

Year 2 Curriculum Overview

The blocks can be taught in any order throughout the year. Consideration should be given to seasonal teaching and learning and school, local, national, and world wide events.

Autumn Term THE GREAT FIRE OF LONDON	Spring Term A SEED OF CHANGE	Summer Term HOMELY HABITATS
Science		
<p>Uses of everyday materials</p> <ul style="list-style-type: none"> 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 notice that humans, have offspring which grow into adults find out about and describe the basic needs of humans, for survival (water, food and air) <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Living things - humans</p> <ul style="list-style-type: none"> notice that humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	<p>Plants</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay health <p>Living things and their habitats</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds plants, and how they depend on each other identify and name a variety of plants in their habitats, including microhabitats describe how animals obtain their food from plants, using the idea of a simple food chain, and identify and name different sources of food 	<p>Living things Animals, including humans</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <p>Living things and their habitats</p> <ul style="list-style-type: none"> identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals, and how they depend on each other identify and name a variety of animals in their habitats, including microhabitats describe how animals obtain their food from other animals, using the idea of a simple food chain, and identify and name different sources of food
Geography		
	<p>Locational knowledge -</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans. <p>Geographical skills and fieldwork -</p> <ul style="list-style-type: none"> 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 use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], 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>Locational knowledge -</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans. <p>Place knowledge -</p> <ul style="list-style-type: none"> 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>Human and physical geography -</p> <ul style="list-style-type: none"> locate 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: <ul style="list-style-type: none"> key physical features - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features - city, town, village, factory, farm, house, office, port, harbour and shop
History		
<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. <ul style="list-style-type: none"> Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. <p>To build an overview of world history</p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. <p>To understand chronology</p> <ul style="list-style-type: none"> Place events and artefacts in order on a time line. 		



<ul style="list-style-type: none"> • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p>To communicate historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace 		
Computing		
<p>Digital Art Use lines and fill tools to make interesting patterns Add a variety of shapes and label them with text Recreate graphics using pixels and colours</p> <p>E-safety School rules Recognising uses of computers and the internet Using the internet safely Email</p> <p>E-book creation Add a book cover with a title, author, colour and image Add multiple pages based on a theme</p>	<p>E-safety School rules Recognising uses of computers and the internet Using the internet safely Email</p> <p>Programming with scratch junior Program movements Program outputs for audio or text Find errors in a program Program inputs</p> <p>Typing Begin touch typing with home row</p>	<p>Data retrieving and organising – Research Data collection, pictograms and graphs</p>
Design and Technology		
<p>Design</p> <ul style="list-style-type: none"> • 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>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, 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>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 	<p>Design</p> <ul style="list-style-type: none"> • 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>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, 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>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products <p>Cooking and nutrition Follow a recipe Further develop cooking skills and use a range of tools and equipment to perform practical tasks</p>	<p>Design</p> <ul style="list-style-type: none"> • 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>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, 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>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products <p>Cooking and nutrition Follow a recipe Further develop cooking skills and use a range of tools and equipment to perform practical tasks</p>
Art and Design		
<ul style="list-style-type: none"> • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (including digital media). • to use a range of materials/techniques creatively to design and make products – <ul style="list-style-type: none"> • drawing – pencil lines/colouring/pattern/texture – dots/shade/tones • to develop and share their ideas, experiences and imagination. 	<ul style="list-style-type: none"> • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (including digital media). • to use a range of materials/techniques creatively to design and make products – <ul style="list-style-type: none"> • drawing – pencil lines/colouring/pattern/texture – dots/shade/tones • painting – different brushes/mixing colours/shades/tones/tints 	<ul style="list-style-type: none"> • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (including digital media). • to use a range of materials/techniques creatively to design and make products – <ul style="list-style-type: none"> • to develop and share their ideas, experiences and imagination. • print – using rolls/objects/press/rub/stamp/re-create patterns • textiles – joining/weaving/plaiting/dyeing



<p>sculpture – shape/line/texture/roll/cut/carve/mould/mat erials to 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. Use some of the ideas of artists studied to create pieces.</p>	<ul style="list-style-type: none"> to develop and share their ideas, experiences and imagination. 	<ul style="list-style-type: none"> drawing – pencil lines/colouring/pattern/texture – dots/shade/tone painting – different brushes/mixing colours/shades/tones/tints
Music		
<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high quality live and recorded music. Experiment with and create, select and combine, sounds using the inter-related dimensions of music – Duration, Dynamics, Pitch, Pulse, Rhythm, Tempo, Texture, Timbre. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high quality live and recorded music. Experiment with and create, select and combine, sounds using the inter-related dimensions of music – Duration, Dynamics, Pitch, Pulse, Rhythm, Tempo, Texture, Timbre. Play tuned instruments musically (glockenspiel). Play un-tuned instruments musically (drum etc.). Listen with concentration and understanding to a range of high quality live and recorded music. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned instruments musically (glockenspiel). Play un-tuned instruments musically (drum etc.). Listen with concentration and understanding to a range of high quality live and recorded music. Experiment with and create, select and combine, sounds using the inter-related dimensions of music – Duration, Dynamics, Pitch, Pulse, Rhythm, Tempo, Texture, Timbre.
RE		
<p>1.4 What is the good news Christians believe Jesus brings? 1.3 Why does Christmas matter to Christians?</p>	<p>1.7 Who is Jewish and how do they live? 1.5 Why does Easter matter to Christians?</p>	<p>1.9 How should we care for others in the world and why does it matter? 1.10 What does it mean to be belong to a faith community?</p>
PSHE		
<p><u>Healthy Lifestyles</u> Health, wellbeing, healthy eating, physical activity, sleep, dental health, likes, dislikes, choices, feelings, managing feeling, hygiene, cleanliness, germs <u>Growing and Changing</u> achievements, strengths, goals, target-setting, change, loss growing, changing, young to old, independence, correct terminology, body parts, external genitali <u>Keeping Safe</u> medicines, household products, safety, risk, safety, road, water rail, fire, online, rules, asking for help, privacy, respecting privacy Relationships <u>Feelings and Emotions</u> communicating, feelings, empathy, behaviour, fair/unfair, right/wrong, feelings, bodies, hurt, comfortable, teasing, bullying <u>Healthy Relationships</u> (throughout the year) secrets, surprises, safety, cooperating, resolving arguments, special people, caring, physical contact, touch, acceptable, unacceptable <u>Valuing Difference</u> sharing, discussion, views, opinions, people, similarities, differences Living in the wider World <u>Rights and Responsibilities</u> classroom rules, rights, responsibilities, needs, groups, communities, roles, everybody, individual, unique, special, people, similarities, commonalities, community, special people, help, emergency</p>	<p>Relationships <u>Feelings and Emotions</u> communicating, feelings, empathy, behaviour, fair/unfair, right/wrong, feelings, bodies, hurt, comfortable, teasing, bullying <u>Healthy Relationships</u> secrets, surprises, safety, cooperating, resolving arguments, special people, caring, physical contact, touch, acceptable, unacceptable Living in the wider World <u>Rights and Responsibilities</u> classroom rules, rights, responsibilities, needs, groups, communities, roles, everybody, individual, unique, special, people, similarities, commonalities, community, special people, help, emergency</p>	<p>Relationships <u>Healthy Relationships</u> secrets, surprises, safety, cooperating, resolving arguments, special people, caring, physical contact, touch, acceptable, unacceptable <u>Taking care of the Environment</u> environment <u>Money</u> money, spending, saving, safety</p>
PE		
<p>Dance ASM Enrichment</p>	<p>Gymnastics Games</p>	<p>Games Athletics</p>