

Curriculum Overview Year 2

	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
Maths (see White Rose Maths Hub for more details)	Number - Place Value Number - Addition and subtraction	Measurement - Length and Mass Graphs Number - Multiplication and Division	Measurement - Money Geometry Properties of shape	Number - Fractions	Measurement - Time Measurement - Capacity, volume, temperature	
English	Author study - Julia Donaldson - The Highway rat , The smartest Giant in town, Sharing a shell. (4 weeks) Non fiction - recount texts of science investigations (2 weeks)	Narrative - develop empathy with characters Halibut Jackson - David Lucas (4 weeks) Non fiction - book reviews.	Narrative - Orion and the Dark - Emma Yarlett (3-4 weeks) Non fiction instructions - (3-4 weeks) art printing	Narrative - Style - Writing own version of traditional tales - Cinderella Non -fiction -letters	Narrative - Characterisation Fantastic Mr Fox by Roal Dahl Non -fiction - recount texts	Narrative - Meerkat Mail Non -fiction -letters
Grammar, Punctuation and Spelling	Grammar (inc Alan Peat and Pie Corbett): <ul style="list-style-type: none"> Types of sentences: statements, questions, exclamations, commands. Secure use of planning tools: story map Alliteration Two adjectives to describe the noun 2A sentence Punctuation: -Capital letters -Full stops -Question marks -Exclamation marks Spelling:	Grammar (inc Alan Peat and Pie Corbett): <ul style="list-style-type: none"> Secure use of compound sentences. BOYS Similes using like ly' starters. Secure use of planning tools: text map Punctuation: -Speech bubbles -Speech marks Spelling: <ul style="list-style-type: none"> /s/ sound spelt c before e, i, y city, ice, race ere/ear here, hear one/won sun/son 	Grammar (inc Alan Peat and Pie Corbett): <ul style="list-style-type: none"> Understanding 5 parts to a story with more complex vocabulary: opening, build up, problem, resolution, ending. Embellished simple sentences using adjectives and adverbs. Adverbs for description. personification of weather The more, the more Punctuation: -Commas	Grammar (inc Alan Peat and Pie Corbett): <ul style="list-style-type: none"> Secure use of planning tools: story mountain Heading, introduction, middle section, ending. Expanded noun phrases Regular plural noun suffixes Prepositions. 3_ed sentences Punctuation: -Regular plural noun suffixes -Suffixes that can be added to verbs -Apostrophes to mark singular possession	Grammar (inc Alan Peat and Pie Corbett): <ul style="list-style-type: none"> Complex sentences subordination using drop in a relative clause 'Run' repetition for rhythm Repetition for description Use long and short sentences List of 3 for description Punctuation: - How the prefix un changes the meaning of verbs and adjectives Spelling: <ul style="list-style-type: none"> /l/ sound spelt el at 	Grammar (inc Alan Peat and Pie Corbett): <ul style="list-style-type: none"> Adverbs for information Complex sentences use of who. Additional subordinating conjunctions Generalisers for information Emotion word, (comma) sentence Verb, person sentence Punctuation: Spelling: Technical Vocab <ul style="list-style-type: none">

	<ul style="list-style-type: none"> ea/ee, sea/see e/ee be/bee ue/ew blue/blew o/oo/wo to/too/two i - kind, mind, wild dge and ge at end of words and sometimes spelt as g elsewhere in words before e, i, y <p>Technical vocab Consolidate:</p> <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Full stops Capital letter Questions mark Exclamation mark Connectives <p>Introduce:</p> <ul style="list-style-type: none"> Adjective Statement Question Exclamation Command Alliteration 	<ul style="list-style-type: none"> /n/ sound spelt kn and gn at the beginning of words kn gn knock, knee, knight <p>Technical vocab</p> <ul style="list-style-type: none"> Connection compound Simile Tense Past tense Present tense Speech bubble Speech marks noun 	<p>-Apostrophes to mark contracted forms in spelling</p> <p>Spelling:</p> <ul style="list-style-type: none"> Y in cry, dry, why, ould could, should would contractions didn't, hasn't it's l/ sound spelt -le at the end of words little, table, people adding endings ing, ed, er, est and y to words ending in e with a consonant before it ey money, monkey, key quite/quiet /r/ sound spelt wr at the beginning of words write, wrong, written adding ing, ed, er, est and u to words of one syllable ending in a single consonant letter after a single vowel letter move, prove improve <p>Technical Vocab</p> <ul style="list-style-type: none"> Singular / plural Verb Adverb Apostrophes Noun phrase 	<p>Spelling:</p> <ul style="list-style-type: none"> /o/ spelt a after w and qu watch, want, squash water /z/ spelt as s (television) treasure new/knew their/there/they're ies ending in y cries dries possessive apostrophes suffixes ful, less, ly words ending in tion motion, station <p>Technical Vocab</p> <ul style="list-style-type: none"> Prefix Suffix 	<p>the end of words</p> <ul style="list-style-type: none"> adding ed, ing, er and est to root words ending in y with a consonant before it happier, copied. /l/ sound spelt al and all at the end of the /or/ sound usually spelt as a before l and ll or sound ar war, warm suffixes ment, ness or after w world word, worm adding es to nouns and verbs ending in y the /o/ sound spelt o (other) words ending il omophones and near homophones <p>Technical Vocab</p> <ul style="list-style-type: none"> 	
<p>Science</p>	<p>Which materials did they use to build the Apex and why? Investigation questions:</p>	<p>What materials do we find in our school? Investigation questions: -Do all balls bounce? -Can you find the treasure? (1hr)</p>	<p>How could you be the next David Beckham/Jessica Ennis? OR How will 5 a day help me to keep healthy? Investigation questions:</p>	<p>How could we grow our own salad? Investigation questions: -Can seeds grow anywhere at any time? (4 weeks)</p>	<p>Why would a dinosaur not make a good pet? Investigation questions: -Do snails have noses? (1/2 a day)</p>	<p>Assessment of previous topics and units of work-revisiting and applying scientific skills and enquiry</p>

	<p>-How is mud made? (2 days) Can you make a paper bridge? (40mins)</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, 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>-Which stuff is stickier? (30mins x2)</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, 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>How do germs spread? (30mins) Why should I exercise? (40mins)</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); Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene. 	<p>-How does grass grow? (2 weeks) -Will it degrade? (6 weeks)</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 suitable temperature to grow and stay healthy. 	<p>-How many arms does an octopus have? (60min)</p> <ul style="list-style-type: none"> Explore and compare 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 of animals and plants, and how they depend on each other; Identify and name a variety of plants and animals in their habitats, 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>Geography</p>	<p>Why don't penguins need to fly? Name and locate the world's 7 continents and 5 oceans. Identify daily and seasonal weather patterns in the UK and location of hot/cold</p>		<p>Why does it matter where my food comes from? Name and locate the world's 7 continents and 5 oceans. Name, locate and identify characteristics of the 4 countries and capital cities</p>		<p>How does the geography of Kampong Ayer compare with the geography of where I live? Name and locate the world's 7 continents and 5 oceans.</p>	

	<p>areas in relation to the Equator and the north and south poles.</p> <p>Use basic geographical vocabulary to refer to key physical and human features.</p> <p>Use world maps, atlases and globes to identify the UK and countries.</p> <p>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple observational skills to study key human and physical features of environments.</p> <p>Use simple compass directions (North, South, East and West) and locational and directions language (near, far, left, right) to describe the location and features and route on a map.</p>		<p>of the UK and its surrounding seas.</p> <p>Identify daily and seasonal weather patterns in the UK and location of hot/cold areas in relation to the Equator and the north and south poles.</p> <p>Use basic geographical vocabulary to refer to key physical and human features.</p> <p>Use world maps, atlases and globes to identify the UK and countries.</p> <p>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple observational skills to study key human and physical features of environments.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and grounds and the key human and physical features of its surrounding environment.</p>		<p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country,</p> <p>Identify daily and seasonal weather patterns in the UK and location of hot/cold areas in relation to the Equator and the north and south poles.</p> <p>Use basic geographical vocabulary to refer to key physical and human features.</p> <p>Use world maps, atlases and globes to identify the UK and countries.</p> <p>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple observational skills to study key human and physical features of environments.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and grounds and the key human and physical features of its surrounding environment.</p>	
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<p>History</p>		<p>Sappho- How do we know so much about where Sappho used to live?</p> <p>Events beyond living memory that are significant nationally or globally. Identify, recognise, describe and suggest reasons for the way in which people lived.</p>		<p>Great Explorers- What does it take to be a great explorer? Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements.</p>		<p>Charles- Why was Charles sent to prison? Events beyond living memory that are significant nationally or globally.</p>
<p>DT</p>		<p>Mechanisms - Wheels and axles -Generate initial ideas and simple design criteria through talking and using own experiences. -Develop and communicate ideas through drawings and mock-ups. -select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. -select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</p>		<p>Textiles - templates and joining techniques -Design a functional and appealing product for a chosen user and purpose based on simple design criteria. -Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. -Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. -select from and use textiles according to</p>	<p>Structures - freestanding structures -Generate ideas based on simple design criteria and their own experiences, explaining what they could make. -Develop, model and communicate their ideas through talking, mock-ups and drawings. -Plan by suggesting what to do next. -Select and use tools, skills and techniques explaining their choices. -Select new and reclaimed materials and construction kits to build their structures. -Use simple finishing techniques suitable for the structure they are creating.</p>	

		<ul style="list-style-type: none"> -Explore and evaluate a range of products with wheels and axles. -Evaluate their ideas throughout and their products against original criteria. -Explore and use wheels, axles and axle holders. -Distinguish between fixed and freely moving axles. -Know and use technical vocabulary relevant to the project, 		<ul style="list-style-type: none"> their characteristics. -Explore and evaluate a range of existing textile products relevant to the project being undertaken. -Evaluate their ideas throughout and their products against original criteria. -Understand how simple 3D textile products are made, using a template to create 2 identical shapes. -Understand how to join fabrics using different techniques. -Explore different finishing techniques. -Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> -Explore a range of existing freestanding structures in the school and local environment. -Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. -Know how to make freestanding structures stronger, stiffer and more stable. -Know and use technical vocabulary relevant to the project, 	
Art & Design	<p>Painting</p> <p>Focus Artist: Anthony Frost, Kandinsky</p> <ul style="list-style-type: none"> • Experiment with lightening and darkening colours. Begin to mix colour shades and tones. • Gain an understanding of the colour wheel and complimentary colours. • Look at the work of Kandinsky and produce a painting whilst listening to music - focus on line, shape and colour. • Use story to 	<p>(Drawing) - (St Edmunds week, Christmas cards and calendars)</p> <p>Bridget Riley</p> <ul style="list-style-type: none"> -Try a range of marks on different surfaces using different media with the focus on tone. Explore ideas and use imagination to respond to music as a stimulus for mark making. Try out tools and techniques. Explore line and mark. Work from imagination in response to a story, Look closely, draw and talk about a group of objects and how they are 	<p>Printing</p> <p>Focus Artist: Escher</p> <ul style="list-style-type: none"> • Demonstrate experience in a range of printing techniques and be able to describe the processes. • Use 'Reduction block' print technique from Year 4 but after printing the first time, stick on coloured tissue to the print, then print on top with second and third colour. This trapped tissue will make a 'unique state' print. • Begin to understand the Batik process by 	<p>(textiles) - Link with DT</p> <ul style="list-style-type: none"> -Match and sort fabrics and threads. -Gain experience in stitching two pieces of fabric together. -Continue to experience weaving using string and card frame. -Learn how to dip dye. 	<p>(College) Henri Matisse</p> <ul style="list-style-type: none"> -Cut, tear and arrange painted shapes. -Explore the making of spiral images using IT. -Look at the use of line and optical effects. Explore flowing and curving lines. -Explore using non-art materials. 	<p>3D</p> <p>Focus Artist: Barbara Hepworth</p> <ul style="list-style-type: none"> • Investigate and respond to Aboriginal Art. • Use red and white clay to make coils. Learn the technique of inlaying these coils into a slab of clay. • Use clay to create forms from imagination in response to stories. Pull, pinch and smooth the clay. • Carve using a bar of soap - look at work

	<p>reinforce pattern making, colour mixing and brush control.</p> <ul style="list-style-type: none"> • Construct a surface in the style of Anthony Frost, using straight sided shapes in a range of fabric and papers. Stick them to cardboard. Prime with white paint. Paint using primary colours and white to lighten. • Use IT to produce work in style Anthony Frost. • Begin to use smaller brush for smaller marks. 	<p>arranged. Investigate and describe texture. Observe and record objects from different viewpoints. Review what they have done and say what they think and feel about it.</p>	<p>using the Tjanting tool / brush and hot wax to make a range of marks on paper. Colour wash with Brusho to see wax resist effect. Further develop - look at artist Chinwe Chukwuogo-Roy..use enclosed shapes. Further develop by using Batik inks onto Calico.</p>			<p>of Barbara Hepworth. (knife, peelers, lolly sticks, teaspoons)</p>
Music	<p>Music Express - Aut 1 OURSELVES (3 weeks) Focus: Exploring sounds Subject link: English The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance.</p> <p>Music Express - Aut 1 TOYS (3 Weeks) Focus: Beat Subject link: PSHE The children move and play to a steady beat and to sound sequences. They learn to control changing</p>	<p>Music Express - Aut 2 OUR LAND (3 weeks) Focus: Exploring sounds Subject link: Geography The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths.</p> <p>Music Express - Aut 2 OUR BODIES (3 weeks) Focus: Beat Subject link: Mathematics The children develop a sense of steady beat through using their own bodies. They respond to</p>	<p>Music Express - Spr 1 ANIMALS (3 weeks) Focus: Pitch Subject link: PE The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.</p> <p>Music Express - Spr 1 NUMBER (3 weeks) Focus: Beat Subject link: Mathematics The children explore steady beat and rhythm patterns. They play beats</p>	<p>Music Express- Spr 2 STORYTIME (3 weeks) Focus: Exploring sounds Subject link: English The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.</p> <p>Music Express- Spr 2 SEASONS (3 weeks) Focus: Pitch Subject link: Science The children develop understanding of pitch</p>	<p>Music Express - Sum 1 WEATHER (3 weeks) Focus: Exploring sounds Subject link: Geography The children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments.</p> <p>Music Express - Sum 1 PATTERN (3 weeks) Focus: Beat Subject link: Mathematics</p>	<p>Music Express - Sum 2 WATER (3 weeks) Focus: Pitch Subject link: Science The children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition which describes the sounds and creatures of a pond.</p> <p>Music Express - Sum 2 TRAVEL (3 weeks) Focus: Performance Subject link: English The children learn a Tanzanian game song and accompany a travelling</p>

	tempo as they take a scooter ride.	music and play rhythm patterns on body percussion and instruments.	and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments.	through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.	Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments.	song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.
PE	<p>Dance: Themes: Numbers, Weather, Machines. Watch, describe and evaluate each others' performances Perform independently and collaboratively Refine, repeat and remember routines with at least 4 movements. Respond imaginatively to different styles of music.</p> <p>Invasion games: Sending & Receiving Netball Skills: Catching Aiming Receiving Scoring Controlling</p>	<p>Gymnastics: Watch, describe and evaluate others' performances Travel using more than one movement in a sequence Refine skills of balancing, taking off and landing, turning and rolling Link skills and actions in extended movement phases Create short, linked sequences that have a clear beginning, middle and end Create short, linked sequences that include changes of level, speed and direction Create short, linked sequences that include changes of level, speed and direction Perform short linked sequences that include changes of level, speed and direction Perform independently and collaboratively Refine, repeat and remember routines</p> <p>Invasion games: Football</p>	<p>Fun fitness & multi-sports Circuits of learning tasks designed to teach fundamental and generic skills of PE.</p> <p>Invasion games: Moving & aiming Rugby Travel with a ball in hand and feet (separately) with increased speed and precision Send a ball accurately to a static partner or target over increased distances with hand and foot Play simple competitive games using simple tactics for attack and defence Understand the principal of invasion games is to secure territory of opposition</p>	<p>Fun fitness & multi-sports</p> <p>Invasion games: Basket ball Travel with a ball in hand and feet (separately) with increased speed and precision Send a ball accurately to a static partner or target over increased distances with hand and foot Play simple competitive games using simple tactics for attack and defence Understand the principal of invasion games is to secure territory of opposition</p>	<p>Invasion games: Hockey Travel with a ball in hand and feet (separately) with increased speed and precision Send a ball accurately to a static partner or target over increased distances with hand and foot Play simple competitive games using simple tactics for attack and defence Understand the principal of invasion games is to secure territory of opposition</p> <p>Striking / fielding/games: Rounders Catch and throw a tennis ball over distance of 5m Throw balls overarm and underarm Strike a ball with a bat, racket or stick when the ball is stationary</p>	<p>Striking / fielding/games: Cricket Catch and throw a tennis ball over distance of 5m Throw balls overarm and underarm Strike a ball with a bat, racket or stick when the ball is stationary</p> <p>Net games: Tennis Control pace and direction of ball in order for it to land in opponent's court.</p>

		<p>Travel with a ball in hand and feet (separately) with increased speed and precision</p> <p>Send a ball accurately to a static partner or target over increased distances with hand and foot</p> <p>Play simple competitive games using simple tactics for attack and defence</p> <p>Understand the principal of invasion games is to secure territory of opposition</p>				
Computing	<p>We are astronauts</p> <ul style="list-style-type: none"> -Understand use of algorithms -write and test simple programs -recognise uses of IT outside of school - use logical reasoning to predict the behaviour of simple programs 	<p>We are photographers</p> <ul style="list-style-type: none"> -organise, store, retrieve and manipulate data -communicate online safely and respectfully -recognise uses of IT outside of school 	<p>We are researchers</p> <ul style="list-style-type: none"> -organise, store, retrieve and manipulate data -recognise uses of IT outside of school 	<p>We are zoologists</p> <ul style="list-style-type: none"> -organise, store, retrieve and manipulate data -recognise uses of IT outside of school 	<p>We are detectives</p> <ul style="list-style-type: none"> -organise, store, retrieve and manipulate data -communicate online safely and respectfully 	<p>We are game testers</p> <ul style="list-style-type: none"> -use logical reasoning to make predictions -Understand use of algorithms -write and test simple programs

Grey filled boxes indicate that a subject is not being taught explicating during that half term

Please note that the specific skills being focused upon by the year group in each subject will be mapped out with greater detail in STP/MTP planning.