



Curriculum Overview

Year: 2

English	<p><b>Autumn:</b></p> <p><b>Traditional Tales:</b> Re-tell a traditional story, using their knowledge of story elements: narrative, settings, characterisation, dialogue and the language of story, problem-resolution.</p> <p><b>Poetry:</b> Read list poems and perform and write their own versions. Write their own calligrams based on single words.</p> <p><b>Explanations:</b> Following practical tasks, write an explanation text to explain a process, using flowcharts and diagrams.</p> <p><b>Recounts:</b> Write first person recounts re-telling historical events, using adverbs of time to aid sequencing and a consistent tense.</p> <p><b>Spring:</b></p> <p><b>Stories with recurring literary language:</b> Use a familiar story as a model to write a new story.</p> <p><b>Reports:</b> Assemble information on a subject, sorting and categorising information, use comparative language to describe and differentiate.</p> <p><b>Free verse:</b> Read, write and perform free verse.</p> <p><b>Calligrams:</b> Write their own calligrams (shape poems)</p> <p><b>Summer:</b></p> <p><b>Creation Stories:</b> Write a creation myth based on ones read.</p> <p><b>Explanations:</b> Produce a flowchart ensuring content is clearly sequenced.</p> <p><b>Instructions:</b> Write a series of fiction based instructions including diagrams.</p> <p><b>Poetry:</b> Read, write and perform free verse, indicate personal response to poetry and recite familiar poems by heart.</p> <p><b>Grammar Objectives Across the Year:</b> Capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to show contracted word forms and to mark possession. Correct choice and consistent use of present and past tense. Use of the progressive forms of verbs in the present and past tense to mark actions in progress.</p>
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	<p>Subordination (when, if, that, because) and coordination (and, or, but)  Expanded noun phrases for description and specification.  Different sentence types, e.g. statement, question, exclamation, command.</p>
<p>Mathematics</p>	<p><b>Autumn:</b>  Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.  Recognise the place value of each digit in a 2-digit number.  Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.  Compare and order numbers from 0-100 and use &lt; &gt; and = signs.  Identify, represent and estimate numbers, using different representations.  Add and subtract numbers mentally using 1 and 2-digit numbers.</p> <p><b>Spring:</b>  Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.  Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.  Compare and order numbers from 0-100 and use &lt; &gt; and = signs.  Estimate and measure using different scales.  Solve problems with addition and subtraction, applying their increasing knowledge of written and mental methods and in a range of contexts.  Tell the time to o'clock, half past, quarter past and quarter to.  Compare and sequence intervals of time.  Identify and describe the properties of 2-D and 3-D shapes, classifying and sorting.</p> <p><b>Summer:</b>  Recall and use multiplication and division facts for the 2, 5 and 10 times 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 contexts.  Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.  Recognise equivalent fractions, e.g. <math>\frac{2}{4} = \frac{1}{2}</math>.  Order and arrange combinations of mathematical objects in patterns and sequences.  Use mathematical vocabulary to describe position, direction and movement, including moving in a straight line  Distinguish between rotation as a turn and in terms of right</p>

	angles for 1/4 1/2 and 3/4 turns (clockwise and anti-clockwise.)
Science	<p><b>Autumn:</b>  <b>Materials:</b> Identify and name a variety of everyday materials. Describe the properties of materials and group materials by their properties. Choose suitable materials for particular uses (investigation). Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Find out about people who have developed useful new materials.</p> <p><b>Spring:</b>  <b>Living things and their habitats:</b> Understand the differences between things that are living, dead and things that have never been alive. Observe different habitats and their inhabitants and understand why they live there. Understand what is meant by a food chain. Understand the terms omnivore, herbivore and carnivore and group animals under these headings.</p> <p><b>Summer:</b>  <b>Animals including humans:</b> Learn about the life cycles of animals and plants. Describe the basic need of animals, including humans, for survival. Understand the importance of exercise for healthy living. Learn about the 5 different food groups and the importance of having a balanced diet.  <b>Plants:</b> Explain how different flowering plants reproduce. Perform a 'fair test' looking at the conditions seeds need to germinate.</p> <p><b>Skills across the year:</b>  <b>Working scientifically:</b> ask simple questions and recognising that they can be answered in different ways, observe closely, using simple equipment, perform simple tests, identify and classify, use their observations and ideas to suggest answers to questions, gather and record data to help in answering questions.</p>
Computing	<p><b>Autumn:</b>  <b>We are researchers:</b> Develop collaborative skills through working as part of a group. Develop research skills through searching for information on the internet. Improve note-taking skills through the use of mind mapping. Develop presentation skills through creating and delivering a short multimedia presentation.  <b>We are photographers:</b> Consider the technical and artistic merits of photographs. Use a digital camera or camera app. Take digital photographs. Improve note-taking skills through the use of mind-mapping. Develop presentation skills through creating and delivering a short multimedia presentation.</p>

	<p><b>Spring:</b>  <b>We are astronauts:</b> Have a clear understanding of algorithms as sequences of instructions. Convert simple algorithms to programs. Predict what a simple program will do. Spot and fix (debug) errors in their programs.  <b>We are detectives:</b> Understand that email can be used to communicate. Develop skills in opening, composing and sending emails. Gain skills in opening and listening to audio files on the computer. Use appropriate language in emails. Develop skills in editing and formatting text in emails. Be aware of safety issues when using email.</p> <p><b>Summer:</b>  <b>We are games testers:</b> Describe carefully what happens in computer games. Use logical reasoning to make predictions of what a program will do. Test these predictions. Think critically about computer games and their use. Be aware of how to use games safely and in balance with other activities.  <b>We are zoologists:</b> Sort and classify a group of items by answering questions. Collect data using tick charts or tally charts. Use simple charting software to produce pictograms and other basic charts. Take, edit and enhance photographs. Record information on a digital map.</p>
Religious Education	<p><b>Autumn:</b>  <b>What do Christians believe God is like?</b> Explore this through the story of Jonah.  <b>Christian and Muslim signs, symbols and prayers</b> – recognise everyday symbols and understand their importance. Recognise the symbols representing the 6 main faiths. Understand the meaning of Christian signs and symbols.  <b>Why Does Christmas Matter to Christians?</b> Tell the story of the birth of Jesus and recognise the link with Incarnation.</p> <p><b>Spring</b>  <b>What is the good news Jesus brings?</b> Understand what good news is and make links to the good news Jesus brings for all people. Link the idea of good news with thanking God through prayer. Read the story of Jesus and the Ten Lepers and relate this story to own lives – the importance of saying thank you.  <b>Why does Easter matter?</b> Tell stories of Holy Week and Easter and make a link with the idea of salvation – ‘Jesus rescuing people’. Explore the concepts of wrongdoing and forgiveness.</p> <p><b>Summer</b>  <b>Islam:</b> Sources of Wisdom, beliefs and practices, prayer, worship and reflection, symbols and ultimate questions, e.g. What do Muslims believe Allah is like? What do many Muslims believe about how the world was created?</p>

Art	<p>Produce creative work, exploring their ideas and recording their experiences. Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>Evaluate and analyse creative works using the language of art, craft and design. Know about great artists, craft makers and designers, e.g. Henri Rousseau, Mary Cassatt, Michael Thompsett. Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
Design & Technology	<p><b>Design:</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><b>Make:</b> Select from and use a range of tools and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Evaluate:</b> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p><b>Technical knowledge:</b> Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms, e.g. levers, sliders, wheels and axles, in their products.</p>
Geography	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans. Name and locate the world's 7 continents and 5 oceans. Compare the human and physical geography of a small area of the United Kingdom, with a small area in a contrasting non-European country. 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 Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical and human features. Use simple compass directions (North, South, East and West) and locational and directional to describe the location of features and routes on a map. 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 their school and its grounds and the key human and physical features of its surrounding environment.</p>

History	<p>Develop an awareness of the past. Use common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Learn about: Changes within living memory. Events beyond living memory that are significant nationally or globally, e.g. the Great Fire of London. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods, e.g. Elizabeth I and Queen Victoria. Significant historical events, people and places in their own locality.</p>
Music	<p>Use voices expressively and creatively by singing songs and rhymes. Explore pitch. Play tuned and un-tuned instruments musically. Listen with concentration to a range of recorded music. Experiment with creating, selecting and combining sounds.</p>
Physical Education	<p>Dance Ball games Team games</p>
PSHE	<p><b>New beginnings:</b> hope and dreams <b>Getting on and falling out:</b> managing friendships <b>Going for goals:</b> achieving <b>Good to be me:</b> valuing ourselves <b>Relationships:</b> managing friendships <b>Changes:</b> expressing and managing feelings about change</p>