



# CURRICULUM OVERVIEW 2020-21

## YEAR 2

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Magical Maps	Victorians	Titanic	What a Wonderful World	Great Fire of London	Sensational Safari
Enrichment Experience	Mystery walk (scavenger hunt)	Walk to Strelley House in Bulwell Visit a Victorian school in Perlethorpe	Boat making	Yorkshire wildlife park	Visit from fire service Partake GFOL visit	African Day African printing African drumming
English	The lost thing (Introduction week) The Last Wolf Town mouse, country mouse	John Patrick Norman Hennessey – The boy who was always late Oliver Twist Recount of Perlethorpe	Non-fiction books Diary entries I was there... The secret of black rock	Greenpeace The last polar bear The Mole who knew it was none of his business	Non-fiction Instructions-writing Diary entries 'Vlad and the Great Fire of London' The flower?	Anansi African stories The ugly 5
Handwriting	Joins Th, ch, ai, ay, ir, er, wh, oh, ow, ou, ie, ue, oe, ve, ee, le, number 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	

<p><b>Maths</b></p>	<p>Number and place value 4 weeks Addition and subtraction 3 weeks</p>	<p>Addition and subtraction 2 weeks Money 2 weeks Multiplication and division 2 weeks</p>	<p>Multiplication and division 2 weeks Statistics 2 weeks Properties of shape 2 weeks</p>	<p>Properties of shape 2 weeks Fractions 3 weeks Length and height 1 week</p>	<p>Position and direction 3 weeks Problem solving and efficient methods 2 weeks</p>	<p>Time 2 weeks Mass, capacity and temperature 3 weeks Investigations 2 weeks</p>
<p><b>Science</b></p>	<p><b>Materials</b> Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard</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><b>Animals, including Humans</b> 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><b>Scientists and Inventors</b> Children should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships</p> <p><b>Farther book linked to scientists and inventors</b></p>	<p><b>Habitats</b> 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 depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro habitats</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><b>Plants</b> Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p><b>The Environment</b> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</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 depend on each other</p>

<p>Computing</p>	<p>ialgorithm 3 weeks isafe</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</p>	<p>iprogramme 3 weeks isafe</p> <p>Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Create and debug simple programs</p> <p>Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</p>	<p>iwrite 2 weeks isafe</p> <p>Recognise common uses of technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</p>	<p>Art and ICT Computer Art</p>	<p>iprogramme 3 weeks isafe</p> <p>Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Create and debug simple programs</p> <p>Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</p>	<p>isearch 3 weeks imodel 2 weeks</p> <p>Recognise common uses of technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</p>
<p>RE</p>	<p>Christianity What did Jesus teach?</p>	<p>Christianity Christmas- Jesus as a gift from God</p>	<p>Islam Prayer at home</p>	<p>Christianity Easter- the resurrection</p>	<p>Islam Community and belonging Ramadan moon – Na-Ima B Robert book</p>	<p>Islam Hajj</p>
<p>RSE/PSHE</p>	<p>Me and My Relationships</p>	<p>Keeping Myself Safe  Wellbeing Week NSPCC visit</p>	<p>Growing and Changing</p>	<p>Being My Best</p>	<p>Rights and Responsibilities</p>	<p>Valuing Differences</p>

<p><b>Art</b></p>	<p><i>Study L S Lowry</i>  <b>Study of an artist from around the world</b>  <i>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.</i></p>				<p><b>Great Fire of London pictures</b>  <i>To develop a range of art and design techniques using colour, pattern, texture, line, shape, form and space.</i></p> <p><i>Use a range of materials creatively to design and make products</i></p>	<p><b>African Printing</b>  <b>Let's fabricate</b>  <i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p>
<p><b>DT</b></p>		<p><b>Christmas Decorations</b></p> <p><i>Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</i></p> <p><i>Explore and evaluate a range of existing products.</i></p> <p><i>Evaluate their ideas and products against design criteria</i></p>	<p><b>Making boats</b></p> <p><i>How things move</i>  <i>Explore and use mechanisms, such as levers, sliders, wheels and axles in their products</i>  <i>Generate, develop, model and communicate their ideas through talking drawing, templates, mock-ups and, where appropriate, information and communication technology</i>  <i>Select and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p>			<p><b>Making African Food</b></p> <p><i>Understand where food comes from</i>  <i>Use the basic principles of a healthy and varied diet to prepare food</i></p> <p><i>Select from and use a range of tools and equipment to perform practical tasks such as making and cutting foods.</i></p> <p><i>Design purposeful, functional, appealing products for themselves and other uses based on design criteria</i></p>

<i>Food for Life</i>	<i>Planting and maintenance of front of school planters</i>	<i>Planting and maintenance of front of school planters</i>	<i>Planting and maintenance of front of school planters</i>	<i>Planting and maintenance of front of school planters</i>	<i>Planting and maintenance of front of school planters</i>	<i>Planting and maintenance of front of school planters</i>
<i>Geography</i>	<p><b>Magical Maps</b> Use aerial photos and plan perspectives to recognise landmarks and basic 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><b>What a Wonderful World</b> Use world maps, atlases and globes to identify the UK as well as the countries, continents and oceans studied in this key stage</p> <p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Use simple compass directions (N S E W) and locational and directional language to describe the location of features and routes on a map.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country</p>		<p><b>Africa</b> Use world maps, atlases and globes to identify the UK as well as the countries, continents and oceans studied in this key stage</p> <p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Use simple compass directions (N S E W) and locational and directional language to describe the location of features and routes on a map.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country</p>
<i>History</i>		<i>Victorians</i> <i>the lives of significant individuals in the past who</i>	<i>Titanic</i> <i>events beyond living memory that are</i>		<i>Great Fire of London</i>	

		<p>have contributed to national and international achievements.</p> <p>significant historical events, people and places in their own locality</p>	<p>significant nationally or globally</p>		<p>events beyond living memory that are significant nationally or globally</p>	
<p>Music</p>	<p>Creating vocal sounds in response to pictures and poems.</p> <p>Developing the use of vocal sounds to express feelings. Exploring expression in a conversation without words. Understanding how mood can be expressed using the voice. Recognise and respond to a steady beat with confidence. Marking beats with a metre of four. Developing a sense of beat through chant, actions and instruments.</p>	<p>Developing an expressive song performance with voices &amp; instruments. Keeping a steady beat at different speeds (tempi). Recognising and responding to changes in tempo. Responding to images in relation to tempo. Playing a steady beat at different tempi on instruments. 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. Creating and performing descriptive instrumental music inspired by British legends. Listening to and identifying contrasting sections of music. Identifying different ways of producing sounds on a range of instruments. 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. Singing with expression, paying attention to the pitch shape of the melody. Reading and creating pitch line notation. Understanding and differentiating between beat &amp; rhythm.</p>	<p>Explore different ways to organise music. Understanding pitch through singing, movement and note names. Understanding melody through songs, movement and performing on tuned percussion. Performing an updated version of a traditional rhyme with a Rap section included. Performing to an audience.</p>	<p>Understanding the term ostinato.</p> <p>Accompanying a song with three different ostinatos. Understanding how music, dance &amp; drama can combine in storytelling. Composing music to illustrate a story. Playing different patterns of beats following a score. Performing and creating rhythms using a simple score. Interpreting a score to perform different beat patterns.</p>
<p>PE</p>	<p>Real P.E</p> <p>Unit 1 Personal Skills</p> <p>I know where I am with my learning and I have begun to challenge myself I try several times if at first I don't succeed</p>	<p>Real P.E</p> <p>Unit 2 Social Skills</p> <p>I I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas</p>	<p>Real P.E</p> <p>Unit 3 Cognitive Skills</p> <p>I I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have</p>	<p>Real P.E</p> <p>Unit 4 Creative Skills</p> <p>I I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities</p>	<p>Real P.E</p> <p>Unit 5 physical Skills</p> <p>I I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of</p>	<p>Real P.E</p> <p>Unit 6 Health and Fitness</p> <p>I I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down</p>

	<p>and I ask for help when appropriate I can follow instructions, practise safely and work on simple tasks by myself</p>	<p>I can help praise and encourage others in their learning I can work sensibly with others, taking turns and sharing</p>	<p>begun to identify areas for improvement I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well I can understand and follow simple rules and can name some things I am good at</p>	<p>and differences in movements and expression I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme I can explore and describe different movements</p>	<p>skills with good control and consistency I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together</p>	<p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely I am aware of why exercise is important for good health</p>
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