



# Year 2 Curriculum Overview 2019-20

Topic Name / Focus	Science	History	Geog	Art & Design	Design Technology (inc cooking)	Music	Computing	PE	RE
SEASIDE	<p>Observe changes across the four seasons. (Autumn)</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Description of Autumn. Observations of the plants and trees around school.</b></p>	<p>Describe historical events.</p> <p>Describe significant people from the past (<b>Grace Darling biography and non chron reports</b>)</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p><b>Seaside then and now comparisons</b></p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p><b>(Recognise and label Seaside areas)</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries. (<b>Map of the UK</b>)</p>	<p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials as ideas develop.</p> <p>To use a range of materials creatively to design and make products (<b>Seaside collage</b>)</p> <p>Collage – <b>Seaside/lighthouse/ Turner paintings</b></p> <p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p> <p>Describe the work of notable artists, (<b>Turner</b>) artisans and designers.</p> <p>Use some of the ideas of Turner to create pieces.</p> <p>Use thick and thin brushes. (<b>Seaside picture</b>)</p>	<p>Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales.</p> <p>Assemble or cook ingredients.</p> <p><b>Link with Literacy making sandwiches and picnic.</b></p> <p>Create products using levers, wheels and winding mechanisms.</p> <p>Design products that have a clear purpose and an intended user.</p> <p>Make products, refining the design as work progresses.</p> <p>Suggest improvements to existing designs.</p>	<p>Music Hall</p> <p>Musical Express</p> <p>Use symbols to represent a composition and use them to help with a performance.</p> <p><b>Singing traditional songs for parents.</b></p> <p>Charanga</p> <p><b>Hands, feet heart</b></p>	<p>Participate in class social media accounts.</p> <p><b>We are photographers unit with LD.</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>recognise common uses of information technology beyond school</p> <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>	<p><b>Netball</b></p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Introduce the rules of netball.</b></p> <p><b>Sending and receiving a ball.</b></p> <p><b>Attack and defence.</b></p> <p><b>Understand what an invasion game is.</b></p> <p><b>Shooting practice.</b></p> <p>Cricket</p> <p><b>Recognise the purpose of a warm up and a cool down.</b></p> <p><b>Recognise the changes that happen to our body during a warm up.</b></p> <p><b>Understand the different parts of a warm up and cool down.</b></p> <p>Participate in team games, developing simple tactics for</p>	<p>Gospel</p> <p>See Understanding Christianity resources.</p>



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		<p>Identify some of the different ways the past has been represented.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>(Descriptions of the seaside)</p> <p>key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p><b>(Detailed map work)</b></p>	<p>Mix primary colours to make secondary.</p> <p>Add white to colours to make tints and black to colours to make tones.</p> <p>Create colour wheels.</p>	<p>Explore how products have been created.</p> <p><b>(Create a pulley for the food as in the Lighthouse Keeper's lunch.)</b></p>			<p>attacking and defending.</p> <p><b>Show good awareness of others when playing games.</b></p> <p><b>React to situations in ways that make it difficult for opponents</b></p> <p><b>Understand what a striking and fielding game is.</b></p> <p><b>Understand how to score runs and get wickets.</b></p> <p><b>Show good awareness of others when playing games.</b></p> <p><b>React to situations in ways that make it difficult for opponents.</b></p> <p><b>Throw and catch with accuracy.</b></p> <p><b>Strike a ball using a bat.</b></p>	
FIRE FIRE!	<p>Observe changes across the four seasons. WINTER</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Describe historical events (<b>Fire of London, Gunpowder plot, remembrance Day</b>)</p> <p>Describe significant people from the past. (<b>Guy Fawkes, Samuel Pepys. Diary</b>)</p>	<p><b>Venn diagram to compare London then and now. (Maths link)</b></p> <p>To name and locate features of the capital city London.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern,</p>	<p><b>(Make a Christmas tree decoration)</b></p> <p>Use a combination of shapes.</p>	<p><b>(Christmas Nativity, singing)</b></p> <p><b>(London's burning round)</b></p>	<p>Participate in class social media accounts.</p> <p><b>Computing glossary with Les Dix(Wanted)</b></p>	<p>Recognise the purpose of a warm up and a cool down.</p> <p><b>Recognise the changes that happen to our</b></p>	<p>See Understanding Christianity resources</p> <p>Incarnation</p>



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(Winter descriptions)	<p><b>entry work and biography to link to Literacy )</b></p> <p>Show an understanding of the concept of nation and a nation's history (<b>Fire of London, Gunpowder plot, remembrance Day</b>).</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. (<b>The Gunpowder plot and The Great Fire of London</b>)</p> <p>Describe significant people from the past. (<b>Guy Fawkes and Samuel Pepys</b>)</p> <p>Recognise that there are reasons why people in the past acted as they did. (<b>Guy Fawkes, Samuel Pepys and Great Fire of London</b>)</p>	<p>texture, line, shape, form and space</p> <p><b>(Firework pictures/ Christmas crafts)</b></p>	<p>Include lines and texture.</p> <p>Join materials using glue and/or a stitch.</p> <p>Use rolled up paper, straws, paper, card and clay as materials.</p> <p><b>(Create a model of London to burn.)</b></p>	<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p>	<p><b>posters for Guy Fawkes)</b></p> <p>Name and save a word document.</p> <p>Open a word document.</p> <p>Locate and know how to use programmes.</p> <p>Be able to use the full stop, comma and @ sign as well as the shift and enter key.</p> <p>Use a website to find information.</p> <p>Copy and paste.</p> <p><b>Charanga</b></p> <p><b>Ho Ho Ho</b></p>	<p><b>body during a warm up.</b></p> <p><b>Understand the different parts of a warm up and cool down.</b></p> <p><b>Cricket with Alex</b></p> <p><b>Gymnastics (Sports UK)</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Perform a range of actions with control and coordination.</b></p> <p><b>Combine ways of travelling, balancing and stillness using both the floor and apparatus.</b></p> <p><b>Explore ways to balance, roll, jump and change body shape</b></p>	1.3 digging deeper
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							<p><b>Work safely around equipment.</b></p> <p><b>Perform a sequence of movements and give feedback to others.</b></p> <p><b>Recognise the purpose of a warm up.</b></p> <p><b>Recognise the changes that happen to our body during a warm up.</b></p>		
<p><b>Dinosaurs (Science)</b></p> <p><b>Palaeontologist</b></p>	<p>Fish and mammals in the sea.  Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.  <b>(Recognise and sort dinosaurs.)</b>  Identify and name a variety of common animals</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past. <b>(Finding out about dinosaurs. Dinosaur fact cards)</b></p> <p>Ask questions such as: What happened?</p>	<p>Name and locate the world's continents and oceans (<b>linked to where fossils have been found</b>).</p>	<p><b>(Sculpture of dinosaur)</b></p> <p>Use a combination of shapes.</p> <p>Use thick and thin brushes.</p> <p>Use a combination of materials that are cut, torn and glued (<b>collage large dinosaurs for display</b>)</p> <p>Draw lines of different sizes and thickness.</p> <p>Use objects to create prints.</p>	<p>Cut materials safely using tools provided (<b>large dinosaur collage</b>)</p> <p>Make products, refining the design as work progresses.</p> <p>Explore how products have been created.</p>	<p>Create a sequence of long and short sounds.</p> <p>Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to</p>	<p>Participate in class social media accounts.</p> <p><b>Dinosaur animations unit using Scratch with Les Dix</b></p> <p>Videos of facts – <b>green screen Paint</b> – dinosaur pictures</p>	<p>Recognise the purpose of a warm up.</p> <p>Recognise the changes that happen to our body during a warm up.</p> <p><b>Dance (Dinosaur dance)</b></p> <p>Perform dances using simple</p>	<p>Islam Who is Muslim and how do they live? 1.6 digging</p> <p>See Understanding Christianity resources</p>



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	<p>that are carnivores, herbivores and omnivores.</p> <p><b>(Recognise and sort dinosaurs.)</b></p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p> <p><b>(Recognise and sort dinosaurs.)</b></p> <p>Explore and compare the differences between things that are living, that are dead and that have never been alive.</p> <ul style="list-style-type: none"><li>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.</li></ul> <p><b>(Different dinosaurs)</b></p> <ul style="list-style-type: none"><li><i>Perform simple tests</i></li><li>Observe closely, using simple equipment</li></ul> <p><b>(fossils)</b></p> <p>Use observations and ideas to suggest answers to questions.</p>	<p>How long ago? (<b>Mary Anning</b>)</p> <p>Identify some of the different ways the past has been represented. (<b>Fossils</b>)</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Describe historical events.</p> <p><b>(Fossils and Mary Anning fact file)</b></p> <p>Place events and artefacts in order on a time line.</p> <p>Use dates where appropriate.</p> <p>Use years, decades and centuries to describe the passing of time.</p> <p><b>(dinosaur time periods)</b></p>	<p>Press, roll, rub and stamp to make prints (<b>dinosaur footprint trails</b>)</p> <p>Use clay and techniques such as rolling, cutting, moulding and carving (<b>clay dinosaurs and making fossils</b>)</p>		<p>create an effect.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, musical patterns.</p> <p>Create short, rhythmic phrases.</p> <p><b>Charanga</b></p> <p><b>I wanna play in a band</b></p>		<p>movement patterns to an audience.</p> <p>Move to a count of 8, 16 and 32.</p> <p>Change directions.</p> <p>Use a range of levels.</p> <p>Make a range of shapes using their body.(eg changing width)</p> <p>Follow a rhythm.</p> <p>Create own moves to fit within the theme of the dance.</p>	
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<b>Spring 2</b> <b>NOCTURNAL ANIMALS AND PETS</b>	<p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p><b>Label and describe animals.</b></p> <p><b>Create food chains and understand the role of each part of the food chain</b></p> <p>Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</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</p>	No History link	No geography Link	<p>Draw lines of different sizes and thickness.</p> <p>Colour (own work) neatly following the lines.</p> <p>how pattern and texture by adding dots and lines.</p> <p>Show different tones by using coloured pencils.</p> <p><b>(Owl Pastel pictures)</b></p>	<p>Cut materials safely using tools provided.</p> <p>Measure and mark out to the nearest centimetre.</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</p> <p>Design products that have a clear purpose and an intended user.</p> <p>Make products, refining the design as work progresses.</p> <p>Explore objects and designs to identify likes and</p>	<b>Music express</b>  Identify the beat of a tune.  Recognise changes in timbre, dynamics and pitch.  <b>Charanga</b>  <b>Friendship song</b>	Participate in class social media accounts.  Name and save a word document.  Open a word document.  Locate and know how to use programmes.  Recognise icons on a desktop.  Be able to use the full stop, comma and @ sign as well as the shift and enter key.  Change font style size and colour.  Load browser software.  Use a website to find information.  Copy and paste.  Add pictures to work.  <b>Non Chronological report</b>  <b>Owl pictures</b>	<b>Football</b>  Participate in team games, developing simple tactics for attacking and defending.  <b>Show awareness of others when playing a game.</b>  <b>Dribble with a football.</b>  <b>Control a football.</b>  <b>Pass a football with accuracy.</b>  <b>To understand how to win a game</b>	Salvation 1.5 digging deeper  See Understanding Christianity resource.
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	<p>plants and how they depend on each other.</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><b>(Animal fact cards)</b></p>				<p>dislikes of the designs.</p> <p>Suggest improvements to existing designs.</p> <p>Explore how products have been created.</p> <p><b>(Design and make a bird box/feeder or hedgehog safe house)</b></p>		<p>Using paint:</p> <p>Change the brush sizes, colours and effects.</p> <p>Save and open work in paint.</p>		
<b>SUMMER 1 Africa (Geography)</b>	<p>Observe changes across the four seasons.</p> <p>SUMMER. Compare to previous observations.</p> <p>What is the same, What is different? <b>Complete Venn diagram (Maths link)</b></p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Investigate and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p><b>(African animals and food chains)</b></p>	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p><b>(History of the Maasai Mara)</b></p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country .</p> <p><b>(Venn diagram. Sort and compare Africa and the United Kingdom)</b></p>	<p>Use thick and thin brushes.</p> <p>Mix primary colours to make secondary.</p> <p>Add white to colours to make tints and black</p> <p>To use colours to create tones.</p> <p>Create colour wheels.</p> <p><b>(African shadow paintings)</b></p>	<p>Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</p> <p>Use dip dye techniques</p> <p><b>(Create Tie dye t shirts.)</b></p> <p>Use weaving to create a pattern.</p> <p><b>(Weaving with wool)</b></p>	<p>Music appreciation</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p> <p><b>(African music and African Drumming)</b></p>	<p>Participate in class social media accounts.</p> <p>Understand online risks and the age rules for sites.</p> <p>Use a range of applications and devices in order to communicate ideas, work and messages.</p> <p><b>ICT researchers unit with LD.</b></p> <p><b>Zoologist link</b></p>	<p><b>Tennis</b></p> <p>Recognise the purpose of a warm up and a cool down.</p> <p>Understand the changes that happen to our body during a warm up.</p> <p>Understand the different parts of a warm up and cool down.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>God 1.1 digging deeper</p> <p>See Understanding Christianity resource.</p>



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			<p>Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area. <b>(African village work)</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. <b>(Label the continents and oceans on a map, continents song)</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <b>(Comparing life in the UK to life in Africa)</b></p>			<b>Charanga</b> <b>Zootime</b>		<b>Forehand</b> <b>Backhand</b> <b>Choose appropriate strokes.</b> <b>Understand the rules of a tennis match.</b> <b>Discuss and start to use tactics to score points in a game of tennis.</b> <b>Use and move with a tennis racket with control.</b> <b>Perform a variety of skills keeping the ball under control.</b> <b>Watch and describe a performance accurately</b>	
<b>SUMMER 2</b> <b>Plants and Insects (Science)</b>	<ul style="list-style-type: none"> <li>Ask simple questions.</li> <li>Observe closely, using simple equipment.</li> <li>Perform simple tests.</li> <li>Identify and classify.</li> <li>Use observations and ideas to suggest answers to questions.</li> </ul>	No History focus this half term	No Geography focus this half term	<p>Describe the work of notable artists, artisans and designers.</p> <ul style="list-style-type: none"> <li>Use some of the ideas of artists studied to create pieces.</li> </ul> <p><b>(Van Gough Sunflowers)</b></p> <ul style="list-style-type: none"> <li>Mimic print from the environment (e.g. wallpapers).</li> <li>Use objects to create prints (e.g. fruit, vegetables or sponges).</li> </ul>	No DT focus this half term	<b>Music Express</b>  Use symbols to represent a composition and use them to help with a performance.	Participate in class social media accounts.  Control motion by specifying the number of steps to travel, direction and turn. (maths)	Understand the purpose of a warm up.  Complete basic stretches.	Creation 1.2 digging deeper (Islam)  See Understanding Christianity resource.



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<ul style="list-style-type: none"><li>Gather and record data to help in answering questions.</li></ul> <p>Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</p> <ul style="list-style-type: none"><li>Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</li><li>Observe and describe how seeds and bulbs grow into mature plants.</li><li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li></ul> <p><b>Plant, grow and observe our own beanstalks.</b> <b>Linked to Jack and the beanstalk in Literacy.</b> <b>Experiment with the different features</b></p>			<ul style="list-style-type: none"><li>Press, roll, rub and stamp to make prints.  <b>(Hammer flowers and leaves onto fabric.)</b></li></ul>		<p>the curriculum. (Maths, Science) Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).</p> <p>Name and save a word document.</p> <p>Open a word document.</p> <p>Locate and know how to use programmes.</p> <p>Be able to use the full stop, comma and @ sign as well as the shift and enter key.</p> <p>Use a website to find information.</p> <p>Copy and paste.</p> <p>Add pictures to work.</p> <p>Change the font as well as size and colour.</p>	<p>including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>
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