

# Curriculum Overview

## Year 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching Topic</b>	Autumn 1 – Land Ahoy Links: T4WMA/GG/SC/DT/A/ PSHE	Autumn 2 T4W/H/Art	Spring 1 – Splash T4W/GG/RE/DT/SC/M A	Spring 2 - The Jungle T4W/GG/RE	Summer 1 - Castles T4W/H/DT/SC/MA	Summer 2
<b>English</b>	<b>Books (T4W):</b> Kassim and the Greedy Pirates Treasure.  Story type: Journey  Tool kit: Description  <b>Non-Fiction</b> How to catch a pirate. (Link PSHE-unkindness) (instructions)	<b>Books (T4W)</b> Bob the man on the moon.  Story type: Lost and found.  Tool kit: Characterisation  <b>Non-Fiction</b> The moon's tourist resort. (advert)	<b>Books (T4W)</b> Crush and The Strange Jellyfish.  Story type: Finding Tale (link RE-care for our world)  Tool kit: Settings (link Gg-oceans/pollution)  <b>Non-fiction</b> Sea creature non-chronological report.	<b>Books (T4W)</b> Molly and the Mango Tree  Story type: Warning Tale  Tool kit: Opening and ending  <b>Non-fiction</b> Poetry.	<b>Books (T4W)</b> Paper Bag Princes  Story type: Defeating a Monster  Tool kit: Description  <b>Non-fiction</b> How to attack a castle (Instructions)  Recount of castle trip.	<b>Books (T4W)</b> Newspaper Boy and Origami Girl*  Story type: Change  Tool kit: Characterisation  <b>Non-fiction</b> Superhero non-chronological report
<b>Maths</b>	<b>Number: Place Value</b>  <b>Number: Addition and Subtraction</b>	<b>Number: Addition and Subtraction</b>  <b>Geometry: Properties of Shape</b>	<b>Measurement: Money</b>  <b>Number: Multiplication and Division</b>	<b>Measurement: Length and Height</b>  <b>Measurement: Mass, Capacity and Temperature</b>	<b>Number: Fractions</b>  <b>Measurement: Time</b>	<b>Statistics</b>  <b>Geometry: Position and Direction</b>
<b>Maths - small steps TAF statements</b>	<a href="https://docs.google.com/document/d/1W5sR2ORmsuNCMURn-6UDcA1MGVkg3JEJSIn4jNJLfrU/edit?usp=share_link">https://docs.google.com/document/d/1W5sR2ORmsuNCMURn-6UDcA1MGVkg3JEJSIn4jNJLfrU/edit?usp=share_link</a>					

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<p><b>Science</b></p>	<p><b>Materials</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b><u>Working Scientifically</u></b> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.</p>	<p><b>Animals including Humans</b> I notice that animals including humans have offspring which grow into adults. I can find out about and describe the basic needs of animals including humans for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p><b><u>Working Scientifically</u></b> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.</p>	<p><b>Living things and habitats</b> Explore and compare the differences between things that are living, dead and things that have never been alive Identify most living things that live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitat, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.</p> <p><b><u>Working Scientifically</u></b> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.</p>	<p><b>Plants</b> To observe and describe how seeds and bulbs grow into mature plants. Find and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b><u>Working Scientifically</u></b> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.</p>

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<p><b>History</b></p>	<p><b>Explorers</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>They should know where the people and events they study fit within a chronological framework.</p> <p>To identify similarities and differences between ways of life in different periods.</p>	<p><b>Famous Nurses</b></p> <p>Florence Nightingale          Mother Teresa          Mary Seacole</p> <p>Significant historical events, people and places in their own locality.</p> <p><b>Chronological understanding</b></p> <p>Can explain why Britain has a special history by naming some significant famous events and people-</p> <p>Can recount some interesting facts about famous people who have contributed to national and international achievement.</p> <p>Can use knowledge of different famous people to compare aspects of life in different periods</p> <p><b>Knowledge and understanding</b></p> <p>Can explain why someone in the past acted in the way they did-, Florence Nightingale</p> <p>Can use knowledge of different famous people to compare aspects of life in different periods          Florence          Nightingale/Mother Teresa</p> <p><b>Historical enquiry</b></p> <p>Can answer questions by using a specific source, such as an information book</p>	<p><b>Castles</b></p> <p>William the Conqueror          Queen Elizabeth II          Types of Castles          Battle of Hastings          Bayeux Tapestry</p> <p>Significant historical events, people and places in their own locality.</p> <p><b>Chronological understanding</b></p> <p>Compare castles over time.</p> <p><b>Knowledge and understanding</b></p> <p>Life in a castle compared to life today.</p> <p><b>Historical enquiry</b></p> <p>How to attack a castle- instruction writing.</p>
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		Can research the life of a famous person/event from the past using different resources to help them	
<b>Geography</b>	<p><b><u>Explorers</u></b></p> <p>Mapping the school grounds Compass Landmarks Human and physical features Treasure map of school grounds. <i>(Link Pirate maps)</i></p> <p><b>Location Knowledge Geographical skills</b> <i>Explore and describe locations and routes on a map (Guildford is further South than London)</i></p> <p>Ge1/1.4c <i>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.</i></p> <p>Ge1/1.4b <i>use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map Directions (link to Maths ½, ¼ of a shape ¼ ½ turns to points of a compass.)</i></p> <p>Ge1/1.4d <i>use simple fieldwork and observational skills to study the geography of</i></p>	<p><b><u>Oceans and Continents</u></b> (Link Literacy/RE)</p> <p>The United Kingdom <i>Seas of the UK</i> <i>Main rivers of the 4 UK countries</i> Capital cities Maps, atlases and globes Oceans Continents</p> <p><b>Location Knowledge</b> <i>Ge1/1.1a name and locate the world's 7 continents and 5 oceans.</i></p> <p><i>Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</i></p> <p><b>Geographical Skills</b> <i>Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</i></p>	<p><b><u>Making Comparisons</u></b></p> <p>The Jungle/ Rainforest (compare with UK) Physical features (soil, cliff, forest, valley, beach, etc) Environment Weather patterns, seasons Equator vs North/south pole Human features (city, town, village, harbour etc)</p> <p>Ge1/1.3b use basic geographical vocabulary to refer to: .key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Ge1/1.3a 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.</p>

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	<i>their school and its grounds and the key human and physical features of its surrounding environment.</i>					
<b>Computing</b>	Unit 2.1 Coding	Unit 2.2 Online Safety- <b>link PSHE pathway- To know how to use the internet in everyday life</b>	Unit 2.3 Spreadsheets	Unit 2.4 Questioning  Creating Pictures (Purple Mash)  Jungle Postcard	Unit 2.5 Effective Searching  Effective Searching Present what is the best castle (Purple Mash)	Unit 2.6 Creating Pictures Unit 2.7 Making Music Unit 2.8 Presenting Ideas
<b>RE</b>	<p><b>Christianity</b> - What is God like for Christians?</p> <p>Build on idea of God as a creator</p> <p>Images of God from the Bible: shepherd, parent, King</p> <p>Ideas in art/story/song</p> <p><b>Christianity</b> - Why is giving important to Christians?</p> <p>Why/when do we give to others?</p> <p>Christians (as 'Church') give in different ways eg service, food bank</p> <p>Commandments to 'love God &amp; love others'</p>		<p>Topic link GG</p> <p>Why is it important to look after our world? To consider why the world is a place of wonder</p> <p>Christians, Jews and Muslims all believe that there is one God who created the world and cares for all people</p> <p>-the Bible, the Torah and the Qur'an all contain stories about creation</p>	<p><b>Easter</b></p> <p>Christianity - Why do Christians call Jesus 'Saviour'?</p> <p>That friendship is an important value</p> <p>The Bible contains stories about people Jesus met and 'rescued'</p> <p>That many people's lives were changed by meeting Jesus</p> <p>That Christians call Jesus 'Saviour'</p>	<p><b>Islam</b> - Who is Allah, and how do Muslims worship him?</p> <p>That Muslims believe in one God, Allah</p> <p>that Allah:</p> <ul style="list-style-type: none"> <li>• is the Arabic name for God the Creator</li> <li>• has ninety-nine beautiful names that reflect aspects of his character</li> </ul> <p>that Muslims believe that:</p>	<p><b>Islam</b> - What is important to Muslim families?</p> <p>That the word 'Islam' means 'peace' in Arabic</p> <p>That 'respect' is important to Muslims</p> <p>That Muslims believe that Muhammad (pbuh*):</p> <ul style="list-style-type: none"> <li>• is a prophet and the last messenger of Allah in Islam</li> </ul>

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	Giving at Christmas because God gave		<p>To evaluate how people have spoiled the natural world</p> <p>That non-religious people believe different things about how the world came to be</p> <p>That many religious and non-religious people show concern about waste, greed and environmental issues</p>	<p>Why is Easter important to Christians?</p> <p>Link PSHE Forgiveness</p> <p>Symbol of the cross</p>	<ul style="list-style-type: none"> <li>• any thought or action can be a prayer</li> <li>• they should be ritually clean** before they pray and can pray anywhere as long as it is clean</li> <li>• they should face Makkah when they pray</li> <li>• different physical positions in prayer help them focus on Allah</li> </ul>	<ul style="list-style-type: none"> <li>• is the best example of a Muslim, and that they should try to be like him</li> </ul> <p>That the Qur'an:</p> <ul style="list-style-type: none"> <li>• is the special book for Muslims and is written in Arabic</li> <li>• contains the holy words of Allah to Muhammad</li> </ul>
<b>Music</b>	Unit: Friendship Song PSHE- consolidate healthy relationships	Christmas carols for concert	Unit: Hands, Feet, Heart  Link PE/SC	Unit: Zootime	Unit: Recognising different sounds	Year 2 Leavers Performance
<b>Art</b>	<p><u>Pirate portraits</u></p> <p>To explore the work of a variety of portrait artists</p> <p><i>To investigate proportions and positioning of facial features in traditional portraiture.</i></p>		<p><u>Jungle Art Paintings</u> (sketch, compose and paint)</p> <p>To learn about the artist Henri Rousseau and create a jungle scene inspired by his artwork</p> <p>To evaluate and analyse the work of Henri Rousseau</p>		<p><u>Sculpture</u></p> <p>To learn about a local artist.</p> <p>To use sketching techniques to draw Guildford Castle from observation, using line and mark making to create light and dark, shape and form.</p> <p><i>To revisit basic clay skills using play dough.</i></p>	

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	<p>To learn about quick sketching techniques as a starting point for self-portraits.</p> <p><i>To use shading techniques to show shadows on a portrait.</i></p> <p>Explore mark making techniques to create pattern, tone and texture using pastels.</p> <p><i>To create features of a pirate using quick sketching and pastel drawing techniques.</i></p> <p>To explore the use of colour and marks to express emotions.</p> <p><i>To explore the use of colour and marks in famous portraits and make links with their own work.</i></p> <p>To design an abstract self-portrait using Diego Tirigall's pirate portraits as inspiration.</p> <p>To follow their design to create abstract pirate self-portraits using mark making techniques and colour to express emotions.</p>	<p>To explore key features of Henri Rousseau's artwork.</p> <p>To sketch plants and flowers using observation from real life subjects, images and photographs</p> <p>To recap primary and secondary colours</p> <p>To explore colour and tonal variation in Rousseau's painting.</p> <p>To be able to create light tints and dark shades of colour.</p> <p>To explore printing and layering using different tones of colour</p> <p>To use sketches and swatches to create small painted studies</p> <p>To draw animals for the centre of our painting using shape and line</p> <p>To experiment with composition</p> <p>To create a piece of rainforest artwork inspired by Henri Rousseau</p>	<p>To shape a pinch pot and join clay shapes as decoration.</p> <p><i>To use clay techniques to create 3D shapes</i></p> <p>To use impressing and joining techniques to decorate a clay tile.</p> <p><i>To recap carving skills using a blunt knife to make holes and hollows.</i></p> <p>To use drawing to plan the features of a 3D model.</p> <p>To make a tile from a drawn design</p> <p>To paint a clay tile using acrylic</p>			
PE	<p><b>PSD) Gymnastics</b></p> <p><b>Teachers) Ball skills (Getset4PE)</b></p>	<p><b>PSD) Fundamentals</b></p> <p><b>Teachers) Sending and Receiving (Getset4PE)</b></p>	<p><b>PSD) Invasion Games</b></p> <p><b>Teachers) Gymnastics (Getset4PE)</b></p>	<p><b>PSD) Dance</b></p> <p><b>Teachers) Target games (Getset4PE)</b></p>	<p><b>PSD) Net and Wall games</b></p> <p><b>Teachers) Athletics (Getset4PE)</b></p>	<p><b>PSD) Fitness</b></p> <p><b>Teachers) Striking and Fielding Games (Getset4PE)</b></p>

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<b>DT</b>	<p><b><u>Puppets</u></b></p> <p>To investigate a range of puppets and their features.</p> <p>To design, make and evaluate a purposeful textiles product.</p> <p>To be able to work with fabric to create a finger puppet.</p> <p>To develop and practise sewing skills.</p> <p>To be able to design a glove puppet.</p> <p>To be able to follow a design to make a puppet.</p> <p>To be able to evaluate a finished.</p>		<p><b><u>Vehicles</u></b></p> <p>To investigate a variety of vehicles and their uses and features.</p> <p>To investigate wheels, axles and chassis.</p> <p>To be able to investigate ways of creating and decorating the body of a vehicle.</p> <p>To be able to design a vehicle.</p> <p>To be able to make a vehicle based on a design.</p> <p>To be able to evaluate a finished product.</p>		<p><b><u>Pizza Making</u></b></p> <p>To find out what the favourite pizzas in the class are.</p> <p>To examine, describe and categorise a variety of bread based products.</p> <p>To examine, describe and categorise a variety of pizza toppings.</p> <p>To design a balanced healthy pizza.</p> <p>To be able to make and evaluate a food product based on a design.</p>	
<b>PSHE</b>	<p><b>Relationships</b> (Link literacy - how to be a mean pirate)</p> <p><b>Reinforce the importance of having a growth mindset:</b> We remember that our brains are making new connections and growing all the time.</p>	<p><b>Relationships</b> (link RE - similarities and differences)</p> <p><b>Being Safe:</b> To understand what a secret is; when it is ok to keep or when it is necessary to share.</p>	<p><b>Living in the wider world</b></p> <p><b>Reinforce the importance of having a growth mindset:</b> The power of yet - we can't do it yet. Never give up - perseverance is the</p>	<p><b>Living in the wider world</b> (Link computing - online safety and maths - money)</p> <p><b>Media Literacy and Digital Resilience:</b> To know how we use the internet in everyday life.</p>	<p><b>Health and Wellbeing</b> (Link science - humans and animals)</p> <p><b>Reinforce the importance of having a growth mindset:</b> We challenge ourselves to take risks. We learn from each other.</p>	<p><b>Health and Wellbeing</b> (Link Topic- Significant nurses from the past)</p> <p><b>Ourselves, Growing and Changing:</b> Growing older; life stages. Including naming body parts.</p> <p><b>Keeping Safe:</b></p>



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	<p>We are not afraid of making mistakes. Green means growth.</p> <p><b>To show a greater understanding of the school rules and values in discussions.</b></p> <p><b>Caring Friendships:</b> To understand how to be a good friend</p> <p>To understand ways to make friends.</p> <p>To develop simple strategies to resolve arguments between friends positively.</p> <p>To understand what to do if they are feeling lonely and how to get help.</p> <p>To recognise behaviour that is hurtful.</p>	<p><b>Respectful Relationships:</b> Recognise what is similar and different about ourselves.</p> <p>Working and playing cooperatively.</p> <p>To understand how to play cooperatively by sharing, listening and compromising.</p> <p><b>To show a greater understanding of the school rules and values in discussions.</b></p>	<p>key if we are going to succeed.</p> <p><b>Communities:</b> To understand what it means to belong to a group.</p> <p>What are your roles and responsibilities?</p>	<p><b>Economic Wellbeing - Money:</b> To understand what money is and how to look after it.</p>	<p><b>Health and Wellbeing:</b> To understand why sleep is important.</p> <p>Keeping healthy; teeth and medicines including safety.</p> <p><b>Mental Health:</b> To learn ways of managing your feelings and when to ask for help.</p>	<p>How to keep safe in different environments; keeping safe at home.</p> <p>Learning what to do in an emergency.</p> <p>Moving on to a new class.</p>
Forest School	Introduction to Forest School. Rules and boundaries-why	Seasonal changes. Comparing the differences.	Seasonal changes. Comparing the differences.	Seasonal changes. Comparing the differences.	Seasonal changes. Comparing the differences.	Seasonal changes. Comparing the differences.

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<p>Eco/outdoor learning</p> <p>Sc Gg PSHE Art DT</p>	<p>we need them. How to stay safe.</p> <p>Getting to know our surroundings.</p> <p>Taking care of the environment and ourselves.</p> <p>Respecting and listening to others. Values.</p> <p>Harvest -allotment, farmers...</p>	<p>Understanding why Trees lose their leaves in Winter. Comparing Deciduous and Ever-Green Trees.</p> <p>Inspiring Land Art (Richard Shilling and Andy Goldsworthy)</p> <p>Fire building. Learning the fire triangle and the key elements needed to make fire. Fire safety.</p> <p>Signs of Autumn- colours, seed dispersal, animals preparing for winter/hibernation</p>	<p>How animals and humans can keep warm in winter. Taking care of ourselves.</p> <p>Den building.</p> <p>Animal home and habitat building. Animals that hibernate.</p> <p>Observing the weather. Signs of Winter- wetter, colder, shorter day length</p> <p>Natural materials – clay bowls/blopsters. Where different materials come from. Comparing materials and grouping.</p> <p>Recycle/reuse - waste management audit</p>	<p>Identifying a range of flora and fauna.</p> <p>How seeds grow. Understanding, identifying and labelling parts of a flower. Learning the basis of photosynthesis.</p> <p>How we can protect birds in the Spring and support them in nesting season.</p> <p>Planting saplings and wildflowers.</p> <p>Safety in hot weather.</p> <p>Prep allotment/sow seeds Spring- time of new growth. Practical application of conditions required for growth. Map allotment</p>	<p>Using our senses in the outdoors.</p> <p>Nature's rainbow - finding colour in the Great Outdoors.</p> <p>Identifying simple wildflowers.</p> <p>Mini-beast hunting and pond dipping. Learning the basic parts of insects and mini- beasts. Comparing Mini-beasts. Habitat building.</p> <p>Bug survey (biodiversity check) good/bad minibeast for veg growing/organic pest control</p>	<p>Eco food chains and how we can support this. Our role within the Eco chain.</p> <p>Ladybird life cycles. The importance of Bees. Pollination.</p> <p>Giving nature a voice. Literacy in the outdoors. Sketching and describing.</p> <p>What Forest School means to us. Moving on and sharing memories.</p> <p>The importance of water- impact of summer- less rainfall, hotter, longer day length</p>
<p>Enrichment</p>	<p>Pirate Day</p>		<p>Jungle Day</p>		<p>Banquet Bake Bread</p>	

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