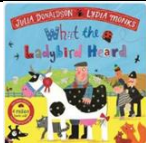

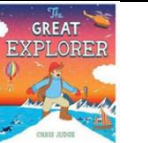




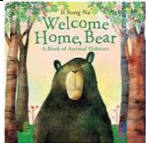





Year 2

Curriculum Overview



AUTUMN TERM




Writing:				Maths:	Reading:	Science:
				<p>This term, pupils' learning will focus on:</p> <p>Number Place Value (within 10, read, write, and compare numbers to 100)</p> <p>Addition and subtraction (building up to adding two 2-digit numbers, estimating, and comparing, partitioning numbers into hundreds, tens, and ones)</p> <p>Measurement Length & Height (cm,m, problem solving, order and compare)</p> <p>Mass, capacity, and temperature (g,kg, ml, litres, four operations with mass and capacity)</p>	 <p>Skills we will be focusing on:</p> <p>Word reading (reading the majority of words on sight, quickly and accurately, including Year 2 high frequency words.)</p> <p>Vocabulary (linking new meaning to known words)</p> <p>Retrieval (key information from the text to answer simple questions about what has been read, who, what, where, when, how questions)</p> <p>Explain choice and viewpoint (linking to own experience, expressing whether they like/dislike characters or events)</p> <p>Inference (making simple inferences about characters' thoughts, feelings, behaviour, and actions using what they say and do, inferring basic points)</p>	 <p>Human survival This project teaches pupils about the basic needs of humans for survival, including the importance of exercise, nutrition, and good hygiene. They learn how human offspring grow and change over time into adulthood.</p>  <p>Habitats This project teaches pupils about habitats and what a habitat needs to provide. They explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter.</p>
						

Genres of writing taught:



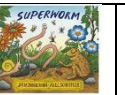


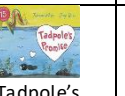


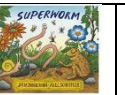


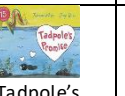





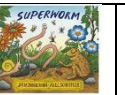


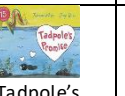
- Retell
- Recount
- Instructions
- Diary writing
- Letter Writing


Skills we will be focusing on: Creating story maps.




- Describing characters and settings.
- Using fronted adverbial openers with no comma.
- Using questions openers and question sentences.
- Using expanded noun phrases.
- Using exclamatory sentences.
- Using exciting openers.
- Writing command sentences.
- Using a range of co-ordinating and subordinating conjunctions.
- Using commas in a list.
- Using capital letters for proper nouns.
- Using apostrophes to show contraction

History:	RE & PSHE:		PE:
<p>This project teaches pupils about historically significant people who have had a major impact on the world. They will learn to use timelines, stories, and historical sources to find out about the people featured and use historical models to explore their significance.</p>	<p>PSHE</p> <p>There are 2 topics we will be exploring from the 'Relationships' strand this term:</p> <p>What is the same and different about us? How we are unique? How we are similar or different to others? Celebrating similarities & differences - disability</p> <p>What is bullying? How words and actions can affect how people feel Name-calling, hurtful teasing, excluding others is unacceptable. How to respond and seek help</p> <p>RE: Pupils will be learning about world religions and their teachings via following dispositions</p> <ul style="list-style-type: none"> • Living by rules • Being Temperate, Self Disciplined and Seeking • Responding to suffering • Sharing and Being Generous 		<p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day. In the first half term, our topics will be:</p> <ul style="list-style-type: none"> • Dance (move imaginatively responding to music, work as part of a group to create and perform) • Hit Catch Run (develop hitting skills with a variety of bats, feeding/bowling skills, hit and run to score points in games) <p>In the second half term, our topics will be:</p> <ul style="list-style-type: none"> • Dance (perform using more sophisticated formations, use the stimuli to copy, repeat and create dance actions) • Hit Catch Run (score runs in the different hit, catch and run games, work in teams to field, begin to play the role of wicketkeeper and backstops.
Computing:	Art & Design:	Music	Design & Technology:
<p>Pupils will be completing two computing units this half term:</p> <p>Information technology around us</p> <p>Digital Photography</p>	<p>Mix it </p> <p>This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.</p> <p>Still life </p> <p>This project teaches pupils about the work of significant still life artists and still life techniques. They explore a wide variety of still life and learn about the use of colour and composition. They create still life arrangements and artwork.</p>	<p>Pupils will be completing one Charanga music unit this term:</p> <p>Hands, Feet, Heart</p> <p>Ho! Ho! Ho!</p>	<p></p> <p>Remarkable recipes</p> <p>This project teaches children about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe. The children choose and make a new school meal that fulfils specific design criteria.</p>


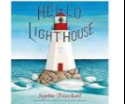



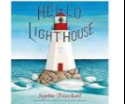


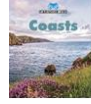



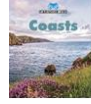






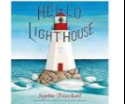


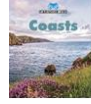



SPRING TERM


Writing:	Maths:	Reading:	Science:								
<p>We will be writing using the following as a stimulus:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%; padding: 5px;"> The Queen's Hat</td> <td style="width: 25%; padding: 5px;"> The King's Pants</td> <td style="width: 25%; padding: 5px;"> Superworm</td> <td style="width: 25%; padding: 5px;"> Instructions for making a hedgehog house</td> </tr> <tr> <td style="width: 25%; padding: 5px;"> Lifecycle of a Frog</td> <td style="width: 25%; padding: 5px;"> Lifecycle of a butterfly</td> <td style="width: 25%; padding: 5px;"> Tadpole's Promise</td> <td style="width: 25%; padding: 5px;"> Get Up Elizabeth</td> </tr> </table> <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> Creating a story map. Describing characters and settings. Using fronted adverbials as openers without a comma. Using a range of conjunctions (but, because, so, that, and, or, when, if) Writing expanded noun phrases Using commas in a list. Using apostrophes to show contractions. Using a title with a question. Using Present tense verbs used correctly. Using appropriate organisational features. Writing an Introduction with a question. Using capital letters, full stops, question marks and exclamation marks accurately. Using command sentence / Imperative verbs as openers. Use -ly adverbs at the start of the sentence. Used wider range of time words to create order. Using language for effect. 	 The Queen's Hat	 The King's Pants	 Superworm	 Instructions for making a hedgehog house	 Lifecycle of a Frog	 Lifecycle of a butterfly	 Tadpole's Promise	 Get Up Elizabeth	<p>This term, pupils' learning will focus on:</p> <p>Measurement</p> <p>Money – Mass and Temperature. counting in pounds and pence, comparing amounts, finding change, two step problems)</p> <p>Pictograms – Reading and interpreting pictograms.</p> <p>Multiplication & Division (grouping, multiplication symbols, arrays, sharing, doubling, and halving, 2,5,10 times table)</p> <p>Geometry</p> <p>Shape (recognising 2D and 3D shapes, drawing shapes, sorting shapes, symmetry)</p>	<p>Books we will be enjoying:</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div> <div style="text-align: center; margin-top: 10px;">  </div> <p>Skills we will be focusing on:</p> <p>Word reading (reading accurately and with fluency, using known phonics strategies, common exception words and spelling patterns, reading the majority of words on sight)</p> <p>Vocabulary (discussing new and favourite words and phrases, giving reasons)</p> <p>Retrieval (finding important details and facts from non fiction texts, using information to ask and answer questions/compile a report/set of instructions/explanation text)</p> <p>Inference (giving reasons for characters thoughts, feelings, behaviour, and actions, linking character's behaviour to events in the text, answering questions and modifying answers as the story progresses)</p>	<div style="text-align: center; margin-bottom: 10px;">  </div> <p>Animal survival</p> <p>This project teaches pupils about growth in animals by exploring the life cycles of some familiar animals. They build on learning about the survival of humans by identifying the basic needs of animals for survival, including food, water, air, and shelter.</p>
 The Queen's Hat	 The King's Pants	 Superworm	 Instructions for making a hedgehog house								
 Lifecycle of a Frog	 Lifecycle of a butterfly	 Tadpole's Promise	 Get Up Elizabeth								



Geography:	History:	RE & PSHE:	PE:
<p><i>Geography is not taught as a main focus this term.</i></p> <p><i>Pupils will continue to retrieve their geographical knowledge from last term via regular retrieval practice. They will also use some of their geography skills in their History lessons.</i></p>	 <p>Magnificent monarchs</p> <p>This project teaches pupils about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits, and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.</p>	<p>PSHE</p> <p>There are 2 topics we will be exploring from the 'Living in the wider world' and Health and wellbeing' strands this term:</p> <ul style="list-style-type: none"> • What jobs people do? How jobs help people earn money Ranges of jobs people do How people have different strengths and interests Using the internet and digital devices in everyday lives • What helps us to stay safe? Rules and restriction that help us to stay safe Identifying unsafe situations (including online) Resisting pressure to do something that makes them feel unsafe How not everything they see online is true Seeking help <p>RE:</p> <p>Pupils will be learning about world religions and their teachings via following dispositions</p> <ul style="list-style-type: none"> • Creating Unity and Harmony • Participating and Willing to Lead • Caring for Others, Animals, and the Environment • Being Merciful and Forgiving 	<p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day.</p> <p>In the first half term, our topics will be:</p> <ul style="list-style-type: none"> • Gymnastics (performing basic actions with control and at different speeds and levels, develop flexibility in a range of shapes and balances) • Run Jump Throw (throw and handle a variety of objects, develop power, agility, co-ordination and balance, negotiate obstacles with increasing control) <p>In the second half term, our topics will be:</p> <ul style="list-style-type: none"> • Gymnastics (developing body management through floor exercises, use core strength to link elements, use rhythm while performing a sequence) • Run Jump Throw (improve running and jumping movements over a sustained period, make connections to healthy active lifestyles, jump for distance and height)

Computing:	Music:	Art & Design:	Design & Technology:
<p>Pupils will be completing two computing units this half term:</p> <p>Programming – Robot algorithms</p> <p>Pictograms</p>	<p>Pupils will be completing two Charanga music units this term:</p> <ul style="list-style-type: none"> • I want to play in a band • Zootime <p>These units will focus on the use of:</p> <ul style="list-style-type: none"> • Voice, recorders/ glockenspiels/keyboards, and improvisation 	 <p>Portraits and Poses</p> <p>This project teaches pupils about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.</p>	 <p>Cut, stitch, and join</p> <p>This project teaches pupils about fabric home products and the significant British brand Cath Kidston. They learn about sewing patterns and using a running stitch and embellishments before making a sewn bag tag.</p>  <p>Push and pull</p> <p>This project teaches pupils about three types of mechanism: sliders, levers, and linkages. They make models of each mechanism before designing and making a greetings card with a moving part.</p>

SUMMER TERM

Writing:	Maths:	Reading:	Science:								
<p>Books we will be studying:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td> Stella and the Seagull</td> <td> Hello Lighthouse</td> <td> Somebody Swallowed Stanley</td> <td> Sea Creature Riddles</td> </tr> </table> <p>Genres of writing taught:</p> <ul style="list-style-type: none"> • Retells • Letters • Instructions • Poems • Postcards • Riddles • Recount • Non-Chronological Reports <p>Skills we will be focusing on:</p> <p>Using expanded noun phrases to describe characters and settings</p> <p>Including fronted adverbials but without commas</p> <p>Using emotive language to describe and explain</p> <p>Starting each new line in a poem with a capital letter</p> <p>Using the five senses to describe characters thought and feelings</p> <p>Using a range of openers.</p> <p>Writing in the progressive present tense.</p> <p>Writing in the progressive past tense.</p> <p>Adding the suffix -ly to change a word from an adjective to an adverb and use as a sentence opener.</p> <p>Using a comma to separate adjectives when describing a noun.</p> <p>Using conjunction 'or'.</p> <p>Using apostrophes to show singular possession.</p> <p>Using genre specific features.</p>	 Stella and the Seagull	 Hello Lighthouse	 Somebody Swallowed Stanley	 Sea Creature Riddles	<p>Fractions - Recognise pairs of fractions that add up to a whole, count in halves, count in quarters count in thirds, find fractions of whole numbers.</p> <p>Measurement</p> <p>Time – tell and write time to 5-minute intervals, sequence events of the day by looking at analogue clocks and pictures draw hands on an analogue clock, find the duration of time to a 5-minute interval, able to compare time in hours and minutes.</p> <p>Children will revise and revisit different topics throughout the Summer term.</p>	<p>Books we will be enjoying:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Skills we will be focusing on:</p> <p>Word reading (reading fluently with intonation, expression, and regard for punctuation)</p> <p>Vocabulary (understanding the meaning of words and adding them to their own vocabulary, read to understand with meaning)</p> <p>Retrieval (checking words that they have decoded to ensure that they fit within the text they have already read)</p> <p>Inference (answering why and which questions, giving reasons for the behaviour/ actions of a character based on clues from the text)</p>					<div style="text-align: center;"></div> <p>Use of materials</p> <p>This project teaches pupils about the uses of everyday materials and how materials' properties make them suitable or unsuitable for specific purposes. They begin to explore how materials can be changed.</p> <div style="text-align: center;"></div> <p>Plant survival</p> <p>This project teaches pupils about the growth of plants from seeds and bulbs. They observe the growth of plants first hand, recording changes over time and identifying what plants need to grow and stay healthy.</p>
 Stella and the Seagull	 Hello Lighthouse	 Somebody Swallowed Stanley	 Sea Creature Riddles								
											

Geography:	RE & PSHE:	PE:
 <p>Coastlines This project teaches pupils about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.</p>	<p>PSHE: There are 2 topics we will be exploring from the 'Health and wellbeing' strand this term:</p> <ul style="list-style-type: none"> • What helps us to grow and stay healthy? The different things that help our bodies to be healthy The impact of too much sugar The benefits of physical activity and sleep Screen time Keeping safe in the sun • How do we recognise our feelings? Recognising, naming, and describing a range of feelings How feelings affect people in their bodies and their behaviour Managing feelings and seeking help <p>RE: Pupils will be learning about world religions and their teachings via following dispositions</p> <ul style="list-style-type: none"> • Being Attentive to the sacred as well as the precious • Being Reflective and Self Critical • Being Imaginative and Exploratory • Appreciating Beauty 	<p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day.</p> <p>In the first half term, our topics will be:</p> <ul style="list-style-type: none"> • Send and Return (track the path of a ball over a net and move towards it, hit and return a ball with some consistency, play simple net/wall games throwing, catching and sending over a net) • Attack Defend Shoot (send and receive a ball using feet, link combinations of skills e.g. dribbling and passing) <p>In the second half term, our topics will be:</p> <ul style="list-style-type: none"> • OAA (Outdoor Adventurous Activities) (as a pair navigate space, use and explore unusual equipment to develop motor skills, co-ordination and problem solving) • Attack Defend Shoot(select and apply a small range of simple tactics, work with others to build basic attacking play)

Computing:	Music:	Art & Design:	Design & Technology:
<p>Pupils will be completing two computing units this half term:</p> <p>Making music</p> <p>Programming quizzes</p>	<p>Pupils will be completing two Charanga music units this term:</p> <ul style="list-style-type: none"> • Friendship song • Reflect, Rewind, Replay <p>These units will focus on the use of:</p> <ul style="list-style-type: none"> • Voice, recorders, glockenspiel, keyboards, improvisation • Composing, sound design, and graphic notation 	 <p>Flower Head</p> <p>This project teaches pupils about the visual elements of flowers, including shape, texture, colour, pattern, and form. They also explore various artistic methods, including drawing, printmaking, and 3-D forms, using paper and clay.</p>	 <p>Beach Hut</p> <p>This project teaches pupils about making and strengthening structures, including different ways of joining materials.</p>