

[illegible]



Year 2 Curriculum Overview

AUTUMN 1

AUTUMN 2

SPRING 1

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taught						
Maths	Number counting, order, reading and writing Place value - tens and ones Addition Subtraction	Multiplication Division Money	Shape Fractions Time	Multiplication Division Length Height Statistics	Addition Subtraction Problem solving Time	Position and direction Investigations Problem solving
Science	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (link to 'The Flower' story) and Laudato Si.</p> <p>Identify and compare the suitability of a variety of everyday materials. Ongoing working scientifically skills covered during investigations throughout the year</p> <p>*asking simple questions and recognising that they can be answered in different ways</p> <p>*observing closely, using simple equipment.</p> <p>*performing simple tests.</p> <p>*identifying and classifying</p> <p>*using their observations and ideas to suggest answers to questions</p>	<p>Materials continued, including: Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Explore the useful properties of materials with a range of investigations involving absorbency and flexibility.</p> <p>Ongoing working scientifically skills covered during investigations throughout the year</p> <p>*asking simple questions and recognising that they can be answered in different ways</p> <p>*observing closely, using simple equipment.</p> <p>*performing simple tests.</p> <p>*identifying and classifying</p> <p>*using their observations and ideas to suggest answers to questions</p>	<p>Observe and describe how seeds and bulbs grow into mature plants (ongoing throughout the year)</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Ongoing working scientifically skills covered during investigations throughout the year</p> <p>*asking simple questions and recognising that they can be answered in different ways</p> <p>*observing closely, using simple equipment.</p> <p>*performing simple tests.</p> <p>*identifying and classifying</p> <p>*using their observations and ideas to suggest answers to questions</p>	<p>Identify and name a variety of plants and animals in their habitats, including micro habitats.</p> <p>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>Ongoing working scientifically skills covered during investigations throughout the year</p> <p>*asking simple questions and recognising that they can be answered in different ways</p> <p>*observing closely, using simple equipment.*performing simple tests.</p> <p>*identifying and classifying</p> <p>*using their observations and ideas to suggest answers to questions</p> <p>Visit Hengistbury Head for fab finale or hook</p>	<p>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.</p> <p>Ongoing working scientifically skills covered during investigations throughout the year</p> <p>*asking simple questions and recognising that they can be answered in different ways</p> <p>*observing closely, using simple equipment.</p> <p>*performing simple tests.</p> <p>*identifying and classifying</p> <p>*using their observations and ideas to suggest answers to questions</p>	<p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>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>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find and describe about the basic needs of animals, including humans for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different food and hygiene (link to sports.)</p> <p>Ongoing working scientifically skills covered during investigations throughout the year</p>
History	<ul style="list-style-type: none"> Sequence people/events they are studying. Sequence artefacts closer together in time. Use words and phrases 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result. <p>Focus on events beyond living memory that are significant nationally or globally and the</p>	<p>Events: Explorers, their journeys and their discoveries</p> <p>-Christopher Columbus (Americas & West Indies)</p>			<p>Focus on events beyond living memory that are significant nationally or globally and the lives of significant individuals in the past who have contributed to national and international achievements.</p>



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relating to the passing of time
eg. Century, during, pre, post

- Recognise why people did things, why events happened and what happened as a result.

(Focus on events beyond living memory that are significant nationally or globally and the lives of significant individuals in the past who have contributed to national and international achievements. Use this to compare aspects of life in different periods.

People: Beyond (children's) living memories.

lives of significant individuals in the past who have contributed to national and international achievements. Use this to compare aspects of life in different periods.

- Sequence people/events they are studying.

- Use words and phrases relating to the passing of time eg. Century, during, pre, post
- Sequence artefacts closer together in time.

- Recognise why people did things, why events happened and what happened as a result.

- Compare 2 versions of a past event. Discuss reliability of photos/ accounts/stories.

- Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.

-Marco Polo (Silk Trail & Asia)

-Captain Jakes Cook (Australia)

-Neil Armstrong & Tim Peake (the moon!)

-Robert Scott (Antarctica)

Transport and journeys

-Amelia Earhart - first female individual flight across Atlantic

- Recognise why people did things, why events happened and what happened as a result.

- Use words and phrases relating to the passing of time eg. Century, during, pre, post
- People: Beyond (children's) living memories.

- Compare pictures or photographs of people or events in the past.

- Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.

Securely be able to name and locate the world's 7 continents & 5 oceans.

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied

Use this to compare aspects of life in different periods.

- Describe memories of key events in lives.

- Sequence people/events they are studying.

- Use words and phrases relating to the passing of time eg. Century, during, pre, post.

Comparing past and present

- Compare pictures or photographs of people or events in the past.

Geography

Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country



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			<p>at the key stage.</p> <p>Use simple compass directions - north, south, east, west and locational directional vocab - near, far, left, right - to describe location, features and map routes.</p>			
Design Technology	<p>Bottle vehicles To use and select tools from a limited range e.g. wheel axels and wood strip. Make an object with simple moving parts. Use equipment. Use wheels and axels (pushed through). Identify how toys can be made to move (push and pull). Make moving joints using wood. Make joints to allow movement e.g. axles. Talk about their ideas, saying what they like and dislike.</p>	<p>Making play dough Use equipment e.g. spoons, cutters and bowls. Mix and prepare simple cooked and uncooked food.</p> <p>Making hedgehog habitats Selecting and using suitable materials. Using fixing and joining skills.</p>	<p>Puppet making Design, make, evaluate. Measure, mark and cut soft materials. Joining skills including sewing.</p>	<p>Diorama Making (a box scene) for a purpose. Design, make, evaluate. Mark, cutting skills, fixing and joining skills.</p>		<p>Making a soft toy. Plan by suggesting what to do next and how to progress as their ideas develop. Simple stitching. Join materials using stitching. Use large needles and materials Talk about their ideas, saying what they like and dislike. Identify what they could have done differently to improve their work in the future.</p>
Art and Design	<p>Colour mixing paints To name primary colours and know how to mix colours to produce secondary colours. To know how to change tints in order to darken/lighten a colour. Study an artist: Matisse (Concentric Circles) To know about the work of a range of artists. To use paint mixing to develop their skills.</p> <p>Clay (hedgehog) To use materials to design and make products. To use techniques to show shape, pattern, texture.</p>	<p>Study an artist: Klee (Self Portrait/face) To use painting to show imagination.</p> <p>Drawing skills (fire focus) To use drawing to develop and share ideas, experiences and imagination.</p>	<p>Study an artist: Hokusai (Mount Fuji) To use drawing and a range of techniques to develop pattern, texture, line (pastels.)</p> <p>Study a craft: Dreamcatcher mobiles (Native American) <i>Link to D&T learning.</i></p>	<p>Study an artist: Van Gogh (Starry Night) <i>Link to DEAR text, titles by the same author.</i> To use painting processes and range of techniques to produce a piece.</p>	<p>Clay (Bog Baby) To use range of techniques and tools to demonstrate shape, form, space.</p>	<p>Study an Artist: Van Gogh (Sunflowers) To compare and contrast identifying similarities and differences between pieces of work by the same artist.</p> <p>Sculpture Use tools to shape, form, mould. Add texture and pattern.</p>
Computing E-safety	We are Astronauts	We are Game Testers	We are Photographers	We are Researchers	We are Storytellers	We are Celebrating



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	The children will begin to program a game.	The children will explore how computer games work.	The children will take, select and edit digital images.	The children will learn about researching a topic.	The children will produce a talking book.	The children will create a card electronically.
Music	Children will learn about Pitch and changes in Pitch. They will create simple Melodic Patterns with instruments and voices and learn about Graphic Scores which show changes in Pitch.	Children will learn and perform music for a Nativity Performance. They will also improve their General Musicianship Skills and listen to a variety of Music.	Children will recognise different ways sounds can be made and changed. They will use a variety of Classroom Percussion Instruments and use them to create sound effects for stories. Children will study the dimensions of Timbre, Tempo and Dynamics and how these can be used expressively for an intended effect.	Children will recognise different ways sounds can be made and changed. They will use a variety of Classroom Percussion Instruments and use them to create sound effects for stories. Children will study the dimensions of Timbre, Tempo and Dynamics and how these can be used expressively for an intended effect.	Children will use their previous learning to compose and perform music as well as continuing to sing a variety of songs and listening to a variety of music. They will also improve their General Musicianship skills.	Children will use their previous learning to compose and perform music as well as continuing to sing a variety of songs and listening to a variety of music. They will also improve their General Musicianship skills.
Physical Education	<p>Dance and gymnastics -</p> <p>Interpret a variety of stimuli through movement focused on dance and gymnastics.</p> <p>Work with equipment and small apparatus (manipulative skills)/</p>	<p>Dance and gymnastics</p> <p>Manipulative skills - Focused on the ability to work with equipment and small apparatus and coordinate movements.</p> <p>Movement concepts - The development of, decision making, how where and why to move and directional movement.</p>	<p>Dance and gymnastics</p> <p>Functional movement - The development of fundamental movement skills, incorporating body awareness and movement concepts.</p> <p>Manipulative skills - Focused on the ability to work with equipment and small apparatus and coordinate movements.</p>	<p>In addition to the teaching of movement, skills and concepts:</p> <p>Net & wall: Tennis skills</p>	<p>In addition to the teaching of movement, skills and concepts:</p> <p>Striking & fielding: Cricket skills</p>	<p>In addition to the teaching of movement, skills and concepts:</p> <p>Athletics: track events/ field events</p>
Additional Enrichment	Laudato Si				D day Anniversary	

The themes/topics shown may change according to the children's needs and interests. Please read the class newsletters with the attached guide to your child's learning each half term.