

### Year 2 Curriculum Overview

	<b>Autumn 1</b> The Great Fire of London	<b>Autumn 2</b> Guy Fawkes and the Gunpowder Plot	<b>Spring 1</b> Nurturing Nurses	<b>Spring 2</b> Intrepid Explorers	<b>Summer 1</b> Amazing Africa	<b>Summer 2</b> The Seaside
<b>English</b>	<p>Fiction: recount (Toby &amp; The Great Fire of London)</p> <p>Non-fiction: instructions- How to make bread</p> <p>Non-fiction: postcards &amp; letters (Dear Teacher)</p> <p>Poetry: Fire poems (sensory)</p>	<p>Non-fiction: non-chronological reports (fireworks)</p> <p>Non-fiction: recount (Term 1- Fire Engine Visit)</p> <p>Poetry: Monster &amp; dinosaur poems (linked to sentence types).</p>	<p>Fiction: fantasy stories (Room on the Broom)</p> <p>Fiction: traditional tales (Cinderella)</p> <p>Non-fiction: explanation texts (Florence Nightingale cleaning the hospitals)</p>	<p>Fiction: persuasive letters (The Day the Crayons Quit)</p> <p>Fiction: descriptive writing (Tell me a dragon)</p> <p>Poetry: Songs &amp; repetitive poetry</p>	<p>Fiction: traditional tales from other cultures (Hansel &amp; Gretel)</p> <p>Fiction: environment and nature (The Great Kapok Tree)</p> <p>Non-fiction: recount (Diary of a Wombat)</p> <p>Poetry: Riddles (What Am I?)</p>	<p>Fiction: classic fiction (The Sand Horse)</p> <p>Non-fiction: information text- Caring for the environment</p> <p>Poetry: Haikus (If I Could Fly)</p>
<b>Maths</b>	Place Value Addition and Subtraction	Addition and subtraction Shape	Multiplication and division Money	Length and height Mass, capacity and temperature	Fractions Time	Statistics Position and direction Consolidation
<b>Science</b>	<p style="text-align: center;"><b>Uses of Everyday Materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p style="text-align: center;"><b>Sound</b></p> <p>Exploring how to change the volume and pitch of a sound during music lessons. (pre-teach for year 3)</p>		<p style="text-align: center;"><b>Electricity:</b></p> <p>Know that electricity is needed to make some things work. Know that some appliances need batteries and some use mains electricity to work. (Pre teach for year 4)</p> <p style="text-align: center;"><b>Forces:</b></p> <p>Explore cars moving quicker on different surfaces. Sort objects using a magnet. (pre teach year 3)</p>	<p style="text-align: center;"><b>Seasonal changes:</b></p> <p>Learn about the seasons and their effects on the environment and living things.</p> <p style="text-align: center;"><b>Plants:</b></p> <p>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 healthy.</p>	<p style="text-align: center;"><b>Animals including humans:</b></p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p style="text-align: center;"><b>Living things and their habitats:</b></p> <p>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 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>

<b>RE</b>	<b>What are sacred texts and why do they matter?</b> What makes a text 'sacred.' Difference between Abrahamic and Dharmic scriptures. How people show respect for sacred scriptures. What the scriptures contain. How they are used in worship		<b>What do we mean by religion and worldviews?</b> <b>What beliefs, values and practices are important within religions and worldviews?</b> Key beliefs of people in Abrahamic and Dharmic religions What connects these beliefs and communities. What makes them different.			
<b>Geography</b>	Review: Naming countries of the UK and their capital cities. How London has changed since 1666. Key features of capital cities.		Naming the continents of the world. Review: Finding the equator and discussing climate differences. Finding countries using an atlas.		Human and physical comparisons; Navenby – Kenya	The environment. Physical and human effects on coastlines. Caring for the environment.
<b>History</b>	The Great Fire of London in 1666	Guy Fawkes and the Gunpowder Plot in 1605	Florence Nightingale Mary Seacole Edith Cavell	Christopher Columbus and other famous explorers who discovered the world.	Briefly at changes in human rights in Africa over time. Nelson Mandela and Apartheid.	Victorians and changes to seaside holidays
<b>Art</b>	Sketching – pencil skills The London landmarks	Tudor house junk modelling	(Joan Miro) – artist study (surrealism) Clay Recap primary and secondary colours	Natural art Collaborative work	Watercolour landscapes and seascapes (LS Lowry)	
<b>DT</b>	<b>Junk Modelling-</b> Design, build and evaluate Tudor houses	<b>Sewing</b> – Christmas decoration sewing	<b>Food technology-</b> Jamie Oliver – designing healthy muffin recipes		<b>Design and make-</b> bug hotel using recyclable materials	
<b>PSHE</b>	<b>BM</b> (Being Me in My World) 'Who am I and how do I fit?'	<b>CD</b> (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	<b>DG</b> (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	<b>HM</b> (Healthy Me) Being and keeping safe and healthy	<b>RL</b> (Relationships) Building positive, healthy relationships	<b>CM</b> (Changing Me) Coping positively with change
<b>Computing</b>	Computing systems and networks – IT around us	Creating media – Digital photography	Programming A – Robot algorithms	Data and information – Pictograms	Creating media - Digital music	Programming B - programming quizzes
<b>Music</b>	Use their voices expressively and creatively to perform simple songs in rounds (London's Burning)	Use their voices expressively and creatively to perform Christmas songs, accompanied by untuned instruments such as bells, cymbals and shakers.	Listen with concentration and understanding to learn songs about Florence Nightingale and Mary Seacole	To learn how to play the ocarinas musically, performing simple songs by following simple musical notations	To explore untuned instruments (Djembe drums) and create rhythmic patterns. Use 'Rhythm' game on Chrome Music Lab to explore further using technology.	Experiment with, create, select and combine sounds to compose 'Sounds of the Seaside' with body percussion.

<p>PE</p>	<p>Fitness and Diet Running – pathways, space and stamina (build on mile a day) GS4PE - fitness</p> <p>Aesthetics Dance – space, poise and rhythm; introduce music Great Fire of London BBC unit</p>	<p>Aesthetics Jumping and Landing (from height) GS4PE</p> <p>Aesthetics Dance – use of equipment/work with a partner introduce music Gunpowder plot BBC unit</p>	<p>Core strength Throwing – distance (javelin and howler).  (beating our personal best)</p> <p>Target games Mini/Tri-Golf (Inclusive)</p> <p>Core strength Gymnastics – strong balances</p>	<p>Aesthetics Sending and receiving (underarm and overarm) GS4PE</p> <p>Aesthetics Gymnastics – linking 3-4 movements GS4PE</p>	<p>Attack and Defence Ball Skills e.g. multi skills, dodgeball. GS4PE</p> <p>Fitness/Aesthetics running into a long jump (beating our personal best)</p>	<p>Net and Wall Games Games racket sports (tennis/badminton) GS4PE</p> <p>Aesthetics Striking and Fielding (bat and ball skills) GS4PE</p>
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