

CURRICULUM OVERVIEW YEAR 2 2021-22	AUTUMN 1 Land Ahoy	AUTUMN 2 Castles	SPRING 1 Muck, Mess and Mixtures	SPRING 2 Journeys	SUMMER 1 Olympics	SUMMER 2 Olympics
<b>Humanities</b>	<b>History</b>  Explorers- Why did people explore and how? Who were these explorers and what did they find?  Capitan Cook  <b>Geography</b>  The seven continents and 5 oceans  The UK - countries and landmarks in each country	<b>History</b>  Comparing life now / medieval times  King Arthur	<b>Geography</b>  Dolphinholme and a contrasting locality	<b>Local history</b> Changes in Dolphinholme and changes in living memory. Geography Field work in local area and aerial images.	<b>Geography</b> Environment protection. Sustainable energy Greta Thunberg	<b>Geography</b> Field work and mapping school.
<b>Science</b>	<b>Animals including humans.</b> Eat like a Champ. Basic needs of animals, including humans. Importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<b>Seasons</b> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies	<b>Materials and their properties</b> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials based on their simple physical properties.	<b>Plants</b> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.	<b>Animals Living things and their habitats</b> notice that animals, including humans, have offspring which grow into adults identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals identify and name a variety of common animals that are carnivores, herbivores, and omnivores	<b>Plants</b> 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

<b>Art</b>  <b>DT</b>	<b>Drawing</b>  Choosing and using different grades of pencil when drawing.  Drawing plants in the school grounds. Fruits still life.	<b>Mechanisms - Pop up Christmas cards</b> <b>Christmas cooking</b> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	<b>Painting Van Gogh and the seasons.</b> Looking at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<b>Collage book</b>  Developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<b>Clay pots</b>  Using a range of materials creatively to design and make products	<b>Olympic art</b>  to develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space
<b>RE</b>	Harvest inc non-Christian faith Judaism	Christmas – Why do we give and receive gifts? supplemented with Christmas – Why is the birth of Jesus such Good news (5hrs)	Jesus was Special supplemented with My world Jesus world	Easter – Celebrating New Life (5hrs) supplemented with Easter – Love	What happened at Ascension and Pentecost?  Multicultural Christianity	Why is the Church a special place for Christians? Non-Christian Faith Unit: Places of Worship Prayer Non – Christian Faith Link
<b>Literacy</b>	<b>Snail and the Whale</b> Diary entry Letter writing Recount Changing a familiar story Oral rehearsal <b>Grace Darling</b> Making character predictions. Diary entry Retelling the story Letter Non-fiction text	<b>Autumn Poetry</b>  <b>The Paper Bag Princess</b>  <b>Christmas Story (retold from an alternative viewpoint)</b>	<b>George’s Marvellous Medicine</b> Explanations Instructions and recipes Writing to persuade	<b>Ossiri and the Bala Mengro</b> Structuring sentences New vocabulary Text mapping Writing commands Retelling the story Story planning	<b>The Last Wolf</b> Writing for different purposes. Role play and improvisations. Setting description Character description Diary Letter to persuade Editing writing and making improvements. <b>Information writing about endangered animals.</b>	<b>The Hodgeheg Grandad’s Secret Garden.</b> Using tenses correctly and consistently. Letter Instructions Story mapping Planning a story of a similar theme. The moral of a story
<b>Numeracy</b>	<p><b>Y2 – Number and Place Value:</b> Reading, writing and comparing numbers to 100, Counting in steps of 2, 3, and 5 and 10 from any number, forward and backward, recognising the value of each digit in a two-digit number, ordering, represent and estimate numbers using different representations, finding 10 more and 10 less than a given number, describing and extending simple sequences involving counting on or back, using place value and number facts to solve problems.</p> <p><b>Number and addition</b> Choose an appropriate strategy to solve a calculation including recall a known fact, calculate mentally and use a jotting. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Understand subtraction as take away and difference. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Recall and use number bonds for multiples of</p>					

5 totalling 60 (to support telling time to nearest 5 minutes). Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Solve problems with addition and subtraction including those involving numbers, quantities and measures. Apply their increasing knowledge of mental and written methods.

**Multiplication and Division** Understand multiplication as repeated addition. Understand division as sharing and grouping and that a division calculation can have a remainder. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10). Derive and use halves of simple two-digit even numbers (numbers in which the tens are even). Calculate mathematical statements for multiplication (using repeated addition) and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs. Solve problems involving multiplication and division (including those with remainders), using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

**Fractions** Understand and use the terms numerator and denominator. Understand that a fraction can describe part of a set. Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be. Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity. Count on and back in steps of  $\frac{1}{2}$  and  $\frac{1}{4}$ .

**Geometry** Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid. Order/arrange combinations of mathematical objects in patterns/sequences. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

**Measurement** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity and volume (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$ . Recognise and use symbols for pounds (£) and pence (p) and combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Compare and sequence intervals of time. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change and measures (including time).

**Statistics** Compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.

ICT	<p><b>Use technology safely and respectfully,</b> 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. <b>Up skill with Google classrooms.</b></p>	<p><b>Coding</b> Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p>	<p><b>Use technology purposefully to;</b> create, organise, store, manipulate retrieve digital content.</p>	<p><b>Navigating the web</b> Complete simple searches. Keeping personal information private.</p>	<p><b>Algorithms</b> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p><b>Common uses of technology</b> Recognise common uses of information technology beyond school.</p>
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<b>Music [Charanga]</b>	<p><b>Singing and following a melody.</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Hands, Feet, Heart.</p>	<p><b>Singing and following a melody.</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes The Nativity.</p>	<p><b>Playing rhythmic patterns on an instrument keeping a steady pulse.</b> Play tuned and untuned instruments musically on an instrument. I Wanna Play in a Band.</p>	<p><b>Listening for particular things when listening to music.</b> Listen with concentration and understanding to a range of high-quality live and recorded music. Zootime.</p>	<p><b>Ordering sounds to create a beginning, middle and end.</b> Experiment with, create, select and combine sounds using the inter-related dimensions of music Friendship Song.</p>	<p><b>Notation and connection</b> Using symbols to represent sounds. Making connections between notations and musical sounds. Reflect, Rewind and Replay.</p>
<b>P.E.</b>	<p><b>Multi - Skills. TF</b> Children will explore basic body actions e.g. jumping and turning, and use of different parts of the body to create and repeat short dances <b>Cricket</b></p>	<p><b>Multi skills</b> Children will explore basic body actions e.g. jumping and turning, and use of different parts of the body to create and repeat short dances <b>Cricket</b></p>	<p><b>Gymnastics</b> Children investigate movement and explore basic gymnastic actions on the floor and using apparatus. They copy or create, short movement phrases of 'like' linked actions e.g. two jumps or two rolls</p>	<p><b>Tennis</b> Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.</p>	<p><b>Netball.</b> master basic movements including running, jumping, throwing and catching, participate in team games, developing simple tactics for attacking and defending</p>	<p><b>Athletics.</b> Children will explore running, jumping and throwing activities and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping.</p>
<b>P.S.H.E</b>	<p><b>Me and My Relationships</b> How are you feeling today? Being a good friend. Let's all be happy.</p>	<p><b>Valuing Difference</b> What makes us who we are? How do we make others feel? My special people.</p>	<p><b>Keeping Myself Safe</b> How safe would you feel? What should Harold say? I don't like that.</p>	<p><b>Right and responsibilities</b> Feeling safe</p>	<p><b>Being my best</b> Being safe.</p>	<p><b>Growing and changing</b> Haven't you grown. My body, your body. Respecting privacy.</p>