



Year 2 Curriculum Overview 2023-2024

S Barnes-Weston & L Diplock

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SUBJECT	Autumn		Spring		Summer					
TOPIC	Magical Maps	Great Fire of London	Africa	Dinosaurs and other animals	Terrific toys (through the ages)	Healthy Me				
English	<p>Narrative – Little Red Riding Hood (3.5 weeks)</p> <p>Recount – Diary of Grandma from Little Red Riding Hood (1.5 weeks)</p> <p>Narrative - Retell from wolf's point of view (1 week)</p> <p>Recount - Geography fieldwork village walk (1 week)</p>	<p>The great fire of London episodes- BBC teach https://www.youtube.com/watch?v=DSH81jI-uAk</p> <p>Diary of Samuel Peeps</p> <p>Newspaper entry</p> <p>Drama/play script</p> <p>Description lesson- Make a house and add flames from the roof with descriptive words coming out.</p>	<p>Poetry – Kennings – African safari animals (1.5 weeks)</p> <p>Narrative - Aesop's Fables - The Hare and the Tortoise (2 weeks)</p> <p>Narrative – Alternative version of The Hare and the Tortoise based in Africa (1 week)</p> <p>Recount – Stories from other cultures- Handa's surprise (2 weeks)</p> <p>Narrative – Alternative version of Handa's Surprise based in UK (1 week)</p>	<p>Narrative - Classic Poetry- The Owl and the Pussy Cat and poetry performance (2 weeks)</p> <p>Recount – Diary – A day in the life of Mary Anning. (1 week)</p> <p>Recount – Science week Suzie's wood trip (1 week)</p> <p>Letter to inform – How dinosaurs became extinct. (1 week)</p>	<p>Instructions – How to make a thaumatrope (1.5 weeks)</p> <p>Instructions - How to make a cup and ball. (1 week)</p> <p>Letter to inform– The life of Ole Kirk Christiansen (Lego inventor) (1.5 week)</p> <p>Letter – Invitation – Nativity (1 week)</p>	<p>Narrative - Stories with recurring literary language- The Gigantic Turnip (1.5 weeks)</p> <p>Narrative - Stories with recurring literary language- The Enormous Potato- Own version (2 weeks)</p> <p>Instructions – How to grow a bean plant (1 week)</p> <p>Instructions – How to make a ____ salad (1 week)</p>				
Science	<p><u>Materials (History-Great Fire of London)</u></p> <ul style="list-style-type: none"> Can they distinguish between an object and the material from which it is made? Can they identify and name a range of everyday materials? (wood, plastic, metal, water, rock) Can they describe the simple physical properties of a variety of everyday materials? Can they explain using the key properties why a material is suitable or not suitable for a purpose? Can they compare and classify a variety of materials based on their simple physical properties? Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching) Can they identify and compare the uses of a range of everyday materials? (wood, metal, plastic, glass, brick/rock, paper/cardboard) Can they explain how things move on different surfaces? 		<p><u>Living things and their habitat</u></p> <ul style="list-style-type: none"> Can they explain the differences between living and non-living things? Can they decide whether something is living, dead or non-living? Can they describe some of the life processes common to plants and animals, including humans? Can they match certain living things to the habitats they are found in? Can they describe how a habitat provides for the basic needs of things living there? Can they describe a range of different habitats? Can they describe how plants and animals are suited to their habitat? Can they identify and name a variety of plants and animals in their habitats, including micro-habitats? Can they explain how dependency works in a habitat? Can they explain how animals get their food and draw a simple food chain? 		<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) Can they explain why animals have offspring? Can they explain that animals grow and reproduce? Can they describe what animals need to survive? Can they sort living things into groups and say why they sorted them in that way? 		<p><u>Plants</u></p> <ul style="list-style-type: none"> Can they describe what plants need to survive? Can they describe how seeds and bulbs grow into plants? Can they describe what a plant needs to grow and stay healthy? Can they explain that plants grow and reproduce? Can they compare how plants grow in different conditions by making measurements? 		<p><u>Healthy eating</u></p> <ul style="list-style-type: none"> Can they describe the importance of humans eating the right amounts of different types of food? Can they explore the different food groups? Can they identify healthy and unhealthy food and say how much of each they should have in their diet? Can they suggest improvements to their own diet and design healthy meals? Can they describe the importance of exercise for humans by finding out why humans need to exercise? Can they gather and record data to help answer questions by recording the ways exercise affects the body? Can they describe the importance of hygiene for humans? Can they name good hygiene habits? 	
Art and Design	<p><u>Paint</u></p> <ul style="list-style-type: none"> Can they respond to the work of an artist through use of lines, shapes and colours? 		<p><u>Fabricate (Geography- Safari/Africa)</u></p> <ul style="list-style-type: none"> Can they create their own loom from paper? 		<p><u>Let's sculpt (History- Dinosaurs)</u></p> <ul style="list-style-type: none"> Can they describe the work of a range of sculptors? 		<p><u>Landscapes and cityscapes</u></p> <ul style="list-style-type: none"> Can they develop a wide range of art and design techniques in using colour and texture, in the 			

	<ul style="list-style-type: none"> Can they use an artist's work as a starting point for their own shape images? Can they investigate and use the visual elements of line, colour and space in a painting? Can they make responses using the visual elements of shape and pattern? Can they design several options for a product before selecting the best and explaining their choice? Can they construct a surface in the style of an artist and discuss what they and others have done and say what they think and feel about it? Can they use a story as a starting point for imaginative work? <p>Can they identify what they might change in their current work?</p>	<ul style="list-style-type: none"> Can they weave materials into a loom, alternating between over and under? Can they consider their choices of colours and materials when making and decorating a product? Can they suggest why artists and crafts makers might have decorated their artworks or products? Can they design several options for a product before selecting the best and explaining their choice? Can they use wax to transfer a design to fabric? Can they use a paintbrush to apply dye to their wax-resist coaster to change the colour of the fabric? Can they explain the process of batik in simple terms? Can they suggest products that are made using batik fabric? 	<ul style="list-style-type: none"> Can they notice the difference between abstract and figurative sculptures? Can they design and make their own sculpture with a range of materials? Can they talk about the shapes they are using? Can they express the preferences for certain materials? 	<p>context of painting a landscape in the style of an artist?</p> <ul style="list-style-type: none"> Can they paint a landscape using colour and texture? Can they discuss a range of artists, describing the differences and similarities between different practices and disciplines? Can they use pastels to create a cityscape? Can they combine skills to create a cityscape? Can they sketch key features of a landscape? Can they use perspective? 		
Design and Technology	<p><u>Great fire of London</u></p> <p>Black silhouette of the London, pastels to create fire background</p> <p>Make Tudor homes using cardboard boxes- bend the top flaps to create the roof. Decorate with white paper and black strips of paper. Straw on the roof and then set alight on the playground.</p>	<p><u>Moving picture (Geography- safari scenes 2D and History- dinosaurs 3D)</u></p> <ul style="list-style-type: none"> Can they evaluate how well a product works? Can they draw a simple design and add annotations? Can they make a picture which aims to have 2 moving mechanisms? Can they use design criteria to help guide the making and evaluation process? 		<p><u>Fabric Bunting</u></p> <ul style="list-style-type: none"> Can they say what they like and dislike about the design of existing products? Can they use a graphics program to repeat and fill images to create an appealing design? Can they demonstrate accuracy when cutting around a fabric shape? Can they create a seam using running stitch? Can they choose appropriate fabric to add decoration? 	<p><u>Sensational salads (Science- Health and plants)</u></p> <ul style="list-style-type: none"> Can they explain that the food they eat can be split into different food groups and know that they should eat a balance of foods, including fish, to have a healthy and varied diet? Can they use the basic principles of a healthy diet to prepare dishes and start to understand why it is healthy? Can they follow a simple recipe? Can they work with some independence to correctly use measuring spoons, zesters and juicers when preparing dishes? Can they understand that fruit and vegetables are grown in different places and that fish is caught in seas, rivers and lakes? 	
ICT	<p>Unit 2.1 Coding Weeks – 5 Programs – 2Code</p>	<p>Unit 2.2 Online Safety Weeks – 3 Programs – Various</p> <p>Unit 2.3 Spreadsheets Weeks – 4 Programs – 2Calculate</p>	<p>Unit 2.4 Questioning Weeks – 5 Programs – 2Question, 2Investigate</p>	<p>Unit 2.5 Effective Searching Weeks – 3 Programs – Browser</p>	<p>Unit 2.6 Creating Pictures Weeks – 5 Programs – 2PaintAPicture</p> <p>Unit 2.7 Making Music Weeks – 3 Programs – 2Sequence</p>	<p>Unit 2.8 Presenting Ideas Weeks – 4 Programs – Various</p>
History	<p><u>History – Great Fire of London</u></p> <ul style="list-style-type: none"> London past and present- compare aspects of people's daily lives in the past and mine now. Life in the 17th Century- The events of the Great Fire What happened after the Great fire of London? 	<p><u>History – Dazzling dinosaurs (Science- animals)</u></p> <ul style="list-style-type: none"> Can they explain how living things have changed over time? Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? Can they explain how fossils provide information about the past? Can they sequence a set of events in chronological order and give reasons for their order? 		<p><u>History- The lives of significant others- Florence Nightingale, compare to modern nurses.(Science – health)</u></p> <ul style="list-style-type: none"> Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? Can they use the words past and present correctly? Can they use a range of appropriate words and phrases to describe the past? Can they sequence a set of events in chronological order and give reasons for their order? Can they explain why Britain has a special history by naming some famous events and some famous people? 		

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Geography	<p align="center"><u>Geography- Magical Mapping Isleham (Own locality)</u></p> <ul style="list-style-type: none"> • Can they name the continents of the world and find them in an atlas? • Can they name the world's oceans and find them in an atlas? • Can they name the main cities of England, Wales, Scotland and Ireland? • Can you find where they live on a map of the UK? • Can they find out about a locality by using different sources of evidence? • Can they find out about a locality by asking some good questions to someone else? • Can they describe some physical features of own locality? • Can they explain what makes a locality special? • Can they describe some human features of own locality, such as the jobs people do? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need? • Can they find the longest and shortest route using a map? 		<p align="center"><u>Geography- Sensational Safari</u></p> <ul style="list-style-type: none"> • Can they explain how the jobs people do may be different in different parts of the world? • Can they describe some places which are not near the school? • Can they describe a place outside Europe using geographical words? • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean and valley? • Can they explain where Kenya is located in the world and find Kenya on a world map or globe? • Can they draw a map of Kenya and locate the capital city, some main cities and oceans. • Can they understand what some aspects of Kenya life is link? • Can they identify features of a national park and begin to explain the difference to a game reserve? • Can they describe some differences and similarities between Kenya and the UK? • Can they begin to understand the importance of tourism to Kenya? • Can they draw a map of Kenya? • Can they consider the key features of map drawing? • Can they identify animals in Kenya and explain the concept of 'endangered species'? • Can they confidently use compass directions to move around a map? • Can they use an atlas/globe to locate accurately places and landmarks in Kenya? 		<p align="center"><u>Geography- Toys from around the world (over the ages)</u></p> <ul style="list-style-type: none"> • Lego- history of Legoland • Billund, Denmark • Other toys from around the world 	
Music	<p>Unit: Hands, Feet, Heart</p> <p>Style: South African styles</p> <p>Topic and cross curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p>	<p>Unit: Ho Ho Ho</p> <p>Style: Christmas, Big Band, Motown, Elvis, Freedom Songs</p> <p>Topic and cross curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p>	<p>Unit: I Wanna Play In A Band</p> <p>Style: Rock</p> <p>Topic and cross curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.</p>	<p>Unit: Zootime</p> <p>Style: Reggae</p> <p>Topic and cross curricular links: Animals, poetry and the historical context of musical styles.</p>	<p>Unit: Friendship Song</p> <p>Style: Pop</p> <p>Topic and cross curricular links: Friendship and being kind to one another.</p>	<p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 2</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p align="center">RECORDERS</p>
PE	<p>1 – Swimming</p> <p>2 – Dance Magical friendships</p>	<p>1 - Gym Ball, Wall & Tall</p> <p>2 - Playground games</p>	<p>1 – Dance Fire of London</p> <p>2 - Games Fundamentals 1</p>	<p>1 – games fundamentals 2</p> <p>2 – Points of Contact</p>	<p>1 – mini Olympics**</p> <p>2 – Swimming</p>	<p>1. Swimming</p> <p>2. Games - Throwing and catching</p>
RE	<p>Judaism Teshuvah / G-D Why do Jewish families talk about repentance at New Year?</p>	<p>Christianity Saviour / Jesus Why was Jesus given the name 'saviour'?</p>	<p>Islam Allah / mercy How do some Muslims show Allah is compassionate and merciful?</p>	<p>Christianity Resurrection / joy What are the best symbols of Jesus' death & resurrection at Easter?</p>	<p>Christianity Disciple / faith Why do Christians trust Jesus and follow him?</p>	<p>Judaism Torah / rabbi Why is the Torah such a joy for the Jewish community?</p>
PSHE	<p>Citizenship 5 RR 1/2 Rights, Rules and Responsibilities</p>	<p>Myself and My Relationships 6 FF 1/2 Family and Friends</p> <p>Working together.</p>	<p>Healthy & Safer Lifestyles PS 1/2 Personal Safety</p>	<p>Economic Wellbeing 1 FC 1/2 Financial Capability</p> <p>Unit ES 1/2 E-safety - Me and My Online Identity</p>	<p>Healthy & Safer Lifestyles DE 1/2 Drug Education</p>	<p>Healthy & Safer Lifestyles RS2 Relationships & Sex Education</p> <p>Myself and My Relationships 8 MC 1/2 Managing Change</p>