

Year 2 Curriculum Overview 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Main Theme	Land Ahoy!	What a wonderful world!	Kings and Queens	Let's go to China!	Sat's revision	Sensational Safari
Educational Visits	Pirate workshop	Science museum	Hampton Court visit	London Zoo	Poetry workshop	Living Centre educational visit
Safeguarding Awareness	<ul style="list-style-type: none"> • Trips - Stranger danger, terror attacks, use of escalators • Exposure to past regimes and its impact on varying civilians • Comparing safety from then to now – how would the events of the GFOL be different if we had safety procedures from today? What could we change about our procedures? • Appreciation of housing conditions • Changes to governance to ensure health and safety and equality • E-Safety linked to Music and Computing learning and when researching from the past • How to be safe around the school • Use of scissors and awareness of how to handle equipment safely • Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure • Sharing how we feel about upsetting events that happen in the world. 	<ul style="list-style-type: none"> • Trips - Stranger danger, terror attacks, use of escalators • E-Safety linked to Music and Computing learning and when researching from the past • How to be safe around the school • How to be safe around the school • Use of scissors and awareness of how to handle equipment safely • Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure • Sharing how we feel about upsetting events that happen in the world. • Workshops – not to be alone with visitors in school • How to control your diet • Allergy awareness • Walking during cold weather conditions 	<ul style="list-style-type: none"> • Sharing how we feel about upsetting events that happen in the world. • Trips - Stranger danger, terror attacks, use of escalators • E-Safety linked to Music and Computing learning and when researching from the past • How to be safe around the school • How to be safe around the school • Use of scissors and awareness of how to handle equipment safely • Changes to governance to ensure health and safety and equality • Sharing how we feel about upsetting events that happen in the world. 	<ul style="list-style-type: none"> • Trips - Stranger danger, terror attacks, use of escalators • Workshops – not to be alone with visitors in school • Use of scissors awareness of how to handle equipment safely • Use of clay tools safely • E-Safety linked to Music and Computing learning and researching on line. • Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure • Dealing with prejudice, racism, sexism and unfairness • Sharing how we feel about upsetting events that happen in the world. 	<ul style="list-style-type: none"> • Trips - Stranger danger, terror attacks, use of escalators • E-Safety linked to Music and Computing learning • Safety procedures in handling scientific equipment • Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure • Sharing how we are feeling during stressful periods (SATS tests), mental health and well being • Science day – using a variety of resources; making slime, using litter pickers, use of microscopes, petri dishes etc 	<ul style="list-style-type: none"> • Use of scissors, hole punches and staplers, awareness of how to handle equipment safely • Use of clay tools safely • Trips - Stranger danger, terror attacks, use of escalators • Workshops – not to be alone with visitors in school • Use of scissors and how to handle equipment safely • E-Safety linked to Music and Computing learning and when researching • Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure • Sport day – keeping safe in the sun, awareness of their body's needs – water, potential injuries etc • Safety procedures in handling scientific equipment e.g. electrical equipment (wires, crocodile clips, buzzers, bulbs) • Ratha Yatra- safety of handing leaflets out to the public, safety on the streets and mindful of

						behaviour towards neighbours, residents, public
<p>English (Spoken Language, Reading, Writing, Handwriting)</p>	<p>Texts:</p> <ul style="list-style-type: none"> The ant and the grasshopper Aesop's fables <p>Genres: Retell Eyewitness accounts Descriptive writing Senses poem Fact Files Diary entry</p> <p>SPAG:</p> <p><u>Sentence types</u> (Command, question, exclamation, statements)</p> <p>Spellings for Y2 (see national curriculum)</p> <p>Common exception words</p> <p>Handwriting</p> <p>Form lower-case letters of the correct size relative to one another</p> <p>Use space in between words that reflects the size of the letters</p>	<p>Texts:</p> <ul style="list-style-type: none"> The Bear and the Piano The Red Gold dragon Flat Rabbit <p>Genres: Descriptive Writing Character Profile Monologue Letter Writing Poetry</p> <p>SPAG:</p> <p>Learn how to use familiar and unfamiliar words correctly e.g. capital letters, full stops, exclamation marks, question marks, commas for lists, apostrophes for contractions e.g. don't and possessive e.g. The girl's bag.</p> <p>Spellings for Y2 (see national curriculum)</p> <p>Common exception words</p> <p>Handwriting (to consolidate)</p> <p>Form lower-case letters of the correct size relative to one another</p> <p>Use space in between words that reflects the size of the letters</p>	<p>Texts:</p> <ul style="list-style-type: none"> Hansel & Gretel Baba Yaga and the stolen baby <p>Genres: Letter Writing Retell/Story Map Thought Battle Story Writing</p> <p>SPAG:</p> <p>Learn subordination using: when, if, that, or, because. Use verbs in the present and past forms to mark actions e.g. she is drumming, he was shouting. Use capital letters, full stops, question marks, exclamation marks to demarcate sentences-on-going all year</p> <p>Spellings for Y2 (see national curriculum)</p> <p>Common exception words</p> <p>Handwriting</p> <p>Start suing some of the diagonal and horizontal strokes needs to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Use space in between words that reflects the size of the letters</p>	<p>Texts:</p> <ul style="list-style-type: none"> Instructions Diary of a Wombat <p>Genres: Non Fiction- create a fact file on an animal of their choice Newspaper reports Postcard writing using contractions Descriptive writing Adventure stories including a postcard story</p> <p>SPAG:</p> <p>Learn how to use familiar and unfamiliar words correctly e.g. capital letters, full stops, exclamation marks, question marks, commas for lists, apostrophes for contractions e.g. don't and possessive e.g. The girl's bag. Revise previous terms learning.</p> <p>Spellings for Y2 (see national curriculum)</p> <p>Common exception words</p> <p>Handwriting (to consolidate)</p> <p>Start suing some of the diagonal and horizontal strokes needs to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>Texts</p> <ul style="list-style-type: none"> Five little senses all in a row <ul style="list-style-type: none"> My hands Who Will? <p>Genres: Letter Writing Thought Battles Monologue Alternative Ending Prequels and Sequels Poetry</p> <p>SPAG:</p> <p>Revisit all prior learning.</p> <p>Spellings for Y2 (see national curriculum)</p> <p>Common exception words</p> <p>Handwriting</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use space in between words that reflects the size of the letters</p>	<p>Texts:</p> <ul style="list-style-type: none"> Lost and found The Way Back home The Quest <p>Genres: Setting Description Leaflet/Poster Interview Character Profile</p> <p>SPAG:</p> <p>Learn how to use familiar and unfamiliar words correctly e.g. capital letters, full stops, exclamation marks, question marks, commas for lists, apostrophes for contractions e.g. don't and possessive e.g. The girl's bag. Revise previous terms learning.</p> <p>Spellings for Y2 (see national curriculum)</p> <p>Common exception words</p> <p>Handwriting (to consolidate)</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use space in between words that reflects the size of the letters</p>

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Maths	<p>Numbers within 100</p> <p>Add and subtract 2-digit numbers</p>	<p>Addition and subtraction word problems</p> <p>Measuring length</p>	<p>Graphs</p> <p>Multiplication and division 2,5 and 10</p>	<p>Time</p> <p>Fractions</p>	<p>Add and subtract two-digit numbers (regrouping and adjusting)</p> <p>Money</p>	<p>Faces, shapes and patterns; lines and turns</p> <p>Numbers within 1000</p>
Science	<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need and a suitable temperature to grow and stay healthy</p>	<p>Uses of everyday materials</p> <p>Identify and compare the suitability of a variety of everyday materials and how materials can be changed.</p>	<p>Animals, including humans</p> <p>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 amounts of different types of food, and hygiene</p>	<p>Living things and their habitats</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive identify and describe that most living things live in habitats</p> <p>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>	<p>Scientist and inventors</p> <p>To learn about the invention of the waterproof coat, and will explore other waterproof materials by carrying out simple tests. Children will find out about the work of doctors, and will learn about Elizabeth Garrett Anderson, the first woman doctor in Britain. Children will have the opportunity to create their own greenhouse based on the invention of the biomes at the Eden Project and use their greenhouse to compare the growth of plants. They will learn about how germs are spread, looking at the work of Louis Pasteur and carrying out a fun experiment to prove how far germs can spread in a few minutes. Children will set up a small world to show the effects of water pollution, as discovered by Rachel Carson during her research on ocean habitats. Finally, children will learn about the development of wind</p>	<p>The environment</p> <p>To undertake a range of activities that challenge children to engage with environmental issues and to understand the simple changes we can make to live more sustainable lives.</p> <p>Working scientifically and to apply practical scientific methods and skills. E.g. Set up a test, measure and record findings, sort objects into groups etc.</p>

					turbines and how this invention is used to generate power. Throughout the unit, children will work in a fun and hands-on way to learn about scientists and inventors.	
History	<p>Land Ahoy!</p> <p>To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some are used to compare aspects of life in different periods.</p>		<p>Kings and queens</p> <p>To learn about the significant British monarchs in history, and gives a more in-depth study of Richard III as well as asking the children to draw comparisons between Elizabeth I and Queen Victoria. The unit consolidates the children's awareness of the past and significant individuals through using timelines and making comparisons between various periods in history.</p>		<p>War and remembrance</p> <p>To learn about this significant event in British and global history: the First World War and Remembrance Day. The children will also find out about Walter Tull, a significant individual in British history who was the first black British Army officer. They will deepen their historical awareness and understanding by studying photographic primary sources and taking part in speaking and listening activities. As well as finding out why and how Remembrance Day is marked, the unit covers the experiences of soldiers in the trenches, the animals who helped them and the importance of women's roles on the Home Front.</p>	
Geography	<p>To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied in KS1.</p> <p>To use aerial photographs and plan perspectives to</p>	<p>What a wonderful world</p> <p>To learn about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and children's own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the</p>		<p>Let's go to China!</p> <p>To learn about the geography of China through focussing on the main human and physical features of the country. Extending children's knowledge of the world. Children will learn about the geographical similarities and differences between China and the UK.</p>		<p>Sensational safari</p> <p>To learn about the geography of Kenya through focusing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. Children will learn about the similarities and differences between Kenya and the UK along with continuing to</p>

	recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	world. Children continue to build on their map skills developed in Year 1 using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks.				develop their geographical skills through a variety of fun and interactive activities.
Art & DT	<p>Our fabric faces</p> <p>Children will explore and become familiar with the names of different fabrics and learn how to choose and manipulate fabrics to create different effects; they will also learn how to join fabrics in a variety of ways. Running stitch will be introduced during this unit. Finally, children get the chance to apply all of these skills to help them create their own fabric face which they will evaluate.</p>	<p>Colour Chaos</p> <p>The children will learn about choosing, using and mixing their own colours to create quality art work that shows progression in skills. The children will have the opportunity to explore the life and work of six key abstract artists and, working primarily in paint, to create pieces in a range of abstract styles.</p>	<p>Dips and dippers</p> <p>Children will learn about good food hygiene rules and using kitchen equipment to prepare food safely. Children will apply these skills when making and evaluating a healthy dip and dippers. The unit develops children's understanding of the eatwell plate and explains the importance of eating a healthy and varied diet.</p>	<p>Portraits</p> <p>Children will learn about portraits, and use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol, and create artwork inspired by them.</p>	<p>Sensational salads</p> <p>Children will learn about peeling, zesting, cutting safely and applying these skills when preparing healthy dishes. Children will learn key information about healthy eating and where their food comes from. They will gain some practical ideas about ingredients that can be combined to make interesting and healthy salads</p>	<p>Joan Miro</p> <p>Children will learn about the Spanish Catalan artist, Joan Miró, inspiring them with colour, fun, dreams, and nonsense as they create their own pieces of art. They will learn all about his Magical Realist paintings, drawing on their own experiences to create dream-like pictures about their own lives. Children will have great fun exploring printmaking with lots of different objects and materials to illustrate a nonsense alphabet. Children will love using their imaginations as they delve into Miró's Surrealist paintings and sculptures, learning new techniques and making their own unique, colourful, and exciting artworks.</p>
PE	<p>GYM – Balance</p> <p>Children will explore different ways to balance and how to make different shapes with their bodies. How to put on a 'lively' performance</p>	<p>DANCE</p> <p>Children will learn about the different ways we can move to create a sequence.</p>	<p>ATHLETICS</p> <p>Indoor games Children will practise catching, throwing, running and jumping skills. They will apply these skills in a range of activities.</p>	<p>DANCE- fables</p> <p>Use dance and movement to tell a story</p>	<p>GAMES – Team games (dodge ball)</p> <p>Team games & practise sports day games. Children will practise throwing and catching skills.</p>	<p>GAMES - Football</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>
Computing	<p>iSafe- Unit to introduce children to concept of being safe online using imaginary characters to understand risks</p>	<p>i-Search: Children will learn how to use the internet to find out answers to questions. They will learn the</p>	<p>iAnimate: Children will explore stop frame animation through story telling. They will explore narratives and</p>	<p>iPub: The children will embark on a journey through the history of computing by researching the remarkable</p>	<p>iBlog: Children will learn how to blog. They will learn that blogs are an online conversation with an</p>	<p>iDoMail: Pupils will learn about email. They will explore how email is transmitted and understand</p>

	<p>associated with sharing personal information online. How to make informed choices.</p> <p>iProgram – children will learn about algorithms and will use this to create simple animations.</p>	<p>importance of verifying the accuracy of information given on the internet.</p>	<p>combine them with images to make their own short animated scenes.</p>	<p>advances computing and technology has made throughout time. They will present their findings and develop their digital literacy skills.</p>	<p>audience that responds. The children will develop both their writing and digital literacy skills by learning how to craft both posts and responses that ask and address questions.</p>	<p>that email can be used to communicate over distances.</p>
Music	See the yearly overview for Music					
Yoga	See the yearly overview for Yoga					
PSHE	See the yearly overview for PSHE					
PRE	See the yearly overview for PRE					