

Curriculum Overview

Year 2



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Overarching Topic | Autumn 1 – Pirates Links: T4WMA/GG/SC/DT/A/ PSHE | Autumn 2 - Space 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 - Superheroes T4W/H/PSHE |
| English | Books (T4W): Kassim and the Greedy Pirates Treasure. Story type: Journey Tool kit: Description Non-Fiction How to catch a pirate.(<i>Link PSHE-unkindness</i>) (instructions) | Books (T4W) Bob the man on the moon. Story type: Lost and found. Tool kit: Characterisation Non-Fiction The moon's tourist resort. (advert) | Books (T4W) Crush and The Strange Jellyfish. Story type: Scary Tale (link RE-care for our world) Tool kit: Settings (link Gg-oceans/pollution) Non-fiction Sea creature non-chronological report. | Books (T4W) Jago and the Kapok tree Story type: Journey Tool kit: Dialogue Non-fiction Recount in the form of a letter. | Books (T4W) Paper Bag Princes Story type: Beating a Monster Tool kit: Description Non-fiction How to attack a castle (Instructions) Recount of castle trip. | Books (T4W) Newspaper Boy and Origami Girl* Story type: Wishing Tool kit: Suspense Non-fiction Superhero non-chronological report |
| Maths | Number: Place Value Number: Addition and Subtraction | Number: Addition and Subtraction Geometry: Properties of Shape | Measurement: Money Number: Multiplication and Division | Measurement: Length and Height Measurement: Mass, Capacity and Temperature | Number: Fractions Measurement: Time | Statistics Geometry: Position and Direction |
| Maths - small steps TAF statements | https://docs.google.com/document/d/1W5sR2ORmsuNCMURn-6UDcA1MGVkg3JEJSIn4jNJLfrU/edit?usp=share_link | | | | | |

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| <p>Science</p> | <p>Materials 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><u>Working Scientifically</u> 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>Animals including Humans 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><u>Working Scientifically</u> 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>Living things and habitats 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><u>Working Scientifically</u> 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>Plants 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><u>Working Scientifically</u> 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>History</p> | | <p><u>Space History</u> Link Topic</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><u>Castles</u> Link Topic</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>Chronological understanding Compare castles over time.</p> <p>Knowledge and understanding Life in a castle compared to life today.</p> <p>Historical enquiry How to attack a castle- instruction writing.</p> | <p><u>Famous Nurses</u> Link Topic</p> <p>Florence Nightingale Mother Teresa Mary Seacole Significant historical events, people and places in their own locality.</p> <p>Chronological understanding 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> |
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| | | | | | | <p>Knowledge and understanding 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>Historical enquiry Can answer questions by using a specific source, such as an information book</p> <p>Can research the life of a famous person/event from the past using different resources to help them</p> |
| Geography | <u>Local Geography</u> Mapping the school grounds | | <u>Oceans and Continents</u> (Link Literacy/RE) | <u>Making Comparisons</u> | | |

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| | <p>Compass Landmarks Human and physical features Treasure map of school grounds. (<i>Link Pirate maps</i>)</p> <p>Location Knowledge Geographical skills <i>Explore and describe locations and routes on a map (Guildford is further South than London)</i></p> <p><i>Ge1/1.4c 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><i>Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features</i></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>Location Knowledge <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>Geographical Skills <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</i></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><i>Ge1/1.3b use basic geographical vocabulary to refer to:</i> <i>.key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> <i>.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</i></p> | | |
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| | <p>and routes on a map Directions (link to Maths $\frac{1}{2}$, $\frac{1}{4}$ of a shape $\frac{1}{4}$ $\frac{1}{2}$ turns to points of a compass.)</p> <p>Ge1/1.4d 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> | | <p>studied at this key stage</p> | <p>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> | | |
| Computing | Unit 2.1 Coding | Unit 2.2 Online Safety- link PSHE pathway- To know how to use the internet in everyday life | 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 |
| RE | Christianity - Why is the Bible an important book for Christians? | Christianity - Why is Church important to Christians? That Christians meet together in a church | Topic link GG Why is it important to look after our world? To consider why the world is a place of wonder | Easter Christianity - Why do Christian's call Jesus 'Saviour'? | Islam - Who is Allah, and how do Muslims worship him? | Islam - What is important to Muslim families? |

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| | <p>That books can be special/important to people</p> <p>That the Bible contains 'stories' about God and people</p> <p>About some key narratives from the Old Testament e.g. Jacob, Joseph, Moses, Joshua, David, Samuel, Daniel etc.</p> <p>That the New Testament contains accounts from the life of Jesus & the early Church</p> <p>That Christians read the Bible to learn about God and that this affects how they live their lives</p> | <p>That the church is not just a building but also a family of Christian people that Christians show God is important to them through worship</p> <p>That there are special Christian symbols in a church building</p> <p>To be able to recognise the main features of a church (interior / exterior)</p> <p>Christianity: Christmas</p> <p>What does the Christmas story tell Christians about Jesus?</p> <p>That Christmas is the celebration of Jesus' birth</p> <p>That Christians believe there are clues in the story that show who Jesus is</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>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>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>Why is Easter important to Christians? Link PSHE Forgiveness Symbol of the cross</p> | <p>That Muslims believe in one God, Allah</p> <p>that Allah:</p> <ul style="list-style-type: none"> • is the Arabic name for God the Creator • has ninety-nine beautiful names that reflect aspects of his character <p>that Muslims believe that:</p> <ul style="list-style-type: none"> • any thought or action can be a prayer • they should be ritually clean** before they pray and can pray anywhere as long as it is clean • they should face Makkah when they pray • different physical positions in prayer help them focus on Allah | <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"> • is a prophet and the last messenger of Allah in Islam • is the best example of a Muslim, and that they should try to be like him <p>That the Qur'an:</p> <ul style="list-style-type: none"> • is the special book for Muslims and is written in Arabic • contains the holy words of Allah to Muhammad |
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| | | <p>What these clues show:</p> <ul style="list-style-type: none"> ●star – the birth of a new King ●presents – Jesus as God’s gift to the world and the gifts of the Magi ●angels – messengers from God who told people about Jesus being God’s Son ●light – Jesus as the light of the world. | | | | |
| Music | <p>Unit: Hands, Feet, Heart</p> <p>Link PE/SC</p> | <p>Christmas carols for concert</p> | <p>Unit: I Wanna Play In A Band</p> | <p>Unit: Zootime</p> | <p>Unit: Friendship Song PSHE- consolidate healthy relationships</p> | <p>Unit: Reflect, Rewind and Replay Leavers assembly songs</p> |
| Art | <p><u>Pirate portraits-</u> <i>Topic link</i></p> <p>Investigate portraits by a variety of artists.</p> <p>To investigate a range of drawing media and</p> | <p><u>Rocket Abstract Art</u> Topic link</p> <p>Abstract Artist Comparison</p> <p>Variety of art materials</p> | | | <p><u>Sculpture</u></p> <p>To investigate sculpture work by different artists.</p> <p>To use a range of materials creatively to design a product.</p> | |

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| | <p>the marks they can make.</p> <p>To investigate proportions to help draw a portrait</p> <p>To be able to record self-portraits from observation.</p> <p>To be able to create a pirate self-portrait</p> | <p>Recap of Primary and Secondary colours</p> <p>Colour mixing – light and dark</p> <p>Explore a range of drawing media.</p> <p>Investigate abstract by a variety of artists.</p> <p>Learn how to create different shades of a colour.</p> <p>To create a piece of abstract art.</p> <p>Create a piece of art inspired by an artist.</p> <p>To create a Peter Thorpe inspired piece of abstract space art.</p> | | | <p>Create sculptures using different materials.</p> <p>Design and make sculptures with a range of unusual materials.</p> <p>Talk about the shapes that they are using.</p> <p>Express preferences for certain materials.</p> <p>Describe the work of a range of sculptors.</p> <p>Note the difference between abstract and figurative sculptures.</p> | |
| PE | <p>PSD) Gymnastics Unit 1</p> <p>Teachers) The PE Hub Games: Attack, defend, shoot Unit 1</p> | <p>PSD) Games: Attack, defend, shoot Unit 2</p> <p>Teachers) The PE Hub Dance Unit 1</p> | <p>PSD) Dance: Unit 2</p> <p>Teachers) The PE Hub Gymnastics Unit 2</p> | <p>PSD) Run, jump, throw Unit 1</p> <p>Teachers) The PE Hub Games: Send and Return Unit 1</p> | <p>PSD) Games: Send and Return Unit 2</p> <p>Teachers) The PE Hub Hit, catch, run Unit 1</p> | <p>PSD) Hit, catch, run Unit 2</p> <p>Teachers) The PE Hub Run, Jump, Throw Unit 2</p> |

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| DT | | | <p><u>Vehicles</u></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><u>Pizza Making</u></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> | | <p><u>Puppets</u></p> <p>To investigate a range of puppets and their features.</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 product.</p> |
| PSHE | Relationships | Relationships | Living in the wider world | Living in the wider world | Health and Wellbeing | Health and Wellbeing |

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| | <p>(Link literacy - how to be a mean pirate)</p> <p>Reinforce the importance of having a growth mindset: We remember that our brains are making new connections and growing all the time. We are not afraid of making mistakes. Green means growth.</p> <p>To show a greater understanding of the school rules and values in discussions.</p> <p>Caring Friendships: 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</p> | <p>(link RE - similarities and differences)</p> <p>Being Safe: To understand what a secret is; when it is ok to keep or when it is necessary to share.</p> <p>Respectful Relationships: 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>To show a greater understanding of the school rules and values in discussions.</p> | <p>Reinforce the importance of having a growth mindset: The power of yet - we can't do it yet. Never give up - perseverance is the key if we are going to succeed.</p> <p>Communities: To understand what it means to belong to a group.</p> <p>What are your roles and responsibilities?</p> | <p>(Link computing - online safety and maths - money)</p> <p>Media Literacy and Digital Resilience: To know how we use the internet in everyday life.</p> <p>Economic Wellbeing - Money: To understand what money is and how to look after it.</p> | <p>(Link science - humans and animals)</p> <p>Reinforce the importance of having a growth mindset: We challenge ourselves to take risks. We learn from each other.</p> <p>Health and Wellbeing: To understand why sleep is important.</p> <p>Keeping healthy; teeth and medicines including safety.</p> <p>Mental Health: To learn ways of managing your feelings and when to ask for help.</p> | <p>(Link Topic- Significant nurses from the past)</p> <p>Ourselves, Growing and Changing: Growing older; life stages. Including naming body parts.</p> <p>Keeping Safe: 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> |
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| | lonely and how to get help. To recognise behaviour that is hurtful. | | | | | |
| <p>Forest School</p> <p>Eco/outdoor learning</p> <p>Sc</p> <p>Gg</p> <p>PSHE</p> <p>Art</p> <p>DT</p> | <p>Introduction to Forest School. Rules and boundaries-why 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>Seasonal changes. Comparing the differences.</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>Seasonal changes. Comparing the differences.</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.</p> | <p>Seasonal changes. Comparing the differences.</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>Seasonal changes. Comparing the differences.</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</p> | <p>Seasonal changes. Comparing the differences.</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</p> |

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| | | | <p>Where different materials come from. Comparing materials and grouping.</p> <p>Recycle/reuse - waste management audit</p> | <p>Prep allotment/sow seeds Spring- time of new growth. Practical application of conditions required for growth. Map allotment</p> | <p>for veg growing/organic pest control</p> | <p>summer- less rainfall, hotter, longer day length</p> |
| Enrichment | Pirate Day | Space Day | Splash Day | Jungle Day | <p>Banquet Bake Bread Battle of Hastings School trip- Arundel Castle</p> | Superhero Day |