



Curriculum Overview

Year: 2

English	<p><b><u>Autumn</u></b> <b><u>Traditional Tales:</u></b> writing sentences with complete grammatical accuracy, using expanded noun phrases, planning and writing own stories in the style of a traditional tale. <b><u>Poetry:</u></b> using adjectives and adverbs, experimenting with adventurous word choices. <b><u>Explanations and Recounts:</u></b> expanding sentences using co-ordination and subordination. Writing simple information texts.</p> <p><b><u>Spring</u></b> <b><u>Stories with recurring literary language:</u></b> using sentences with different forms; statements, questions, exclamations and commands. Tense accuracy, evaluating and editing own writing. Writing stories based on models. <b><u>Reports:</u></b> assembling information on subjects linked to topic work in order to write non-fiction text types. Establishing main purpose of text including main features e.g. headings, subheadings, paragraphs, glossary, captions etc. <b><u>Calligrams:</u></b> writing words in a way to express their meaning.</p> <p><b><u>Summer</u></b> <b><u>Creation Stories:</u></b> further developing the role of editing of own work, writing own stories based on familiar characters including relevant details to interest the reader. <b><u>Explanations and Instructions:</u></b> creating an 'abc' ordered text e.g. glossary, writing instructions and explanations based on practical experiences. <b><u>Poetry:</u></b> experimenting with words to create different effects.</p>
Mathematics	<p><b><u>Autumn</u></b> Mark 2-digit numbers on a beaded line. Count in tens from 1- and 2-digit numbers. Estimate a quantity, then count in tens. Place value additions and subtractions. Know pairs to 10, and 20 and related subtraction facts. Add/subtract 10, 11, 20 and 21. Recognise coins, make amounts and find change. Read time on digital/analogue clocks to nearest half/quarter of hour. Use pairs to 10 to find amount to next ten. Measure using centimetres and metres. Identify left and right; give accurate directions.</p>

Understand clockwise and anticlockwise turns and right angles as quarter turns.  
Count in 10s and 2s by spotting patterns and begin to use multiplication.  
Recognise odd and even numbers.  
Find halves and quarters of shapes.  
Find doubles to 20 & related halves.  
Work out what numbers symbols stand for; Use addition facts.  
Add and subtract a single digit to a 2-digit number by bridging multiples of ten using knowledge of pairs to ten and place value.  
Describe and recognise regular and irregular common 2D shapes.  
Use Venn and carroll diagrams to sort.  
Add and subtract 20, 30, 40, 50 to/from 2-digit numbers.  
Add near multiples of 10 by spotting patterns.  
Add near multiples of 10 by adding a multiple of 10 and adjusting.

### **Spring**

Counting on and back in 1s, 10s and 100s from two and three digit numbers.  
Counting in steps of 2 and recognising odd and even numbers.  
Ordering and arranging mathematical objects into patterns and sequences.  
Comparing 2/3 digit numbers and giving a number lying between 2 numbers using the  $\leq$  and  $\geq$  signs.  
Rehearsing addition and subtraction facts for pairs that total up to 10.  
Adding three, 1 digit numbers mentally.  
Recognising right angles, clockwise and anti-clockwise turns.  
Estimating, measuring and comparing weights in kilograms and grams and temperature in centigrade.  
Reading the time to the hour and half hour on an analogue and digital clock. Telling the time to 5 minute intervals.  
Constructing block graphs, pictograms and tables.  
Naming common 3D shapes and describing their features.  
Subtracting a multiple of 10 from a 2 digit number.

### **Summer**

Partitioning 3-digit numbers into hundreds, tens and ones.  
Using the number line to place 2-digit numbers and rounding numbers less than 100 to the nearest 10.  
Adding 2-digit numbers by partitioning or counting on.  
Subtracting by counting up ('Finding the difference') or counting back.  
Solving problems involving +/- of pence (less than £1).  
Using coins to make amounts at least to £1.  
Counting in steps of 2, 3, 5, 10 and in fractions up to 10 e.g. 1,  $1\frac{1}{4}$ ,  $1\frac{1}{2}$ ,  $1\frac{3}{4}$ , 2.

	<p>Learning multiplication and division facts (2, 5, and 10) and using these to solve word problems.</p> <p>Doubling multiples of 5, halving multiples of 10 and adding using near doubles.</p> <p>Finding fractions of shapes, objects and amounts using <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, and recognising equivalent fractions e.g. one half is the same as two quarters.</p> <p>Classifying and describing common 2-and 3-D shapes.</p> <p>Estimating, measuring and comparing capacities (using the <math>\geq/\leq</math> signs) in millilitres and litres.</p> <p>Organising and interpreting information in a table/graph.</p> <p>Reading/writing/ordering the time to the quarter hour (analogue and digital) and using 5 minute intervals.</p>
Science	<p><b><u>Animals including humans</u></b> Life cycles, describing the basic needs of animals including humans, recognising the importance of exercise, eating a balanced diet and good hygiene.</p> <p><b><u>Living things and their habitats</u></b> Exploring and comparing things that are living, dead and have never been alive. Identifying how living things live in habitats that provide for their basic needs. Naming plants and animals in their habitats including micro-habitats. Using food chains to describe how animals obtain their food from plants and other animals.</p> <p><b><u>Plants</u></b> Observing seeds and bulbs growing into mature plants. Finding out what plants need to grow and stay healthy.</p> <p><b><u>Materials</u></b> Choosing a variety of everyday materials for particular uses. Finding how shapes of solid objects made from some materials can be changed.</p> <p><b><u>All terms</u></b> Working scientifically: observing closely, using simple equipment. Performing simple tests, identifying and classifying, gathering and recording data. Raising own questions and developing use of simple scientific language.</p>
Computing	<p><b><u>Autumn:</u></b> <b><u>We are researchers/photographers</u></b> Using technology purposefully to create and recognising how to use information technology beyond school. Create, store and manipulate and retrieve digital content.</p> <p><b><u>Spring:</u></b> <b><u>We are astronauts/detectives</u></b> Understanding what algorithms are and that programs work by following precise instructions. Using reasoning to predict the behaviour of simple programs. Creating and debugging simple programs.</p> <p><b><u>Summer:</u></b> <b><u>We are game testers/researchers</u></b></p>

	<p>A combination of above.</p> <p><b><u>All terms</u></b> Using technology safely and respectfully, keeping personal information private and knowing where to go for help and support.</p>
Religious Education	<p><b><u>Autumn</u></b> What do Christians believe God is like? Seeing God as forgiving. Why Does Christmas Matter to Christians? Tell the story of the birth of Jesus and recognise with the link with Incarnation – Jesus is ‘God on earth’.</p> <p><b><u>Spring</u></b> What is the good news Jesus brings? Knowing what some Bible stories mean to Christians. Why does Easter matter? Tell stories of Holy Week and Easter and make a link with the idea of salvation – ‘Jesus rescuing people’.</p> <p><b><u>Summer</u></b> Special Places: making links with the local church. Judaism: learning about other religions.</p>
Art	<p>Art from different cultures: developing the use of colour, pattern, texture, line, shape, form and space. Using a range of materials creatively to make products.</p> <p>Famous artists: using drawing from artists and making links to their own work.</p> <p>Drawing and clay work: developing and sharing ideas, experiences and imagination. Using a range of materials to design and make products.</p> <p>Observational drawing and 3D work.</p>
Design & Technology	<p>Moving pictures, origami and collage: using a range of tools and equipment to perform practical tasks. Selecting and using a wide range of materials and components. Exploring and using mechanisms e.g. movers and sliders.</p> <p>Shoe box designs and food technology: designing purposeful, functional and appealing products. Generating, modelling and developing their ideas. Building structures, making them strong and stable. Using ingredients. Evaluating a finished product.</p> <p>Clay work, pop up books and puppets.</p>
Geography	<p>Using maps, globes and atlases. Naming seven continents and five main oceans of the world. Using simple compass directions and directional language. Developing mapping skills using aerial photographs. Comparing human and physical features in different countries. Flags of the world</p>

History	<p>To know about significant individuals from the past who have contributed to international achievements (e.g. Sir Edmund Hillary, the Wright brothers and Samuel Pepys).</p> <p>To compare and contrast life at different times (e.g. Tudor and Victorians; home and school).</p>
Music	<p>Using voices expressively and creatively by singing songs and rhymes.</p> <p>Playing tuned and untuned instruments musically.</p> <p>Listening with concentration to a range of recorded music.</p> <p>Experimenting with creating, selecting and combining sounds.</p>
Physical Education	<p>Dance</p> <p>Games</p> <p>Gym</p>
PSHE	<p>New beginnings: hope and dreams</p> <p>Getting on and falling out: managing friendships</p> <p>Going for goals: achieving</p> <p>Good to be me: valuing ourselves</p> <p>Relationships: managing friendships</p> <p>Changes: expressing and managing feelings about change</p>