


Year 2 Curriculum Overview

	Autumn Term	
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	Fire! Fire!	Our City
Experiences/Visitors	Burning of the houses - Re-enactment of the Great Fire of London!	Beach trip - Collecting data from Brighton residents
Language	<p><u>English</u> special, billowing, crimson, embers, glowing, crackling, scorching, blazing, scampered, safe, careful, caution, great, diary, recount, poetry, first person, noun, adjective, verb, expanded, phrase, rehearsal</p> <p><u>Reading</u> complete, describe, select, sequence, predict, infer, create, image, summarise, information, section, retrieve, explain, vocabulary, fluency, intonation, expression, enormous, pitch, crowded, noticed, wealthy, demolish, unrecognisable, ashes, rebuilt</p> <p><u>Maths</u> same, different, multiples, value, greater than, less than, generalisation, addend, total, cardinal number, consecutive, ordinal number, sum, subtrahend, minuend, difference, pound, pence, coin, expression, addend, representation</p> <p><u>Science</u> investigate, properties, characteristics, material, opaque, transparent, translucent, flexible, rigid, twist, squash, bend, stretch</p> <p><u>History</u> parliament, chronological, significance, artefacts, eyewitness account, Historian</p> <p><u>Art</u> evaluation, input, draft, bright, primary, secondary, warm, vibrant, deep, blend, vibrant, deep, tone, shading, Pointillism, colour wash</p> <p><u>Music</u> impact, portion, represent, tune, melody, pitch, symbol, opinion, leader, melodies</p> <p><u>Computing</u> document, secure, recover, Information technology (IT), barcode, scanner/scan, double-click, typing</p> <p><u>PSHE</u> Environment, hopes, positive, contribution, community, characteristic, democracy</p> <p><u>PE</u> linking, obstacle relay, agility, static dynamic</p> <p><u>RE</u> interpretation, image, Jesus, Christian, God, loss, disciple</p>	<p><u>English</u> Non-chronological, pier, ruins, arcades, amusements, recount, bustling, factual, third person, popular, time adverbial, first, next, then, after, penultimately, finally, question, explanation</p> <p><u>Reading</u> sequence, example, predict, infer, create, image, summarise, reason, decide, indicate, genre, explain, vocabulary, retrieve, intonation, expression, tucked, quilted, charabancs, resort, aboard,</p> <p><u>Maths</u> partition, generalisation, partition, addend, sum, array, subitise, equal, minuend, subtrahend, difference, pound, penny, coin, value, digit, dual counting, flexible</p> <p><u>Science</u> similarity, difference, Living, dead, never been alive, suitable, food chain, shelter, habitat</p> <p><u>Geography</u> record, aerial photograph, perspective, bird's-eye view</p> <p><u>Art</u> media, constant, priority, collage, sculpture, structure, assemble, construct, model, fold, bend, attach, statue, stone, metal, curve, form, clay, impress, texture, cutting, shapes, sticking, texture, rough, soft, crunch, smooth, hard, delicate, overlap, bumpy</p> <p><u>Music</u> effect, composition, melodies, dynamics, tempo</p> <p><u>Computing</u> select, above music, quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo, rhythm, notes, emotion, beat, instrument, open, edit</p> <p><u>PSHE</u> view, equal, positive, disability, honesty, compliment</p> <p><u>PE</u> sequence, duet, solo, dominant hand, non-dominant</p> <p><u>RE</u> symbolic, Hannukkah, heal, Bartimaeus, Magi, myrrh, frankincense</p>
English	<ul style="list-style-type: none"> Non - Chronological Report - Someone special to me Fire poetry Historical Recount - Vlad diaries Recount of burning the houses 	<ul style="list-style-type: none"> Brighton non-chronological report Recount trip
Reading	<p>Guided Reading Vlad and the Great Fire of London - Fiction The Great Fire of London- 350th Anniversary Edition - Non-fiction</p> <p>Fluency: Fire poem</p>	<p>Guided Reading Home for Grace - Fiction Seaside Holidays Now and Then - Non-fiction</p> <p>Fluency: Seaside Holidays Now and Then (pg.4 & 5)</p>
Maths	<ul style="list-style-type: none"> Place Value Composition of numbers to 20 Tens and ones 	<ul style="list-style-type: none"> Calculation- Addition and Subtraction

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Science	<p>Uses of Everyday Materials Big Question: How can different materials be used and changed?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> I can identify what material objects are made from. I can explain what different materials (wood, plastic, glass, cardboard, metal, brick, paper) can be used for. I know that some solid objects made from some materials can be changed by squashing, bending, twisting and stretching. I know that plastic, metal, fabric and elastic can be bent and twisted. I know that clay/plasticine can be squashed. I know that elastic can be stretched. <p>Skills:</p> <ul style="list-style-type: none"> I can compare the suitability of a variety of everyday materials for particular uses. For example: fences made of wood, houses made of bricks. <p>Gathering and recording data to help in answering questions</p> <ul style="list-style-type: none"> Gather data, record and talk about their findings, in a range of ways, using simple scientific vocabulary. Identify simple patterns and/or relationships using simple comparative language. 	<p>Living things and their habitats Big Question: What makes a good home for a living animal?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> I know the characteristics of living things. (Movement, Respiration, Sensitivity. Growth, Reproduction, Excretion, Nutrition) I know if something is living, dead or has never been alive I know that most living things live in habitats to which they are suited and can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other I can identify and name the plants and animals in the following habitats: (urban habitat - people, pigeons, foxes, rats, woodland habitat - badgers, mice, squirrels, bats, pond habitats - frogs, ducks, dragonflies coastal habitats-starfish, crab, seagull, seaweed), I know microhabitats can be found under rocks, in short grass, inside rotting wood and under leaves I can identify minibeasts such as: caterpillars, ants, worms, spiders, ladybirds I know that animals get their food from plants and other animals, I know a food chain shows the feeding relationship between animals, I can identify and name different sources of food in a food chain <p>Skills:</p> <ul style="list-style-type: none"> I can explore and compare the differences between things that are living, dead, and things that have never been alive <p>Identifying and classifying</p> <ul style="list-style-type: none"> Decide, with help, how to group materials, living things and objects, noticing changes over time and beginning to see patterns.
Geography/History	<p>Big Question: Why is an account important to learning about a historical event?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understanding of events, people and changes Discover events beyond living memory that are significant nationally: The Great Fire of London Significant person: Samuel Pepys <p>Skills: Historical enquiry</p> <ul style="list-style-type: none"> Ask and answer questions. <p>Develop an awareness of the past using common words and phrases related to the passing of time.</p>	<p>Big Question: What do residents most like about living in Brighton?</p> <p>Skills: Mapping skills: I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Being a geographer I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. I can interpret and construct simple pictograms, tally charts, block diagrams and tables. I can begin to understand and use 'many-to-one' correspondence in pictograms with simple ratios 2, 5,10. I can ask and answer questions about totalling and comparing categorical data.</p> <p>Fieldwork skills I can use simple observational skills to study the key human and physical features of the local area.</p>
Art	<p>Painting & Colour mixing</p> <p>Big question: What is colour?</p> <p>Artist - Fahrelnissa Zeid</p> <ul style="list-style-type: none"> Her life and work Embraced abstractions, inner feelings and mystical forms Mixes Arabic, Islamic, European, Persian and Byzantine influences <p>Knowledge:</p> <ul style="list-style-type: none"> Specific primary colours can be mixed to achieve specific secondary and tertiary colours. Painting can evoke emotions and a personal response Varying tones can be created with the use of colour. A piece of art can be composed in stages and ideas can evolve and be developed and represented through use of a range of materials e.g., sketching pencils, watercolours. <p>Skills:</p> <ul style="list-style-type: none"> To be able to recognise the names of primary and secondary colours. To be able to mix primary colours to make secondary colours. 	<p>Painting & Colour mixing</p> <p>Big question: What is colour?</p> <p>Artist - Postman Art</p> <p>Knowledge:</p> <ul style="list-style-type: none"> I can understand watercolour is a media which uses water and pigment. I can understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Drawing techniques and styles can represent thoughts, as well as feelings. A piece of art can be composed in stages and ideas can evolve and be developed and represented through use of a range of materials e.g., sketching pencils, watercolours. <p>Skills:</p> <ul style="list-style-type: none"> To investigate mark making for particular effect. To be able to understand and practice using equipment correctly. To explore in creating textures with different tools. To be able to select and use different brushes.

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	<ul style="list-style-type: none"> To explore making light and dark colours. To be able to understand and practice using equipment correctly. To begin to create shades and tones using black and white. To be able to select and use different brushes. 	
DT	<p>Big question: How do we construct a stable structure?</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> How to make sturdy structures. Begin to understand that materials have both functional properties and aesthetic qualities. <p>Research</p> <ul style="list-style-type: none"> Evaluate a range of existing products to understand: how well products have been designed and made, what skills have been used. <p>Research to develop design criteria</p> <ul style="list-style-type: none"> Discuss and develop simple design criteria and use these to inform their ideas and plans. Describe the purpose of their products and indicate the design features of their products that will appeal to intended users. 	
Computing	<p>Big question: How do we keep ourselves safe using computers?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> I can identify IT and how its responsible use improves our world in school and beyond. <p>Skills:</p> <ul style="list-style-type: none"> I can use technology purposefully to create, organise, store, manipulate, and retrieve digital content. I can recognise common uses of information technology beyond school. I can 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>Big question: How can we create music on a computer?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> I can use technology purposefully to create, organise, store, manipulate, and retrieve digital content <p>Skills:</p> <ul style="list-style-type: none"> I can use a computer as a tool to explore rhythms and melodies, before creating a musical composition.
PSHE/RSE	<p>Zones of Regulation</p> <p>Knowledge:</p> <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"> Identifying how we feel when we are in each zone and how we can get back to the green zone. <p>School Values</p> <p>Big question: What other values are important?</p> <p>Knowledge: Responsible, Respectful, Safe</p> <ul style="list-style-type: none"> Understanding of the characteristics attributed to each value. <p>Skills:</p> <ul style="list-style-type: none"> I can recognize characteristics attributed to being Responsible, Respectful and Safe. I can demonstrate some of these characteristics. <p>New Beginnings</p> <p>Big question: How can I work with others positively?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Positive ways for learning with others. Class charter and how to include everybody. <p>Skills:</p> <ul style="list-style-type: none"> I can demonstrate positive ways to learn well with others. I can be an excellent learning hero. <p>Global Citizenship and Democracy</p> <p>Big question: How does my environment differ from others?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> My community and multicultural Britain. Environments <p>Skills:</p> <ul style="list-style-type: none"> I can recognize human and British values. I can actively respond to/participate in school council. I can explore places where people live which are different from where I live. 	
	<p>Getting on and Falling Out</p> <p>Big question: What strategies will help me make new friends?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Seeing other' points of view. Working with other's skills. <p>Skills:</p> <ul style="list-style-type: none"> I can see things from another person's point of view. I understand friendship skills need practice. I can say phrases to help me make friends. I can tell you what is important in being a good friend. I can tell you what I can say or do to help to make friends and show caring thinking. <p>Say No to Bullying</p> <p>Big question: What is the difference between mean and bullying behaviour?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Mean behaviour is never OK. Bullying behaviour is mean behaviour that is on purpose and repeated. Safety Network. Anti-bullying week annual theme. <p>Skills:</p> <ul style="list-style-type: none"> I can tell you what mean behaviour is. I can tell you what bullying behaviour is. I can ask for help. <p>Disability Equality Education</p> <p>Big question: What are disability and equality?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Recognising similarities and differences. What makes us unique? Understanding what disability is. Seeing others as equal. <p>Skills:</p> <p>I am able to recognise that some groups of people are not treated equally, and I know some ways to challenge this safely.</p>	
Music	<p>Big question: What is a melody?</p> <p>Knowledge:</p> <p>To understand that a melody is made up of high- and low-pitched notes played one after the other, making a tune (pitch).</p> <p>Skills:</p> <ul style="list-style-type: none"> Listen - I can begin to hear changes in pitch. Singing and playing - I can say if my voice is higher or lower and follow a melody. I can play games using dot notation and match it to 3 note tunes played on tuned percussion. 	<p>Big question: Can we make music on computers?</p> <p>Knowledge:</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>Skills:</p> <ul style="list-style-type: none"> Listening - I can begin to notice changes in tempo and dynamics. Singing and playing - I can sing clap a pulse increasing or decreasing in tempo. Composing - To invent short, rhythmic sequences of sound. Performing - I can select and play fast and slow sounds.

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	<p>Composing - I can hear pitch is high and low sounds and I can create a short sequence using pitch.</p> <p>Transcribing using symbols - I can begin to understand that a symbol can represent a sound.</p>	<p>Transcribing and using symbols - create my own sequence of non-standard symbols to show sounds.</p>
RE	<p>Big question: What can we learn from the Stories Jesus told?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> I can simply describe the parable of the lost coin and suggest meanings. I can think about feelings of loss and be able to ask important questions. I can identify pictures of Jesus, think about what kind of person he was and know he had disciples. I know the story of Peter going fishing and understand that Christians believe Jesus performed miracles. <p>Skills:</p> <ul style="list-style-type: none"> 'Identify beliefs, describe them simply, give examples, suggest meanings' 'Think, talk and ask questions about religion and belief for themselves' 	<p>Big question: Why do Christians give gifts at Christmas?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> I can understand why people, give gifts. I can recall, name and discuss the significance of the gifts given to baby Jesus from the Magi. I can think and talk about what is special to them. I can describe what Christmas means to them and others and provide simple meanings. I can describe simply why Jesus had disciples. I can think about the qualities, they look for in a good friend and why. Are there any similarities? <p>Skills:</p> <ul style="list-style-type: none"> 'Give examples of what difference it makes to follow a religion' 'Identify beliefs, describe them simply, give examples, suggest meanings' <p>Think, talk and ask questions about religion and belief for themselves'</p>
PE and Sport	<p>Outdoor - Run, jump and throw</p> <p>Big question: How can I use my body to run, jump and throw successfully?</p> <p>Knowledge: Know/understand</p> <ul style="list-style-type: none"> How to push off on different legs How to choose different throwing techniques How to use quick feet with obstacles <p>Skills:</p> <ul style="list-style-type: none"> Awareness of others in a running task Creating power with the legs to turn Understanding an obstacle relay Choosing appropriate throws for different games Using quick feet (agility) Recognising difference between static and dynamic balances <p>Indoor - Gymnastics</p> <p>Big question: How can I create an effective performance to engage others?</p> <p>Knowledge: Know/understand</p> <ul style="list-style-type: none"> How to link a sequence of movements How to move at different levels How to generate height in jumping How to land safely in jumping <p>Skills:</p> <ul style="list-style-type: none"> Start and finish shapes The use of power in jumping Linking movements Creating shapes at different levels Using appropriate speeds for movements Perform a simple sequence 	<p>Outdoor - Send and return</p> <p>Big question: How can I get ready to hit a ball with a racquet?</p> <p>Knowledge: Know/understand</p> <ul style="list-style-type: none"> How to be in the ready position Which is the dominant hand or side How to grip a racquet How to change direction quickly by getting low How hard to hit a ball for a rally <p>Skills:</p> <ul style="list-style-type: none"> On toes to move towards path of ball Identifying dominant and non-dominant side Basic service rules Push off feet to change direction Holding a racquet and self-feed Using ready position to attempt a rally <p>Indoor - Dance</p> <p>Big question: How can I like some movements together?</p> <p>Knowledge: Know/understand</p> <ul style="list-style-type: none"> How to work effectively with a partner How to link a sequence of movements How to use body to change direction and speed How to improve on a movement following feedback <p>Skills:</p> <ul style="list-style-type: none"> Compose a dance phrase to visual stimulus Create a sequence of movements Create a duet dance Create a short solo dance showing change in direction and speed Use movement imaginatively Perform dance phrases that express ideas and feelings