

Year 2 curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Indian Spice 	Fire! Fire! 	Frozen Planet! 	Ahoy there! 	Oh I do like to be beside the Seaside! 	Wonder Women! 
Wow starter	Food tasting.	Making houses.	Create a Winter scene- after watching parts of Frozen Planet.	Message in a bottle- follow clues to find different facts.	Make own lighthouse.	Learn basic first-aid (visit from nurse/paramedic)
Visitor/trip		Baking bread or Fire safety talk.	Yorkshire Wildlife Park	Pirate workshop in school.	Trip to Whitby	Bankfield Museum. Visit from a soldier/doctor.
Reading into writing process	The Fantastic Mr Fox <u>Fiction</u> : narrative in Mr Fox's perspective, letter, poetry, descriptive sentences. <u>Non-fiction</u> : non-chronological report, fact file, news report	Vlad and the Great Fire of London <u>Non-fiction</u> : Instructions for baking bread <u>Fiction</u> : descriptive writing, diary entries <u>Poetry</u> : performing and writing descriptive poems The Gingerbread Man <u>Fiction</u> : imaginative story writing The Polar Express	The Way Home For Wolf Lost and Found <u>Fiction</u> : predictable & patterned language- change to we're going on a polar bear hunt. <u>Non-fiction</u> : Instructions: how to rescue a polar bear (use T4W & image of Polar Bear on the Thames). Author study – Oliver Jeffers	House Held Up By Trees <u>Poetry</u> : performing poems. <u>Fiction</u> : Narrative- 3 part story. <u>Non-fiction</u> : describe the life-cycle of a plant, write a newspaper report based on the story Picture book: Journey Fiction: setting and character descriptions, own short narratives.	Traction Man and the Beach Odyssey <u>Fiction</u> - narrative (own adventure on the beach) Setting descriptions. <u>Non-fiction</u> - non-chronological report about a character from the book_	Traction Man is Here! <u>Fiction</u> : familiar settings- change the setting to an adventure in school. <u>Non-fiction</u> : recount
Cross-curricular writing	Place description. Postcards from India.	Evaluation of Tudor house. Description of London then and now. Bonfire night.	Postcards form a cold region. Non-chronological reports.	Non-chronological report about Columbus. Letter writing.	Postcards and letters. Recount of trip. Fact-file about Victorian seaside's.	Flipbook fact file about Florence Nightingale/Mary Seacole.
Guided reading book	A range of fiction and non-fiction extracts.	A range of fiction and non-fiction extracts.	The Jolly Postman by Allan Ahlberg.	Meerkat Mail by Emily Gravett.	The Lighthouse Keepers Lunch by Ronda Armitage.	The Owl Who Was Afraid of the Dark by Jill Tomlinson.
Class book	The Giraffe, the Pelly and Me by Roald Dahl.	Children's choice	Stories written by Oliver Jeffers.	Hodgeheg by Dink King-Smith.	Children's choice- chapter book.	Children's choice
Maths	Place Value. Addition & Subtraction.	Money. Multiplication. Consolidation.	Division. Statistics. Shape	Position & direction. Efficient problem solving methods.	Time. Mass, Capacity & Measure.	Fractions. Length & Height. Consolidation.
Cross-curricular maths	Patterns linked to art.	Telling the time- linked to ordering events of the fire.	Temperature.	Position & direction.	Telling the time.	Statistics
Science	Animals including humans (a) Healthy Me	Animals including humans Little Masterchefs	Use of everyday material Materials Monster	Plants Young Gardeners	Living things & their habitats (a)	Living things & their habitats (b)

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	<p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans to be hygienic. Notice that animals, including humans, have offspring which grow into adults.</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, & hygiene.</p>	<p>Identify & compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper & cardboard for particular uses. Squash Bend Twist and Stretch Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>Our Local Environment Explore & compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited & describe how different habitats provide for the basic needs of different kinds of animals & plants.</p>	<p>Our Local Environment Identify & name a variety of animals in their habitats, including microhabitats. 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>
Geography	<p>Place knowledge Understand similarities & differences through studying human & physical geography of our local area and a small area in India. Geographical skills & fieldwork Use maps, atlases and globes to identify the UK and India.</p>	<p>Locational knowledge Locate London and know that it's the capital city of England & what its surrounding sea is. Revise the four countries of the UK and identify their capitals. Geographical skills & fieldwork Use maps, atlases and globes to identify the UK and its countries. Use aerial photographs of London to identify physical and human features and landmarks. Devise a simple map of how London should be rebuilt – use basic symbols in a key.</p>	<p>Human & physical geography Identify the location of cold areas of the world in relation to the equator & the North & South Poles. Discuss different times for seasons around the world.</p>	<p>Locational knowledge Name & locate the seven continents & five oceans- link them to Columbus' voyage. Human & physical geography Use geographical vocabulary to refer to: forest, hill, mountain, sea, river and ocean by exploring a habitat (Science) found on each continent. Geographical skills & fieldwork Use maps, atlases and globes to locate oceans & continents.</p>	<p>Human & physical geography Use geographical vocabulary to refer to: beach, cliff, coast, sea, ocean and port/harbour. Geographical skills & fieldwork Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Devise a simple map (of a seaside) and construct simple symbols for this map- showing the above language.</p>	<p>Geographical skills & fieldwork Use maps to show where Wonder Women of the world have come from.</p>
History		<p>Chronology and comparing different periods Timeline of events from the Great Fire. Comparing life in London now and then. Sources of evidence Paintings, drawing, diary entries, stories, non-fiction texts. Events beyond living memory that are significant nationally Great Fire of London 1666</p>	<p>Chronology and comparing different periods Understand when Scott the explorer completed his expeditions. Compare to other historical events studied (before, after). Sources of evidence Photos, news articles, videos. Significant individuals in the past who have contributed to national & international achievements Scott the Explorer.</p>	<p>Chronology and comparing different periods Timeline of Christopher Columbus' life. Sources of evidence Ask and answer questions about his voyages. Significant individuals in the past who have contributed to national & international achievements Christopher Columbus</p>	<p>Chronology and comparing different periods Similarities and differences between seashores from the past and present Sources of evidence Analysing sources of evidence – what do they tell us about seashores from the past? Changes within living memory (aspect of change in national life) The Victorian Seaside, seashores from the past. Revise 'who was</p>	<p>Chronology and comparing different periods Compare when women being studied loved and difference in life then and now. Significant individuals in the past who have contributed to national & international achievements Florence Nightingale, Edith Cavell, Mary Seacole, Rosa Parks, Emily Davison</p>

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					Queen in the Victorian times?'	
Art	Rangoli patterns			Landscape collages using a range of materials.		Portraits - using paint of Florence Nightingale- use observational skills.
D & T		Research, plan, make and evaluate a Tudor house .	Plan, design & make a healthy fruit salad (Science link)		Sewing - design and make own hand puppet linked to Punch & Judy.	
Computing	Coding and e-safety	Spreadsheets, questioning and e-safety	Effective searching and e-safety	Creating pictures and e-safety	Making music and e-safety	Presenting ideas and e-safety
P.E	Y2 P.E scheme	Y2 P.E scheme	Y2 P.E scheme	Y2 P.E scheme	Y2 P.E scheme	Y2 P.E scheme
Music	Listening and appraising Singing and improvising Singing and performing	Singing, playing instruments and performing	Singing and improvising Singing and performing composition	Singing, playing instruments, improvising and performing	Singing, playing instruments, improvising and performing	Prepare for a performance of songs and activities from the year.