


Year 2 Curriculum Overview

	Spring Term	
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Experiences/Visitors	Growing Cress and Sunflowers Preparing and Eating a Healthy Salad.	Spanish Day Year 2 assembly Traditional Ghanaian Food Tasting
Language	<ul style="list-style-type: none"> English: water, after, grow, last, plant, chronological, imperative verbs, time adverbials, headings, sub-headings, introduction, adverbs Reading: complete, botanist, entomology, laboratory, fascinated, delighted, cyanotype, engravings, illustrations, chemicals, photography, sequence, predict, infer, scientific, image, summarise, retrieve, explain, vocabulary, fluency, intonation, expression, fiction, non-fiction, information Maths: same, different, value, generalisation, addend, total, sum, subtrahend, minuend, difference, equation, expression, representation, bridging 10, bridging through 10, bridging from 10, more, less Science: energy, data, light, shade, sun, warm, cool, water, grow, healthy, temperature Geography: England, Scotland, Wales, Northern Ireland, North, South, East, West, similarities, differences, characteristics geographer, physical geography, human geography, nation(s), national, customs/traditions, landmark DT: familiar, flesh, core, peel, slice, ingredients, sew, thread, stitch Music: alternative, ambiguous, rhythm, compose, audience, question and answer, duration, beat, performance, audience, quaver, crotchet Computing: list, statistics, instruction, sequence, clear, algorithm, order, prediction, artwork, design, route, mat, debugging PSHE: career, normal, trust, worried, gender, stereotype PE: front support, back support, crab, l-sit, pike shape, straddle, broad jump, frog jump RE: commit, Torah, Shabbat, Jewish, Synagogue, tallit, forgive 	<ul style="list-style-type: none"> English: non-chronological report, recount, subordination, co-ordination, headings, sub-headings, introduction, caption, picture, Ghana, time adverbials, equator, climate, location, traditional, cuisine, Flamenco, cubism Reading: sequence, example, predict, infer, explain, retrieve, vocabulary, opinions, fiction, compare, describe, colonization, slavery, ancient, thriving, secret, invaders, ruler, plucks Maths: same, different, value, generalisation, addend, total, sum, subtrahend, minuend, difference, equation, expression, representation, regrouping, exchange Science: similarity, difference, Living, dead, never been alive, suitable, food chain, shelter, habitat Geography: contrasting, compare, surroundings, area, locality DT: trace, sew, thread, stitch Music: source, notated, graphic, pictorial, pattern, improvisation improvise Computing: select, above music, quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo, rhythm, notes, emotion, beat, instrument, open, edit PSHE: appearance, relaxed, tone, race, racism, anti-racism PE: serve, repeat, copy, underarm, phrase RE: significant, Palm Sunday, Good Friday, The Last supper, Symbolised, Crucified, Easter Sunday
English	<ul style="list-style-type: none"> Holiday News - adjectives, past tense verbs Instructions: Time adverbials, co-ordinating/sub-ordinating conjunctions, imperative verbs, adverbs Poetry - rap - noun phrases, expanded noun phrases, similes 	<ul style="list-style-type: none"> Non-chronological report - Ghana and the UK - subordination and co-ordination, expanded noun phrases <p>Recount Spanish Day - past tense, time adverbials, adverbs</p>
Reading	<p>Guided Reading The Bluest of Blues - Fiction - VIPERS: vocabulary, infer, predict, explain, retrieve, sequence</p> <p>Fluency: The United Kingdom - Non Fiction I can read aloud many words quickly and accurately without overt sounding and blending. I enjoy listening to, discussing and expressing my views about a wide range of contemporary and classic poetry, stories and non-fiction books at a level beyond I can read independently.</p>	<p>Guided Reading Our Story Starts in Africa - Fiction- VIPERS: vocabulary, infer, predict, explain, retrieve, sequence</p> <p>Fluency: UK Vegetable Rap - I can read aloud many words quickly and accurately without overt sounding and blending. I enjoy listening to, discussing and expressing my views about a wide range of contemporary and classic poetry, stories and non-fiction books at a level beyond I can read independently.</p>
Maths	<ul style="list-style-type: none"> Addition Subtraction 	<ul style="list-style-type: none"> Addition Subtraction

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Science	<p><u>Plants</u> BIG QUESTION: What happens when healthy plants grow?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> I know what a healthy and unhealthy plant looks like. I know the stages of plant growth: seed/bean, germination, roots, leaves, flowers, fruit, mature plant, plant dies. I know plants need water, light, soil and a suitable temperature to grow and stay healthy. <p>Skills:</p> <p>Performing simple tests</p> <ul style="list-style-type: none"> Begin to make predictions. Do things in the correct order when performing a simple test and begin to recognise when something is unfair. <p>Observing closely, using simple equipment</p> <ul style="list-style-type: none"> Observe something closely and describe changes over time. Use simple equipment, such as hand lenses or egg timers to take measurements, make observations and carry out simple tests. <p>Using their observations and ideas to suggest answers to questions</p> <ul style="list-style-type: none"> Use simple scientific language to explain what they have found out
Geography	<div> <div> <p>BIG QUESTION: What are the key places to visit in the UK and what is special about them?</p> <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> I know the four countries or ‘nations’ within the UK (i.e. England, Scotland, Wales and Northern Ireland). I can describe the countries of the UK in terms of identifiable features such as the people, language, national customs/ traditions and food. I know the capital cities of the 4 nations within the UK. <p><u>Mapping skills:</u></p> <ul style="list-style-type: none"> I can use simple compass directions (North, South, East, West) to describe the location of features on a map. </div> <div> <p>Big Questions: Would I like to live in a Ghanaian town?</p> <p>Knowledge and Skills: Locational knowledge:</p> <ul style="list-style-type: none"> I know the names and locations of the 7 continents and 5 oceans in the world. I know that the United Kingdom is located in the Northern hemisphere and in Europe. <p>Place knowledge</p> <ul style="list-style-type: none"> I can name a place that is similar and different to where I live. <p>Physical and human geography:</p> <ul style="list-style-type: none"> I can identify geographical similarities and differences in terms of physical and human features of a small area of the UK and a contrasting non-European country (Ghana). </div> </div>
Art/DT	<div> <div> <p>BIG QUESTION: How do we prepare ingredients when cooking?</p> <p>Knowledge: <u>Technical knowledge</u></p> <ul style="list-style-type: none"> Discuss and share examples of where materials have both functional properties and aesthetic qualities and can be combined and mixed to create more useful characteristics. Follow safe procedures for food safety and hygiene. <p><u>Research</u></p> <ul style="list-style-type: none"> Evaluate existing products to understand: how well products have been designed and made, why certain materials have been chosen, what methods of construction have been used. <p><u>Research to develop design criteria</u></p> <ul style="list-style-type: none"> Use experience and knowledge to develop specific design criteria in order for the product to perform the purpose. Develop simple design criteria to inform their planning ideas. Describe the purpose of their products and indicate the design features of their products that will appeal to intended users. <p>Skills: <u>Design</u></p> <ul style="list-style-type: none"> Discuss with peers how to design a product for a purpose. <p><u>Plan</u></p> <ul style="list-style-type: none"> Share and communicate ideas for others to use through talking, drawing, annotation, mock ups and templates <p><u>Make</u></p> <ul style="list-style-type: none"> Independently, select from a wider range of tools and equipment to perform specific tasks to </div> <div> <p>Knowledge: <u>Technical knowledge</u></p> <ul style="list-style-type: none"> Discuss and share examples of where materials have both functional properties and aesthetic qualities and can be combined and mixed to create more useful characteristics. <p><u>Research</u></p> <ul style="list-style-type: none"> Evaluate existing products to understand: how well products have been designed and made, why certain materials have been chosen, what methods of construction have been used. <p><u>Research to develop design criteria</u></p> <ul style="list-style-type: none"> Use experience and knowledge to develop specific design criteria in order for the product to perform the purpose. Develop simple design criteria to inform their planning ideas. Describe the purpose of their products and indicate the design features of their products that will appeal to intended users. <p>Skills: <u>Design</u></p> <ul style="list-style-type: none"> Discuss with peers how to design a product for a purpose. <p><u>Plan</u></p> <ul style="list-style-type: none"> Share and communicate ideas for others to use through talking, drawing, annotation, mock ups and templates <p><u>Make</u></p> <ul style="list-style-type: none"> Independently, select from a wider range of tools and equipment to perform specific tasks to make their product. Choose and use appropriate and appealing finishing techniques. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> Evaluate ideas and finished products against criteria and consider the views of others to </div> </div>

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	<p>make their product.</p> <ul style="list-style-type: none"> Choose and use appropriate and appealing finishing techniques. <p>Evaluate</p> <ul style="list-style-type: none"> Evaluate ideas and finished products against criteria and consider the views of others to improve work. <p>Skill development for food and nutrition: Slicing, peeling</p>	<p>improve work.</p> <p>Skill development for textiles: Skill sewing, threading, stitching</p>
Computing	<p>BIG QUESTION: How do you programme a robot to avoid obstacles?</p> <p>Robot algorithms</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Creating and debugging programs, and using logical reasoning to make predictions. <p>Skills:</p> <ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Recognise common uses of information technology beyond school <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	
PSHE/RSE	<p>Mental Health and Wellbeing BIG QUESTION: What positive routines can improve my mental health and wellbeing?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Exploring concepts of MH&WB, big feelings; 5 ways to well-being: Importance of sleep Our body health and feelings health are both as important for being a healthy person. Everybody's feelings go up and down. This is normal. It is ok to talk about feelings. Positive routines for better bedtimes and sleep. The importance of talking to a trusted adult if a child is feeling worried. Feeling worried is a normal part of the range of feelings someone might feel during a day. Feeling worried is an emotion. It is normal to have emotions in response to things that are happening around us and we use feelings words to describe how we feel (happy, sad, excited, worried). Worries are thoughts and feelings about something that is happening or might be going to happen that makes someone feel unsafe. Everybody feels worried sometimes. <ul style="list-style-type: none"> Understanding emotions related to each zone and how they might make us react. <p>Skills:</p> <ul style="list-style-type: none"> I can listen to my body clues and recognise my feelings. I can tell you what can help our bodies and our minds to feel good. I can tell you why we need sleep and how sleep keeps us healthy. I can tell you what stops us from sleeping. I can tell you how I can have better bedtimes. I can tell you what feeling worried means. I can tell you what some healthy ways are to manage our worries. I can tell you what I might say or do if I feel worried. I can tell you where I can get help. <p>Careers and Gender BIG QUESTION: What is gender?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Jobs / careers are for people not for just women or just men. It is ok to want to do any job) regardless of if you are a girl or a boy. Gender neutral language for jobs e.g. head teacher. Gender stereotypes limit everyone's choices. It is not ok to put someone down because of their gender. There is more than one way to be a girl or a boy. <p>Skills:</p> <ul style="list-style-type: none"> I can tell you about jobs that are for everyone not just girls or boys/ women/ men. I know that jobs / careers are for people not for just women or just men. I can aspire to do any job I want regardless if I am a girl or a boy. I can recognise and use gender neutral language for jobs e.g. head teacher 	<p>Good to be me (GARS) BIG QUESTION: What is the same and what is different about our families?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Focus on Identity and belonging - exploring race and ethnicity. What makes me glad to be me? What is the same and what is different about our families and what we do at home? What do we celebrate? Which festivals and celebrations does my family observe? How do we treat each other with respect? What is racist behaviour? <p>Skills:</p> <ul style="list-style-type: none"> I can tell you what is the same and different about each other. I can tell you what makes me and others feel happy and proud. I know what makes me glad to be me. I know which celebrations my family observes. I know how to treat each other with respect. I can recognise racist behaviour. I can describe my own and someone else's skin tone with positive and respectful words. I know what to do or say if someone is mean about someone else's skin tone. <p>Health & Drugs Education</p> <p>BIG QUESTION: What are the safety rules for medicines?</p> <ul style="list-style-type: none"> Healthy choices and Safety at home and in the community Choose healthier everyday habits: People make choices every day which can have a positive impact on their current and future health. These choices include what you eat and drink, how much you exercise and sleep and hygiene routines how we look after our mental health and well-being. Importance of mental and physical health Concepts of safer and riskier regarding use of everyday medicines and household products Safety rules for medicines (including not sharing medicines; dosage and storage) All different all equal Safety and risk in the home and local environment Safety network - helping hands. <p>Skills:</p> <ul style="list-style-type: none"> I can tell you about choices I can make to be healthier. I can tell you ways to make walking to school healthy and fun. I can tell you how to relax. I can tell you how to take medicines safely. I can tell you how medicines can help some people stay well and help others feel better. I can tell you about risks and hazards in my home and local environment. <p>I can tell you how I can get help</p>

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	<ul style="list-style-type: none"> I know that gender stereotypes limit everyone's choices. I understand that it is not ok to put someone down because of their gender. I know there is more than one way to be a girl or a boy. <p>Online Safety BIG QUESTION: What is safe screen time? Knowledge:</p> <ul style="list-style-type: none"> Online activity Gaming Being kind online Clicking carefully Safe screen time <p>Skills:</p> <ul style="list-style-type: none"> I understand what someone my age might do online. <p>I know what technology is safe for me to use and how to stay safe when using it.</p>	
Music	<p>BIG QUESTION: How can we remember rhythm to play?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm. To recognise crotchet and quaver <p>Skills: <u>Listening</u> Hear and clap rhythms in songs</p> <p><u>Singing and playing</u> I can sing verse songs and chorus at the correct times from memory</p> <p><u>Composing</u> I can hear and clap simple rhythms eg</p> <div data-bbox="658 1003 896 1234"> </div> <p><u>Performing</u> I can clap the rhythm of my name and my friends name over a track.</p> <p><u>Transcribing and using symbols</u> I can follow rhythm patterns using stick notation (introduce crotchet and quaver)</p>	<p>BIG QUESTION: Can instruments help us tell a story?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre. <p>Skills: <u>Listening</u> I can begin to notice changes in timbre if instruments are played in different ways</p> <p><u>Singing and playing</u> I can use long/short sounds when singing or playing and match them to movement</p> <p><u>Composing</u> I can create music in response to stimuli</p> <p><u>Performing</u> I can choose sounds which create an effect (long/short/quiet/loud)</p> <p><u>Transcribing and using symbols</u> I can create rhythm patterns using stick notation</p>
RE	<p>BIG QUESTION: What is Shabbat and why is it important to Jewish people?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To identify, describe and give examples of why Shabbat is important to Jewish people. To give examples of what Jewish people do on Rosh Hashanah and why. To describe key features of a synagogue. To think and talk about what they are thankful for. <p>Skills:</p> <ul style="list-style-type: none"> I can give examples of what difference it makes to follow a religion. <p>I can think, talk and ask questions about religion and belief for themselves.</p>	<p>BIG QUESTION: <u>Why is The Easter story important to Christians?</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> To understand and describe the importance of Palm Sunday. To understand the importance of the bread and wine at the last supper. To give examples of what happens in church today particularly at Holy Communion. To look at a painting of the last supper and be able to describe simply what happened on Maundy Thursday. To order and talk simply about the events of Holy week. <p>Skills:</p> <ul style="list-style-type: none"> 'Identify beliefs, describe them simply, give examples, suggest meanings' <p>'Give examples of what difference it makes to follow a religion'</p>
PE and Sport	<p>Outdoor - Run, jump and throw</p> <p>BIG QUESTION: What is body strength?</p> <p>Knowledge: Know/understand</p>	<p>Outdoor - Send and return</p> <p>BIG QUESTION: What can I do to work with a partner and a ball effectively?</p> <p>Knowledge: Know/understand</p>

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	<ul style="list-style-type: none">• How to talk about changes in the body after exercise• How to work as part of a team when throwing and catching• How to talk about strength in exercises <p>Skills:</p> <ul style="list-style-type: none">• Verbalising feelings about an activity• Developing strength• Developing muscle strength to create power• Breathing technique for running• Working cooperatively with others (throwing and catching)• Working as part of a team (multi-skills) <p>Indoor - Gymnastics</p> <p>BIG QUESTION: How can I use my body to make and hold different shapes?</p> <p>Knowledge: Know/understand</p> <ul style="list-style-type: none">• How to use muscles to create tension and extension in shapes and balances• The concept of rhythm in a sequence of moves <p>Skills:</p> <ul style="list-style-type: none">• Demonstrate releve walk and front support• Body control - arch & dish• Back support and crab walk• Introduce frog jump and L-sit• Pike shape and broad jump<ul style="list-style-type: none">➢ Rhythm in sequence	<ul style="list-style-type: none">• How to work with a partner cooperatively with a ball• How hard to throw or hit a ball• How to start a rally by serving• How to play competitively but fairly <p>Skills:</p> <ul style="list-style-type: none">• Feeding ball consistently to partner• Moving the ball around the court• Identifying space• Underarm serving from the hand• Striking volleyball with an overarm shot• Playing competitively and managing self <p>Indoor - Dance</p> <p>BIG QUESTION: What is a ‘phrase’ in dance and how can we link them?</p> <p>Knowledge: Know/understand</p> <ul style="list-style-type: none">• How to use a clock face to create dance moves• What a phrase is• How to link phrases together• What a formation is• What a movement pathway is <p>Skills:</p> <ul style="list-style-type: none">• Identifying contrast and emotion in movements• Use a clock face to create dance moves• Link phrases to create a longer dance piece• Copying and repeating• Working in formations <p>Movement pathways</p>
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