

Ingrave Johnstone C of E Primary School Year 2 Curriculum Overview

Year Group: 2			
Subject	Autumn Term The Great Fire of London/Be Yourself!	Spring Term All Living Things/Hot and Cold Places	Summer Term Kings and Queens/Coasts
English	<p>Autumn</p> <p>Poems with a structure - Riddles</p> <p>Non-chronological report</p> <p>Stories as a theme</p> <p>Instructions</p>	<p>Spring</p> <p>Stories with familiar settings</p> <p>Traditional tales with a twist</p> <p>Persuasion</p>	<p>Summer</p> <p>Animal Adventure Stories</p> <p>Classic poems</p> <p>Stories by the same author</p> <p>Poems on a theme</p>
Maths	<p>Autumn</p> <p>Number: Place Value (within 100)</p> <p>Number: Addition and Subtraction (including no bonds to 20 and 100)</p> <p>Number: Addition and Subtraction</p> <p>Measurement: Money (count money and make quantities, total, find change etc)</p> <p>Number: Multiplication and Division (equal groups, intro to x sign, 2 5 and 10 x table)</p>	<p>Spring</p> <p>Number: Multiplication and Division (equal groups, divide by 2, 5 and 10)</p> <p>Statistics (tally, pictograms, block diagrams)</p> <p>Geometry: Properties of Shape (count properties, lines of symmetry, pattern making)</p> <p>Number: Fractions (half, quarter, third, equivalence, count in fractions)</p> <p>Measurement: Length and Height (measure length in cm and m, compare and order)</p> <p>Consolidation</p>	<p>Summer</p> <p>Position and Direction (describing movement and turns)</p> <p>Problem Solving and Efficient Methods (SATs prep)</p> <p>Measurement: Time (o'clock, half past, quarter past/to, telling time to 5 mins)</p> <p>Measurement: Time</p> <p>Measurement: Mass, Capacity and Temperature (compare mass, g and kg, ml and l)</p> <p>Investigations</p>

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<p style="text-align: center;">Science</p> <p style="text-align: center;">Ongoing</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions 	<p style="text-align: center;">Uses of Everyday Materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p style="text-align: center;">Animals inc 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 style="text-align: center;">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 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. Identify and name a variety of plants and animals in their habitats, including micro-habitats. 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 style="text-align: center;">Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
<p style="text-align: center;">RE</p>	<p style="text-align: center;">Autumn</p> <p>Enquiry 1: Theology: Why is light an important symbol for Christians, Jews and Hindus? Christian, Jewish, Hindu</p> <p>Where beliefs come from Retell a narrative, story or important text from at</p>	<p style="text-align: center;">Spring</p> <p>Enquiry 3: Human & Social Science: How do Christians belong to their faith family?</p> <p>The diverse nature of religion Recognise the names of different religions, religious</p>	<p style="text-align: center;">Summer</p> <p>Enquiry 5: Philosophy: Why do people have different views about the idea of God?</p> <p>The Nature of knowledge, meaning and existence Talk about the questions a story or practice from a religion or</p>

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	<p>least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.</p> <p>How beliefs shape the way believers see the world and each other Give different examples of how _____ beliefs influence daily life.</p> <p>Enquiry 2: Theology: What does the nativity story teach Christians about Jesus?</p> <p>Where beliefs come from Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.</p> <p>How beliefs relate to each other Recognise that some beliefs connect together and begin to talk about these connections.</p> <p>How beliefs shape the way believers see the world and each other Give different examples of how _____ beliefs influence daily life</p>	<p>beliefs and worldviews and use them correctly.</p> <p>Diverse ways in which people practice and express beliefs Identify evidence of religion and belief especially in the local area.</p> <p>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.</p> <p>Enquiry 4: Human & Social Science: How do Jewish people celebrate Passover (Pesach)?</p> <p>The diverse nature of religion Recognise the names of different religions, religious beliefs and worldviews and use them correctly.</p> <p>Diverse ways in which people practice and express beliefs Identify evidence of religion and belief especially in the local area.</p> <p>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>worldview might make them ask about the world around them Talk about what people mean when they say they 'know' something.</p> <p>How and whether things make sense Give a reason to say why someone might hold a particular belief using the word 'because'</p>
Computing	Autumn	Spring	Summer

	Unit: Recognising use of IT Unit: Typing Unit: Internet safety Unit: Digital art	Unit: Internet research Unit: E-books Unit: Data handling Unit: Using pictograms	Unit: Developing programming Unit: Programming with scratch
History	<p align="center">Great Fire of London</p> <p>Enquiry question: What happened to London during the fire of 1666?</p> <p>The Great Fire of London was in 1666. It started in a baker's shop in Pudding Lane. It burned for 5 days. Only 6 people are known to have died. Thousands of people had to flee-many by water on boats in the River Thames. 13,000 houses were destroyed. St Paul's Cathedral was destroyed in the fire and rebuilt by Sir Christopher Wren. The King took control of the situation and ordered that houses were blown up or pulled down to help control the fire. Samuel Pepys wrote a famous account of the fire.</p>	<p align="center">Be Yourself!</p> <p>Enquiry question: What makes them so significant?</p> <p>Rosa Parks was born in Alabama USA in 1913 On 1st December 1955 Rosa boarded a bus after a long day at work and sat in a seat for white people. She was arrested. The Montgomery Bus Boycott followed and black people refused to travel by bus. At the time in the USA white and black people had separate laws and were segregated eg they could not travel on the same buses, go to the same schools, toilets, restaurants After 381 days the laws were changed because it was recognised that they were unfair.</p> <p>Emily Davidson was a Suffragette, who believed that women should have the same voting rights as men. In June 1913 she ran in front of the King's horse, running in the Derby, and was killed.</p>	<p align="center">Kings and Queens</p> <p>Enquiry question: What's so special about a King or Queen?</p> <p>Comparing and contrasting the reigns of Henry VIII and Queen Elizabeth II. Henry had 6 wives-two of whom were executed! He lived at Hampton Court and kept prisoners in the Tower of London. The Queen had 1 husband and lived in Buckingham Palace. He reigned for 38 years; the Queen reigned for 70 years and is the longest reigning monarch in history! Henry had 1 son and 2 daughters by 3 different wives. The Queen had 4 children-the eldest is now Charles III King of England.</p>
Geography	<p align="center">Wonderful World</p> <p>Enquiry question – Why is our world wonderful?</p> <p>Learning about the world's wonders, the names and locations of the world's oceans</p>	<p align="center">Hot and Cold Places</p> <p>Enquiry question – Would you prefer to live in a hot or cold place?</p> <p>Introducing children to the basic concept of climate zones and mapping out hot and</p>	<p align="center">Jurassic Coast</p> <p>Enquiry question –What is it like to live by the coast?</p> <p>Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding</p>

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	and considering what is unique about the local area.	cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.	seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.
Art	<p>Craft and design: Map it out</p> <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p>Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the</p>	<p>Painting and mixed media: Life in colour</p> <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p>Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the</p>	<p>Sculpture and 3D: Clay houses</p> <p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p>Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used.</p>

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	<p>techniques used. Apply their own understanding of art materials learnt from artists' work to begin purposefully choosing materials for a specific effect.</p> <p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p>	<p>techniques used. Apply their own understanding of art materials learnt from artists' work to begin purposefully choosing materials for a specific effect.</p> <p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p>	<p>Apply their own understanding of art materials learnt from artists' work to begin purposefully choosing materials for a specific effect.</p> <p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p>
<p>Design and Technology</p> <p>DT Day: Cooking and nutrition: Balanced diet</p>	<p>Structures: Baby Bear's Chair</p> <p>Identify man-made and natural structures. Identify stable and unstable structural shapes. Contribute to discussions. Identify features that make a chair stable. Work independently to make a stable structure, following a demonstration. Explain how their ideas would be suitable for Baby Bear. Produce a model that supports a teddy, using the appropriate materials and construction techniques. Explain how they made their model strong, stiff and stable.</p>	<p>Mechanisms: Fairground Wheel</p> <p>Describe how axles help wheels move a vehicle and design and label a working fairground wheel. Evaluate different designs. Describe the properties of different materials and select appropriate materials for the wheel. Build a stable structure, test elements of the design and adapt the design as necessary. Make the wheel rotate, evaluate a wheel mechanism and adapt it as necessary. Recall that a survey is used to find out what people like, tally results and use the results to inform the design. Add pods for the correct number of people and ensure that the pods stay</p>	<p>Mechanisms: Making a Moving Monster</p> <p>Identify the correct terms for levers, linkages and pivots. Analyse popular toys with the correct terminology. Create functional linkages that produce the desired input and output motions. Design monsters suitable for children, which satisfy most of the design criteria. Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. Select and assemble materials to create their planned monster features. Assemble the monster to their linkages without affecting their functionality.</p>

		upright when rotating around a fixed point. Explain the decisions for the pod design.	
PE	<p align="center">Autumn</p> <p>My and Myself Unit: Football Unit: Tennis</p> <p>Movement and Catching Unit: Tag Rugby Unit: Gymnastics</p>	<p align="center">Spring</p> <p>Throwing and Catching Unit: Fitness Unit: Hockey</p> <p>Fun and Games Unit: Orienteering Unit: Dodgeball</p>	<p align="center">Summer</p> <p>Dance Unit: Dance Unit: Netball</p> <p>Working with Others Unit: Athletics Unit: Cricket</p>
Music	<p align="center">Listen and Appraise</p> <p>To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.</p> <p align="center">Singing</p> <p>To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.</p>	<p align="center">Listen and Appraise</p> <p align="center">Playing</p> <p>Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.</p> <p align="center">Improvisation</p> <p>Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.</p>	<p align="center">Listen and Appraise</p> <p align="center">Composition</p> <p>Composing is like writing a story with music. Everyone can compose.</p> <p align="center">Performance</p> <p>A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.</p>

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PSHE	Relationships	Living In The Wider World	Health and Wellbeing
	<p>Families and Friendships and Safe Relationships</p> <p>Talk about the teams I belong to, be a good listener, explain how to be kind and why it is important, talk about unkind behaviour like teasing and bullying, explain how to be a positive learner, identify good and not-so-good choices.</p> <p>Respecting Ourselves and Others</p> <p>Talk about what makes me special, name some of the different feelings I have and describe how they feel, talk about things I like that make me happy, talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings, discuss how change and loss make me feel, share what I think and feel with confidence.</p>	<p>Belonging to a Community and Media Literacy and Digital Resilience</p> <p>Describe ways that I can help my school community, describe ways that I can be a good neighbour, identify things that help and harm my neighbourhood, describe what it is like to live in the British Isles, explore how people living in the British Isles can be different and how they are the same, talk about being British and living in the British Isles.</p> <p>Money and Work</p> <p>Think of star qualities I already have and those I would like to develop, explain how a positive learning attitude can help me, talk about jobs people can do and tell my friends what I want to be when I grow up, understand that it is a person's interests and skills that make them suited to doing a job, think about things I would like to achieve in the future, think about changes which might happen to me and consider how I feel about them.</p>	<p>Physical health and mental wellbeing</p> <p>Understand how happy thoughts can make me feel good, make good choices and consider the impact of my decisions, set myself goals and consider how to achieve them, discuss my feelings and opinions with others and cope with difficult emotions, discuss things I am thankful for and focus on what I do have rather than what I don't have, focus on what is happening now and how I am feeling.</p> <p>Growing and changing and keeping safe</p> <p>Know I can choose what happens to my body, make healthy choices about sleep and exercise, make healthy choices about food and drink, know how to keep my body clean, know what is safe to eat or drink, choose to keep my mind and body healthy and safe.</p>

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