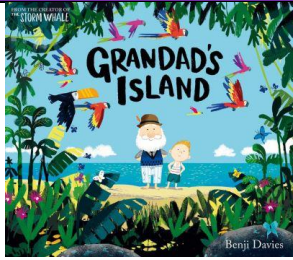
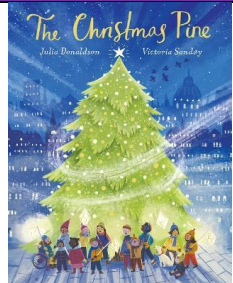

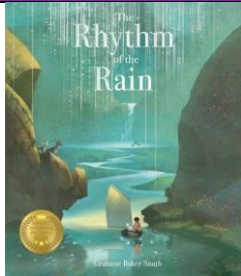
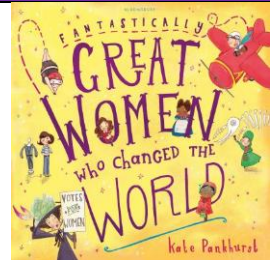





Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2						
Reading						
English	<p><u>Character description</u></p> <p><u>Poems developing vocabulary</u></p> <p><u>Simple retelling of a narrative</u></p> <p><i>Apostrophes, tense, nouns, formation of adjectives, expanded noun phrases, statement, command, questions, exclamation</i></p>	<p><u>Formal invitations</u></p> <p><u>Stories from other cultures</u></p> <p><i>Apostrophes, tense, nouns, formation of adjectives, expanded noun phrases, statement, command, questions, exclamation</i></p>	<p><u>Poetry on a theme (humorous)</u></p> <p><u>Non-chronological reports</u></p> <p><u>Formal invitations</u></p> <p><i>Commas to separate a list, past progressive and present progressive tense, Suffixes: -er and -est in adjectives, use of -ly to turn adjectives into verbs, synonyms and antonyms</i></p>	<p><u>Formal invitations</u></p> <p><u>Stories from other cultures</u></p> <p><u>Recount from personal experience</u></p> <p><i>Commas to separate a list, past progressive and present progressive tense, Suffixes: -er and -est in adjectives, use of -ly to turn adjectives into verbs, synonyms and antonyms</i></p>	<p><u>Non-chronological reports</u></p> <p><u>Simple retelling of a narrative</u></p> <p><i>Recap previous grammar</i></p>	<p><u>Recount from personal experience</u></p> <p><u>Poems developing vocabulary</u></p> <p><u>Character description</u></p> <p><u>Poetry on a theme (humorous/changes)</u></p> <p><i>Recap previous grammar</i></p>
Mathematics	<p><u>Place Value</u></p> <p>Number to 20 Counting objects to 100 by making 10's Recognising 10's and 1's</p>	<p><u>Addition and subtraction continued</u></p> <p>Subtract from 1 10</p>	<p><u>Money</u></p> <p>Count money Choose notes and coins Make the same amount Compare amounts of money Calculate with money</p>	<p><u>Length and height</u></p> <p>Measure in cm and m Compare lengths and heights Order lengths and heights</p>	<p><u>Fractions</u></p> <p>Intro to parts and whole Equal and unequal parts Recognise and find a half</p>	<p><u>Statistics</u></p> <p>Make tally charts Tables Block diagrams Draw pictograms (1-1) Interpret pictograms (1-1)</p>



	<p>Partitioning numbers to 100 Writing numbers to 100 in words Using expanded form 10's on the number line to 100 Estimating numbers on a numberline Compare objects and numbers Order objects and numbers Count in 2's, 3's, 5's and 10's</p> <p><u>Addition and Subtraction</u> Bonds to 10 Fact families Related facts Bonds to 100 (tens) Add and subtract 1's Add by making 10 Add three 1-digit numbers Add to the next 10 Add and subtract across a 10</p>	<p>Subtract a 1-digit number from a 2-digit number 10 more and less Add and subtract 10's Add two 2-digit numbers Subtract two 2-digit numbers Mixed addition and subtraction Compare number sentences Missing number problems</p> <p><u>Shape</u> Recognise 2-D and 3-D shapes Counting sides and vertices on 2-D shapes Draw 2-D shapes Lines of symmetry on shapes Sort 2-D shapes Count faces and edges and vertices on 3-D shapes Sort 3-D shapes Make patterns with 2-D and 3-D shapes</p>	<p>Make a pound Find change Two-step problems</p> <p><u>Multiplication and division</u> Recognise, make and add equal groups Intro the multiplication symbol Multiplication sentences Use arrays Make equal groups – grouping and sharing 2 times tables Diving by 2 Doubling and halving Odd and even numbers 10 times-table Divide by 10 5 times-table Divide by 5</p>	<p>Four operations with length and heights</p> <p><u>Mass, capacity and temperature</u> Compare mass Measure in g and kg Four operations with mass Compare volume and capacity Measure in ml and l Four operations with volume and capacity temperature</p>	<p>Recognise and find a quarter Recognise and find a third Find a whole Unit and non-unit fractions Recognise the equivalence of a half and two quarters Recognise and find three quarters Count in fractions upto a whole</p> <p><u>Time</u> O'clock and half past Quarter past and quarter to Tell the time past the hour Tell the time to the hour Tell the time to 5 minutes Minutes in an hour Hours in a day</p>	<p>Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10)</p> <p><u>Position and Direction</u> Language of position Describe movement Describe turns Describe movement and turns Shape patterns with turns</p>
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<p>Science</p>	<p><u>Living things</u></p> <p>Characteristics of living things</p> <p>Vertebrates and invertebrates</p> <p>Plants</p> <p>Classification</p> <p>Habitats</p>	<p><u>Animals, including humans</u></p> <p>Animals</p> <p>Change through maturation</p> <p>Needs for survival Food and exercise</p>	<p><u>Everyday Materials</u></p> <p>Materials uses</p> <p>Manipulating materials</p> <p>Absorbency</p> <p>Waterproofing</p>	<p><u>Revisit 1: Living things and their habitats</u></p> <p>Alive or not</p> <p>Connection with materials: Pet's needs (physical and material)</p>	<p><u>Plants</u></p> <p>Germination</p> <p>Sprouting</p> <p>Survival</p> <p>Plants around school</p> <p>Healthy or unhealthy</p>	<p><u>Revisit 2: Plants and animals, including humans</u></p> <p>Seeds and bulbs growth</p> <p>Plant health</p> <p>Animals, including humans' recap.</p>
<p>History</p>	<p><u>Events beyond living memory</u></p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p> <p>When was the Great Fire of London? How did the fire start?</p> <p>Why did the fire spread so quickly?</p> <p>Where did the fire spread to? How do we know about the Great Fire of London? What effect did the fire have on London?</p> <p>As a consequence of the fire, what changes were made to London?</p>	<p><u>Significant historical events, people and places in their own locality</u></p> <p>NEWMARKET</p> <p>Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement</p> <p>What is Newmarket like today? King James I: What things happened in Newmarket's past? King Charles II: What things happened in Newmarket's past? The Great Fire: What things happened in Newmarket's past?</p>	<p><u>Revisit events beyond living memory</u></p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p> <p>What do you remember about the Great Fire of London?</p> <p>What happened during the Great Fire of London?</p> <p>What was the effect of the Great Fire of London and how do we know?</p>			



		World War II: What things happened in Newmarket's past?	
Geography	<p><u>Local Area Study Human and Physical Features</u></p> <p>What are human features?</p> <p>What are physical features?</p> <p>What features does our local areas have?</p>	<p><u>Compare a small part of the UK and a contrasting Non European country</u></p> <p><u>London and Nairobi</u></p> <p>What are the countries and capital cities of the UK?</p> <p>Where is the continent of Africa?</p> <p>Where is Kenya?</p> <p>What are the physical and human features?</p> <p>Where is Nairobi?</p> <p>How are London and Nairobi similar?</p> <p>How are London and Nairobi different?</p>	<p><u>Fieldwork, mapping, and position:</u></p> <p>How do we describe places?</p> <p>What human features does this place have?</p> <p>How can we show what a place is like?</p> <p>How does the scale of map tell us what the area around the school is like?</p> <p><u>Study a small area of a contrasting non-European country</u></p> <p>Yanomami people of the rainforest.</p> <p>Where are the rainforests?</p> <p>What are they like?</p> <p>How do the Yanomami people live?</p> <p>What is different?</p> <p>What is different about my location and the Yanomami?</p>
Art	<p><u>Drawing</u></p> <p>Evoke mood and represent movement through mark making Know that the surface drawn on will create different effects</p>	<p><u>Painting</u></p> <p>Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours</p> <p>Know that colour and line can be used to show mood, movement and feelings</p>	<p><u>3D</u></p> <p>Take inspiration from the designs of indigenous art</p> <p>Create 3D sculptures using paper and cardboard</p> <p>Know sculptors make their ideas come to life by joining or moulding materials together</p>



	Be able to use a range of mark makers to create a variety of effects, depending on the surface they are placed on	Be able to select colours and painting tools and make painted marks to express feelings	Know sculptors sometimes first make small-scale models of their work called maquettes Be able to join materials together to form a 3D work of art Be able to make a small rough draft of a sculpture to explore ideas
DT	<u>Textiles</u> <u>Key concept</u> Exploring shape using a template How can you repurpose an item of clothing? Know how to cut out shapes which have been created by using a template Know how to use a range of basic sewing skills Be able to use a template to transfer a pattern	<u>Understanding materials</u> <u>Key concept</u> Manipulating materials How can you waterproof a hat? Know materials can be modified to become waterproof Be able to make paper waterproof	<u>Structures</u> <u>Key concept</u> Developing strengths in structures How strong is a piece of paper? Know paper becomes stronger when it is folded Know a load is the amount of weight a structure must carry Be able to fold paper to increase strength and stability
Music	Children will be able to: use voices expressively (correct pitch) when singing. Use tempo, dynamics, and timbre in composition. Play in time with their group. Use instruments appropriately. Sing/play a call and response. Perform composition, either on instruments or body percussion.	Children will be able to: sing melody accurately while playing instrument in time. show a range of emotions using voice. describe dynamics and timbre of pieces. play an un/known melody from letter notation with correct rhythms. compose and perform using different dynamic levels and timbres.	Children will be able to: talk about instruments in the orchestra-identifying. analyse how music can convey different moods. plan and perform a story through music, using understanding of dynamics, timbre and tempo.
Computing	<u>Computer Science</u> Understand what algorithms are. Understand how algorithms are implemented as programs on digital devices	<u>Digital Literacy</u> Use technology safely and respectfully. Keeping personal information private.	<u>Information Technology</u> Use technology purposefully to organise, store and retrieve digital content.



	<p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Recognise common uses of information technology beyond school.</p>	<p>Use technology purposefully to create and manipulate digital content.</p>			
Spanish	<p>Over the year, children will be learning and focusing on:</p> <ul style="list-style-type: none"> • My free time • What I like to eat • I love stories 					
PE	<p><u>Ball Skills</u> Rolling and receiving skills. Bouncing balls with control. Catching. Throwing.</p>	<p><u>Invasion Games</u> Understanding what sports invasion games are. Using Teamwork. Using tactics. Decision making. Competitive matches.</p>	<p><u>Gymnastics & Dance</u> Rolls. Basic actions and contrasting body shapes. Using speeds and actions to improve starting shapes. Half turns and full turns. Use gymnastic actions to make sequences. Combine rolls, travel and jumps to make sequences.</p>	<p><u>Football</u> Passing. Dribbling. Combining skills. Movement to receive. Attack v Defence. Competitive matches.</p>	<p><u>Athletics</u> Short distance running. Using agility. Long distance running. Jumping over obstacles. Jumping techniques. Throwing skills.</p>	<p><u>Striking and Fielding</u> Hand-eye co-ordination. Fielding techniques. Striking a ball with a bat. Combine skills. Matches.</p>
Sanskrit	<p>Throat family letters 'Places' topic</p>	<p>Soft-Palate family letters 'Places' topic</p>	<p>Hard-Palate family letters 'Household Items' topic</p>	<p>Teeth family letters 'Household Items' topic</p>	<p>Lips family letters 'Food' topic</p>	<p>Devanagari Consonant revision 'Food' topic</p>
Yoga	<p>We continue to encourage them to breathe deeply and fully. We introduce new breathing practices. As they are developing more strength and co-ordination at this age, we extend the range of poses they can do. We continue having dynamic class sequences with a focus on learning the yoga values of gratitude, contentment, and cleanliness.</p>					



<p>PRE</p>	<p><u>Empathy: I care...for others</u></p> <p>Recognize and distinguish different feelings (pleasant). Explain and give examples of different feelings related to sensual stimuli. Understand the feelings of characters in stories.</p>	<p><u>Self-discipline :Food glorious food!</u></p> <p>Explore and research how different cultures ‘use’ food in their cultural traditions Develop vocabulary in relationship to various ‘tastes’ Discuss the reasons for and against vegetarianism and to understand why Vaishnavas choose to be vegetarians Discuss and understand the different types of choices we have e.g. what do we eat Understand and explore the benefits of a vegetarian diet and compassion for animals. Explain the role and importance of the cow and bull in the Chaitanya tradition and how these principles impact on diet choices.</p>	<p><u>Respect: We are all part of Krishna</u></p> <p>Know and understand the concept of the spiritual self/soul, how all living beings are ‘part’ of God. Know that the world around us is part of Krishna’s energy and belongs to him and explore the implications this should have on our behaviour towards nature and resources. Know and be able to summarise the plot and main characters of the Ramayana. Know and be able to retell in their own words, the stories of Rama and the spider (RE3) and Rama and Bharata. Explore the messages of the Elephant (RE6) and the Mountain (RE5). Organise and apply knowledge about the skills to work together collaboratively for a shared goal. Understand the nature of bullying and explore ways to combat bullying</p>	<p><u>Integrity :Our best friend</u></p> <p>Know and understand the concept of the spiritual self/soul, how all living beings are ‘part’ of God. Know that the world around us is part of Krishna’s energy and belongs to him and explore the implications this should have on our behaviour towards nature and resources. Know and be able to summarise the plot and main characters of the Ramayana. Know and be able to retell in their own words, the stories of Rama and the spider (RE3) and Rama and Bharata. Explore the messages of the Elephant (RE6) and the Mountain (RE5). Organise and apply knowledge about the skills to work</p>	<p><u>Courage: Pilgrimage and building faith</u></p> <p>Define journeys, pilgrimage courage and faith using related terms Explore, meaning of Journey, pilgrimage, courage. Explain the importance of courage as described in the Gita, Krishna stories and journeys. Discuss fear, courage and other feelings in relation to their own lives, experiences and journeys and explore how it’s okay, and indeed necessary, to make mistakes as we learn. Understand special significance of Vrindavan, Mathura... as holy places or pilgrimage Apply their understanding of courage, gratitude, places of pilgrimages to attempt new tasks with a bold, positive attitude, confident</p>	<p><u>Gratitude :Our journey!</u></p> <p>Explain the meaning of being grateful. Evaluate and explain how gratitude can help in making a spiritual journey using the example of Akrura’s visit to Vrindavan. Explain where and why people visit different holy places around the world. Understand the special significance of Mayapur, Mathura and Dwarka as holy places of pilgrimage. Explore the meaning of a journey and be able to explain, in their own words, the meaning of a ‘spiritual journey’. Prepare a plan for a journey to their chosen holy place.</p>
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together
collaboratively for a
shared goal.

that Krishna loves
and protects us.
Compare journeys
and spiritual journeys



PSHE	<u>Me and my Relationships</u> Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	<u>Valuing Difference</u> Being kind and helping others Celebrating difference People who help us Listening Skills	<u>Keeping Safe</u> Safe and unsafe secrets Appropriate touch Medicine safety	<u>Rights and Respect</u> Self-regulation Online safety Looking after money – saving and spending	<u>Being my Best</u> Growth Mindset Looking after my body Hygiene and health Exercise and sleep	<u>Growing and Changing</u> Life cycles Dealing with loss Being supportive Growing and changing Privacy
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