games.	**Athletics** • Developing running, jumping and throwing skills. • Developing technique. • Improving accuracy.
Arts	Music	**Vocals** • Creating and responding to vocal sounds and body percussion. • Developing the use of vocal sounds to express feelings. • Exploring expression in a conversation without words. • Notating pitch shape and duration using simple line graphics. • Understanding how mood can be expressed using the voice. • Understanding the structure of call and response songs.	**Timbre and Texture** • Exploring timbre and texture to understand how sounds can be descriptive. • Matching sounds to images. • Creating and performing descriptive instrumental music inspired by British myths and legends. • Listening to and identifying contrasting sections of descriptive music. • Matching descriptive sounds to images. • Identifying ways of producing sounds. • Listening to and	**Pitch** • Listening to a steady beat and responding in movement. • Identifying and responding to changes in pitch, upwards and downwards. • Performing changes in pitch using whole body movement and voice. • Understanding and performing upwards and downwards pitch direction. • Reading pitch line notation. • Playing pitch lines on tuned percussion. • Combining pitch	**Exploring sounds** • Combining sounds to create a musical effect. • Understanding how music, dance and drama can combine in storytelling. • Exploring voices to create descriptive musical effects. • Creating and matching descriptive sounds made with the voice. • Combining sounds to create a musical effect. • Performing to an audience.	**Exploring sounds** • Performing a rhythmic chant and playing an independent rhythm pattern to accompany it. • Listening in detail to a piece of orchestral music. • Performing an updated version of a traditional nursery rhyme with a rap section included. • Accompanying a song with different repeated word patterns. • Composing music to illustrate a story.	**Pitch** • Understanding pitch through singing, movement and note names. • Performing a melody • Understanding melody through songs, movement and performing pitch shapes on tuned instruments. • Exploring and developing an understanding of pitch. • Using musical scales, high notes and low notes in a composition.

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		• Developing an expressive song performance with voices and instruments. **Beat** • Keeping a steady beat at different speeds (tempi). • Marking beats with a 4-beat metre. • Developing a sense of steady beat through chant, actions and instruments. • Performing a steady beat. • Changing tempo. • Responding to images.	evaluating composition. • Rehearsing and refining to develop a performance. **Beat and Rhythm** • Recognising and responding to steady beat. • Recognising and responding to a rhythm ostinato pattern. • Recognising and playing rhythmic patterns. • Recognising and responding to steady beat at different tempi. • Playing steady beats at different tempi on body percussion and instruments. • Singing in two parts and combining steady beats. • Recognising and responding to different steady beats. • Performing rhythmic movement patterns to a steady beat. • Performing rhythmic patterns on percussion.	change with changes in other elements/dimensions. **Beat** • Performing a steady beat and simple rhythms using movement and body percussion. • Understanding and differentiating between beat and rhythm. • Performing simple rhythms using movement and percussion. • Understanding and differentiating between beat and rhythm. • Performing a steady beat and simple rhythms using movement and body percussion.	**Pitch** • Singing with expression, paying attention to the pitch shape of the melody. • Using sign language in a song. • Accompanying a song with vocal and instrumental ostinato. • Identifying rising and falling pitch. • Performing a rising pitch sequence in a song. • Listening and responding to pitch changes with movements.	**Beat** • Perform steady beat patterns with a song. • Playing different patterns of steady beat within 4 beats, and matching to a simple score. • Performing and creating simple rhythms using a simple score. • Performing steady beat patterns in groups to accompany a song. • Playing different patterns of steady beats within groups, and matching them to a simple score. • Performing and creating simple 3 beat rhythms using a simple score. • Interpreting a score to perform different beat patterns. • Performing beat. • Patterns with voices and percussion. • Exploring different ways to organise music.	**Performance** • Exploring patterns of physical movement in a game song. • Responding to a song with movement. • Using simple musical vocabulary to describe music. • Combing steady beat and rhythms to accompany a song. • Listening and responding to contemporary orchestral music. • Playing an instrument game to practise steady beat at changing tempi. • Preparing and improving a performance using movement, voice and percussion. • Using instruments expressively. • Understanding notation.
Art		**Drawing** • Use three different grades of pencil in their drawing (4B, 8B, HB). • Use charcoal, pencil	**3D/Textiles** • Join fabric using glue. • Sew fabrics together. **Use of IT** • Take different	**Drawing** • Use charcoal, pencil and pastels. **Painting** • Mix paint to create all	**Drawing** • Use charcoal, pencil and pastels. • Create different tones using light and dark. • Show patterns and	**Drawing** • Use charcoal, pencil and pastels.	**3D/Textiles** • Make a clay pot. • Join two finger pots together. • Add line and shape to their work.

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		and pastels. • Create different tones using light and dark. • Show patterns and texture in their drawings. • Use a viewfinder to focus on a specific part of an artefact before drawing it. **Collage** • Create individual and group collages. • Use different kinds of materials on their collage and explain why they have chosen them. • Use repeated patterns in their collage.	photographs of themselves displaying different moods. • Change their photographic images on a computer. **Sketchbook** • Begin to demonstrate their ideas through photographs and sketching. • Set out their ideas, using 'annotation'. • Explain how they have changed their work.	the secondary colours. • Make tints by adding white. • Make tones by adding black. **Use of IT** • Create a picture independently. • Use simple IT mark-making tools, e.g. brush and pen tools. • Edit their own work. **Knowledge** • Say how other artists have used colour, pattern and shape. • Create a piece of work in response to another artist's work. **Collage** • Use repeated patterns in their collage.	texture in their drawings. **Sketchbook** • Begin to demonstrate their ideas through photographs and sketching. • Set out their ideas, using 'annotation'. • Explain how they have changed their work.		• Create part of a class patchwork. **Printing** • Create a print using pressing, rolling, rubbing and stamping. • Create a print like a designer. **Knowledge** Link colours to natural and man-made objects. Say how other artists have used colour, pattern and shape. Create a piece of work in response to another artist's work.
	DT	**Cooking and nutrition** • Describe the properties of the ingredients they are using. • Explain what it means to be hygienic. • Be hygienic in the kitchen. **Mechanisms** • Join materials together as part of a moving product. • Add some kind of design to their product.	**Textiles** • Measure textiles. • Join textiles together to make something. • Cut textiles. • Explain why they chose a certain textile. **Evaluating processes and products** • Explain what went well with their work. • Explain what they would improve if they did it again.	**Cooking and nutrition** • Describe the properties of the ingredients they are using. • Explain what it means to be hygienic.	**Developing, planning and communicating ideas** • Think of ideas and plan what to do next. • Choose the best tools and materials. Can they give a reason why these are best. • Describe their design by using pictures, diagrams, models and words. **Working with tools, equipment, materials and components to make quality products**	N/A	N/A

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		Evaluating processes and products • Identify what went well with their work. • Explain what would they want to improve they did it again.			• Join things (materials/ components) together in different ways. **Evaluating processes and products** • Identify what went well with their work. • Identify what they would improve if they did it again. **Use of materials** • Measure materials to use in a model or structure. • Join material in different ways. • Use joining, folding or rolling to make it stronger. **Construction** • Make sensible choices as to which material to use for their constructions. • Develop their own ideas from initial starting points. • Incorporate some type of movement into models. • Consider how to improve their construction.		