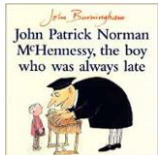
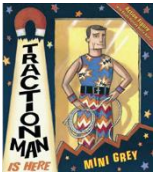

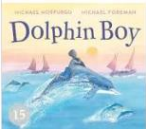
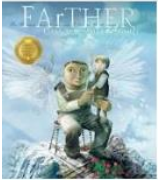





CURRICULUM OVERVIEW 2022-23

YEAR: 2

Staff: Miss Barnes, Mrs Hall, Mrs Smith, Mrs Habgood, Mrs Lee

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Victorians | Magical Maps | Titanic | What a Wonderful World | Great Fire of London | Sensational Safari |
| Enrichment Experience | Victorian School Day experience (in school) | Mystery walk (scavenger hunt) | Irish dancing | Yorkshire wildlife park | Visit from fire service Partake GFOL visit | Contemporary Art Museum Visit |
| Author of the half term / Class Book | Author of the half term: John Burningham  | Author of the half term: Mini Grey  | Author of the half term: Joe Todd-Stanton  | Author of the half term: Michael Morpurgo  | Author of the half term: David Litchfield  | Author of the half term: Malorie Blackman  |
| English | John Patrick Norman Hennessey – The boy who was always late (Entertain-narrative) Diary entries (Inform-diary entry) | Rapunzel (Entertain-narrative) The Last Wolf (Entertain-narrative) | I was there... (Entertain-description) The secret of black rock (Entertain-narrative) | The rainbow bear (Entertain-narrative) Greenpeace-Letters (Inform- letter) | Instructions (Inform- instruction) Diary entries (Entertain-diary entry recount) 'Vlad and the Great Fire of London' (Entertain-narrative) | The lion inside (Inform- book review) We're going to find the monster- (Entertain-narrative) Poetry Unit |

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| Handwriting | Joins Th, ch, ai, ay, ir, er, wh, oh, ow, ou, ie, ue, oe, ve, ee, le, numerals 1-100, | | Joins ea, igh, dg, ng, oo, oa, wa, wo, air, ear, oor, our, ing Size and spacing End of term check | | Joins Ck, al, el, at, il, ill, ui, ey, aw, ur, an, ip, ok, ot, ob, ol, oi, oy, on, op, ov, ed, cc, eg, ic, ad, ug, dd, ag, oc, og, od, va, vo, as, es, is, os, ws, ns, ds, ls, ts, ks, ed, ing, Assessment Capital letters | |
| Maths | Number and place value 4 weeks Addition and subtraction 3 weeks | Addition and subtraction 2 weeks Money 2 weeks Multiplication and division 2 weeks | Multiplication and division 2 weeks Statistics 2 weeks Properties of shape 2 weeks | Properties of shape 2 weeks Fractions 3 weeks Length and height 1 week | Position and direction 3 weeks Problem solving and efficient methods 2 weeks | Time 2 weeks Mass, capacity and temperature 3 weeks Investigations 2 weeks |
| Science | <p>Animals including Humans Diet and Health Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> | <p>Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of animals and plants, and how they</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</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> | <p>Living things and their habitats around the world Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> | <p>Animals including humans' growth Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> | <p>Plants growth and care Observe and describe how seeds and bulbs into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> |

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| | | <p>depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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>depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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> | | |
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Working scientifically

- While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions.
- The children answer questions developed with the teacher often through a scenario.
- The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.
- Children explore the world around them. They make careful observations to support identification, comparison and noticing change. They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations.
- The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. They carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.
- They begin to take measurements, initially by comparisons, then using non-standard units.
- Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting.
- They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing.
- The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing.
- They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs.
- They classify using simple prepared tables and sorting rings.

- Children use their experiences of the world around them to suggest appropriate answers to questions. They are supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources.
- The children recognise 'biggest and smallest', 'best and worst' etc. from their data.

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| <p>Computing</p> | <p>iprogramme To understand that an algorithm is a process that consists of a series of steps that achieves a specific goal To understand algorithms can describe everyday activities and can be followed by humans and computers To understand that algorithms are made up of steps To know that steps can be repeated To understand that computers need more precise instructions than humans do To use digital drawing tools (Scratch) to create images To program a simple animation involving movement</p> | <p>isearch To understand that the world wide web contains large amounts of information To use links to navigate a website To know that the world wide web can be used to answer questions To know that the World Wide Web can be used to answer questions To program a simple animation involving movement To collect information from a number of different websites</p> | <p>ianimate To understand what an animation is To understand that an animation consists of characters, a stage, props, sound, text and a story To understand the importance of a storyboard in the story planning process To understand that animations need to be scripted To understand that stop-frame animations involve physical characters, settings and props To create a stop-motion animation</p> | <p>ipublish To understand the world wide web and how it has developed throughout time To consider how technology changes with time To share knowledge through multi-media presentations To plan/produce a presentation of research findings To create an interactive eBook</p> | <p>iblog To log in to a class blog To know how to respond to the writing of others To know how to post on a blog To explain what you think and why To use a blog to demonstrate and share learning To reflect on work and make improvements</p> | <p>isafe To understand that personal information should only be given to a trusted adult To understand that not everyone you meet is trustworthy To know when it is wise to turn to a trusted adult for help To understand that emotions can be a tool to help judge unsafe situations To understand the importance of checking with an adult before participating in an online environment</p> |
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| | To combine images and text to create a simple animation | | | | | |
| RE | | <p>Leaders Recall and name key figures in the stories they studied, saying what they did Recognise what is meant by describing Moses as a great leader, or Peter as a Saint, giving examples of their leadership. Ask questions about leadership and suggest answers Respond to the idea that Moses and Saint Peter were guided by God or given wisdom by God. Express an idea of their own about leadership, linking it to the stories they learned Give an example of what makes a great leader</p> | <p>Believing Recall and name some key words about Jewish beliefs (e.g. God the Creator, Almighty, Eternal) Retell the story of Genesis 1 Suggest a meaning for the story Recognise that different people see different meanings in the story Ask questions about God for themselves – the bigger the better Express an idea of their own about God Find out more about Jewish beliefs and ways of talking about God</p> | <p>Belonging Retell the story of Jesus being baptised in the river Jordan Suggest some reasons why it matters to people to belong to groups and communities Ask questions about Christenings and Believer's Baptism for themselves Recount how a baby or young adult is welcomed into the Christian community Express an idea of their own about belonging to God – is this important? For Christians? Give an example of their own community life and say why it matters: what groups do you belong to? What do you like about belonging?</p> | | <p>Story Retell a story from the Jewish Bible skilfully Suggest a meaning for the story Recognise and talk about the role God plays in stories from the Jewish Bible Ask questions about the stories they study, and suggest answers Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create? Express an idea of their own about some of the big questions the work throws up Give at least two examples of Bible characters who 'got it wrong' and say what happened in the story.</p> |
| RSE/PSHE | Me and My Relationships | Keeping Myself Safe | Valuing difference | Rights and Responsibilities | Being my best | Growing and changing |

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| | <p>To describe the qualities of a good friend</p> <p>To describe what bullying is and why it is wrong</p> <p>To demonstrate how to show respect for others</p> <p>To identify times when I have felt really strong emotions, eg anger, and describe what happened to my body and mind at these times</p> <p>To know some positive strategies for dealing with strong emotions and can demonstrate these</p> <p>To contribute well to the life of my class and school</p> | <p>To describe some was that people in families make each other feel safe and secure</p> <p>To list a range of people who I could approach for support if I am worried and can demonstrate how I would ask for help</p> <p>To understand that I am in charge of my body and I can say yes or no if someone asks to touch me</p> <p>To understand that I shouldn't touch other people without asking permission and if they say 'no' I must respect their choice</p> <p>To know that there are some parts of my body that should not be touched by others unless there are particular reasons why</p> <p>To know when it is ok to keep secrets and when it is not</p> <p>To describe how my body and mind</p> | <p>To show that I value and respect other people's families</p> <p>To describe some different ways that people in families show that they love and care for one another</p> <p>To know why the skills of sharing, co-operative play, taking turns, permission-seeking/giving and listening are important in friendships</p> <p>To demonstrate some positive friendship skills including sharing, co-operative play, taking turns, permission-seeking/giving and listening</p> <p>To recognise that people in my class, school and beyond may be similar and different to me in lots of ways including ethnicity, faith and family background</p> <p>To explain why difference is</p> | <p>To explain different ways that we pay for things</p> <p>To explain the difference between needs and wants</p> <p>To know that it is not possible to have everything I want, straight away, or at all</p> <p>To know some things that improve and some things that harm the environment</p> <p>To demonstrate ways to look after my environment</p> <p>To know some things that improve and some things that harm the environment</p> <p>To demonstrate ways to look after my environment</p> <p>To explain the responsibility, I have to meet the needs of other people and things in my life</p> <p>To identify some of the risks of using the internet</p> <p>To explain how to keep safe online</p> | <p>To explain why physical activity is important for health</p> <p>To identify all the ways that I am physically active in a week</p> <p>To describe a range of ways to look after my health and wellbeing, for example adequate sleep</p> <p>To take part in discussions/simple debates with others about topical issues</p> <p>To identify and celebrate positive achievements during my time in Year 2</p> <p>To identify my strengths, areas for improvement and set myself some goals for Year 3</p> | <p>To identify and use scientific names for main body parts</p> <p>To describe what private means</p> <p>To demonstrate how to make a call to emergency services and know when this action might be required</p> <p>To understand about people who help us in the community and can describe their roles</p> <p>To describe how I have changed since birth</p> <p>To understand some of the changes that happen as people grow from young to old</p> <p>To describe how people's needs change as they grow</p> |
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| | | feels when I am unsafe | <p>something to be celebrated</p> <p>To list some ways that people can care for their mental wellbeing</p> <p>To recognise and describe how others feel by observing their face, body language and behaviour</p> <p>To list the different groups and communities that I belong to</p> | | | |
| Art | <p>Explore and Draw</p> <p>Children are introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art. Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork.</p> <p>Children to begin to develop hand-eye</p> | | <p>Expressive Painting</p> <p>Children are introduced to the idea that they can use paint in an intuitive and exploratory way. Children explore primary colours and secondary colours through expressive mark making, connecting colour, mark making and texture (of paint) through abstract work. Pupils then explore the brush work of two old masters when we focus in</p> | | <p>Be an architect</p> <p>Pupils have the opportunity to explore architecture. We start with an exploration of architects and some of the ways they work, and pupils then go on to create their own architectural model.</p> <p>Pupils make architecture which relates to their own environment, a chosen brief, or in response to another culture, country or era.</p> | |

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| | coordination through slow and paced looking. | | on details of paintings to understand how they built the work. | | | |
| DT | | <p>Textiles – templates and joining techniques. Plush puppets - Making puppets for a toy</p> <p>Explore and use different fabrics. Cut and join fabrics with simple techniques. Design a product for a chosen user and purpose. Select from and use a range of tools and equipment to perform practical tasks. Select them and use textiles according to their characteristics. Evaluate their ideas and their final products against the design criteria. Understand how to join fabrics using different techniques.</p> | | <p>Mechanisms – wheels and axles. Exciting engines – Making fire engines as a toy.</p> <p>Assemble a vehicle with moving wheels using construction kits. Explore moving vehicles through play. Develop cutting, joining and finishing skills. Develop and communicate ideas through drawings and mock-ups. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a range of components. Evaluate wheeled products.</p> | | <p>Food – preparing fruit and vegetables. Sensational salads – creating a healthy salad for a picnic.</p> <p>Understand that there are five different food groups. Understand that we should eat at least five portions of fruits and vegetables each day. Name and talk about a range of vegetables. Design a vegetables/salad dish for a purpose. Prepare vegetables to create a salad. Evaluate my product.</p> |

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| | | Explore a variety of finishing techniques. | | | | |
| Food for Life | | Weeding planters and polytunnel understanding preparation need for winter | Weeding, watering and tool skills | Weeding, watering and tool skills | Weeding, watering and tool skills | Weeding, watering and tool skills |
| Geography | | <p>Continents and Oceans</p> <p>Understand where I am in the world.</p> <p>Locate on a map the seven continents.</p> <p>Locate on a map the oceans that link the continents.</p> <p>Describe where different continents are located.</p> <p>Spot the physical and human features of a continent.</p> <p>Share my understanding of a continent.</p> | | <p>Hot and Cold Places</p> <p>Identify hot and cold places and locate them on a map.</p> <p>Recognise the features of a hot and a cold place.</p> <p>Explore a hot or cold place.</p> <p>Identify the animals that live in hot and cold places and recognise how they adapt.</p> <p>Describe an animal that lives in a hot or cold place.</p> <p>Compare a pack list for a trip to a hot place with a list for a cold place.</p> | | <p>Africa</p> <p>To explore Zambia's physical and human features and locate it.</p> <p>Work on Mugurameno: To locate the village and share what I would like to learn about it.</p> <p>To compare how the people use the River Zambezi with the ways in which we use rivers near us.</p> <p>To find out about food and how it is prepared.</p> <p>To explain how the people protect themselves and their homes from wild animals – and how they make use</p> |

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| | | | | Describe what I would see in a hot or cold place. | | of animals in their everyday lives. To use photographs and information texts to help imagine what daily life might be like. |
| History | <p>Victorians</p> <p>Understand how we find out about the past</p> <p>Know who Queen Victoria is and the time that she ruled is known as the Victorian era and know about the life of Queen Victoria</p> <p>Understand what life was like for wealthy/poor children during the Victorian times using historical sources</p> <p>Understand what school was like for children during the Victorian times using historical sources</p> | | <p>Titanic</p> <p>Understand the chronology of different forms of transport.</p> <p>Know where the Titanic was built and why it was so significant</p> <p>Understand and order the events that led up to the titanic sinking</p> <p>Know the different reasons why the titanic sunk and discuss which is the most significant</p> <p>Use artefacts to find out about the lives of those who were on the titanic and what happened to them</p> | | <p>Great Fire of London</p> <p>Understand how we find out about the past (diary entries, artefacts)</p> <p>Understand when and where the Great Fire of London happened (locate on a map)</p> <p>Find out why the fire started and what happened during the GFOL using diary entries/ artefacts</p> <p>Understand why the fire spread</p> <p>Understand how the fire stopped</p> <p>Look at artefacts to enquire how people tried to put the fire out</p> | |

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| | <p>Know inventions from the Victorian era</p> <p>Know how Victorian era impacted on life today</p> | | <p>Understand what happened after the titanic to make sure a similar tragedy didn't happen again</p> | | <p>Understand what happened after the Great Fire of London, how London was rebuilt and laws that were introduced</p> | |
| Music | <p>Creating vocal sounds in response to pictures and poems.</p> <p>Developing the use of vocal sounds to express feelings.</p> <p>Exploring expression in a conversation without words.</p> <p>Understanding how mood can be expressed using the voice.</p> <p>Recognise and respond to a steady beat with confidence.</p> <p>Marking beats with a metre of four.</p> | <p>Developing an expressive song performance with voices & instruments.</p> <p>Keeping a steady beat at different speeds (tempi).</p> <p>Recognising and responding to changes in tempo.</p> <p>Responding to images in relation to tempo. Playing a steady beat at different tempi on instruments.</p> <p>Develop a clear understanding of rhythm, accurately tapping rhythms in time with steady beat.</p> | <p>Exploring timbre and texture</p> <p>Understand how sounds can be descriptive.</p> <p>Creating and performing descriptive instrumental music inspired by British legends.</p> <p>Listening to and identifying contrasting sections of music. Identifying different ways of producing sounds on a range of instruments.</p> <p>Following a conductor to start and stop playing.</p> | <p>Identifying and responding to changes in pitch up and down.</p> <p>Performing changes in pitch using whole body movement and voice.</p> <p>Singing with expression, paying attention to the pitch shape of the melody.</p> <p>Reading and creating pitch line notation.</p> <p>Understanding and differentiating between beat & rhythm.</p> | <p>Explore different ways to organise music.</p> <p>Understanding pitch through singing, movement and note names.</p> <p>Understanding melody through songs, movement and performing on tuned percussion.</p> <p>Performing an updated version of a traditional rhyme with a Rap section included.</p> <p>Performing to an audience.</p> | <p>Understanding the term ostinato.</p> <p>Accompanying a song with three different ostinatos.</p> <p>Understanding how music, dance & drama can combine in storytelling.</p> <p>Composing music to illustrate a story.</p> <p>Playing different patterns of beats following a score. Performing and creating rhythms using a simple score.</p> <p>Interpreting a score to perform different beat patterns.</p> |

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| | Developing a sense of beat through chant, actions and instruments. | | | | | |
| PE | <p>Real P.E Unit 1 Personal Skills</p> <p>I have begun to challenge myself.</p> <p>I know where I am with my learning.</p> <p>I try several times if at first I don't succeed and ask for help when appropriate.</p> <p>I can follow instructions, practise safely and work on simple tasks by myself</p> | <p>Real P.E Unit 2 Social Skills</p> <p>I am happy to show and tell others about my ideas.</p> <p>I show patience and support others.</p> <p>I can help, praise and encourage others in their learning.</p> <p>I can work sensibly with others, taking turns and sharing</p> | <p>Real P.E Unit 3 Cognitive Skills</p> <p>I can explain what I am doing well and begun to identify areas for improvement.</p> <p>With help, I can recognise similarities and differences in performance.</p> <p>I can explain why someone is working or performing well.</p> <p>I can name some things I am good at.</p> <p>I can understand and follow simple rules</p> | <p>Real P.E Unit 4 Creative Skills</p> <p>I can make up my own rules and versions of activities.</p> <p>I can respond differently to a variety of tasks or music.</p> <p>I can select and link movements together to fit a theme.</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>I can explore and describe different movements</p> | <p>Real P.E Unit 5 physical Skills</p> <p>I can select and apply a range of skills with good control and consistency.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>I can perform a range of skills with some control and consistency.</p> <p>I can perform a small range of skills and link two movements together.</p> <p>I can perform a single skill or movement with some control.</p> | <p>Real P.E Unit 6 Health and Fitness</p> <p>I can describe how and why my body changes during and after exercise.</p> <p>I use equipment appropriately and move and land safely.</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I am aware of why exercise is important for good health.</p> |