

Curriculum Overview 2022/23

Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	The Way Home for Wolf: Narrative text Non-chronological report	Traditional Tales with a Twist: Narrative text	Amazing Birds: Non-chronological report Narrative	Wind in the Willows: Animal adventure stories Recount: letters Classic poetry	Aladdin: Setting description Diary Persuasive poster Narrative	Dragons: Instructions Stories on a theme Narrative text
	Class Novels: The Enchanted Wood	Class Novels: The Christmasaurus	Class Novels: The Christmasaurus	Class Novels: The Twits	Class Novels: Mudpuddle Farm	Class Novels: Boy who Grew Dragons
Maths	Number and Place Value Measurement Length and Mass Addition and Subtraction Geometry 2D and 3D Shapes	Counting Multiplication and Sorting Statistics Fractions Capacity and Volume Money Time	Number and Place Value Measurement Addition and Subtraction Money Multiplication and Division	Length Addition and Subtraction 2D and 3D Shape Fractions Position and Direction	Time Number and Statistics Addition and Subtraction Capacity and Volume Temperature Fractions	Mental Addition and Subtraction Multiplication and Division Measurement
Science	How do animals and plants adapt to living in different Environments? PART 1 -explore and compare the differences between things that are living, dead, and things that have never been alive. -identify that most living things live in habitats, describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. -identify and name a variety of plants and animals in their habitats, including micro-habitats.	What are the basic needs of humans for survival? -notice that humans have offspring which grow into adults. -find out about and describe the basic needs of humans, for survival (water, food and air).	How can humans stay healthy? -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. -know that medicines can be useful when we are ill. -understand that medicines can be harmful if not used properly.	How do animals and plants adapt to living in different Environments? PART 2 -identify and name a variety of plants and animals in their habitats, including micro-habitats. -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. -observe living things in their habitats during	What makes a material suitable for a purpose? -identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, water, rock, paper and cardboard for particular uses. -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (applying a force).	What do plants need to be healthy? -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 (<i>and how changing these affects the plant</i>). -plants are living and eventually die.

	<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>-observe living things in their habitats during different seasonal changes</p>			different seasonal changes		
History and Geography	<p>What does it take to be a great explorer?</p> <p>-identify and recognise the main motives of the explorer Christopher Columbus, describe what he achieved and give reasons,</p> <p>-describe and suggest reasons to help explain why the achievement of Neil Armstrong was so significant,</p> <p>-recognise, observe and suggest reasons for the particular challenges explorers venturing to Mars will face and explain qualities needed,</p> <p>-research to describe the achievements of explorers, give reasons for ways of life in historic period.</p>	<p>Continents and Oceans</p> <p>Can children name and locate the world's continents and oceans, and some information about each of them?</p> <p>-understand where I am in the world,</p> <p>-Locate on a map the seven continents,</p> <p>- Locate on a map the oceans that link the continents,</p> <p>- describe where different continents are located,</p> <p>-spot the physical and human features of a continent,</p> <p>- share my understanding of a continent.</p>	<p>Hot and Cold Places</p> <p>Can children explain where the world's main hot and cold regions are, and some information about what they are like?</p> <p>- identify hot and cold places and locate them on a map,</p> <p>-recognise the features of a hot and a cold place,</p> <p>-Explore a hot or cold place,</p> <p>-identify the animals that live in hot and cold places and recognise how they adapt,</p> <p>-compare a pack list for a trip to a hot place with a list for a cold place,</p> <p>-describe what I would see in a hot or cold place.</p>		<p>Who is the greatest history maker?</p> <p>-identify, describe and explain what is commemorated on Guy Fawkes Night;</p> <p>-describe, reason and explain what it means to make history;</p> <p>-identify, describe and explain how six significant people made history during their lifetime;</p> <p>-compare, contrast and order the achievements of these individuals;</p> <p>-describe and explain what they might wish to be remembered for in the future;</p> <p>-identify, describe and explain why Mary Seacole, Edith Cavell, Millicent Fawcett, Emmeline Pankhurst or Rosa Parks are considered history makers.</p>	<p>Mugumareno Village, Zambia</p> <p>Can children compare their location of Cleveleys to that of a contrasting locality in Zambia within the African continent?</p> <p>-to locate Zambia.</p> <p>-to find out about Zambia's key physical and human features,</p> <p>-to locate the village of Mugurameno,</p> <p>-to write a list of questions we want to answer about Mugurameno Village,</p> <p>-to find out about how people use the river in Mugurameno,</p> <p>-to compare how people use the river in Mugurameno with the different ways that people use a river near us,</p> <p>-to find out about animals that people choose to live with in Mugurameno and other they don't</p> <p>-to learn about how people protect themselves and their homes from wild animals,</p>

						<ul style="list-style-type: none"> -to find out about food eaten in Mugurameno, ow it is prepared, -to compare food in Mugurameno to the food we eat, -to find out about materials used to build houses in Mugurameno, -to discover the similarities and difference between our homes and homes in Mugurameno, -compare the lives of children in Mugurameno with our own – the daily chores we do and how we spend our free time, -to compare school life in Mugurameno and where we live, -to compare shopping and recycling habitats in Mugurameno and where we live.
Computing	<p>Online Safety – What happens when I post online? To know what happens to information posted online.</p> <p>Computing Systems and Networks 1 – What is a computer?</p> <ul style="list-style-type: none"> -To recognise the parts of a computer To recognise how technology is controlled -To recognise technology - To create a design for an invention -To understand the role of computers 	<p>Online Safety – How do I keep my things safe online? To know how to keep things safe and private online.</p> <p>Programming 1 – Algorithms and debugging</p> <ul style="list-style-type: none"> -To understand what an algorithm is -To follow instructions precisely to carry out an action -To understand that computers and devices around us use inputs and outputs 	<p>Online Safety – Who should I ask? To explain what should be done before sharing information online.</p> <p>Computer Systems and Networks 2 – Word processing</p> <ul style="list-style-type: none"> -To begin to learn to touch type -To understand how to use a word processor -To understand how to add images to a text document 	<p>Online Safety – It’s my choice To explain why I have the right to say no and deny permission.</p> <p>Programming 2 – Scratch Jr</p> <ul style="list-style-type: none"> -To explore a new application -To create an animation -To use characters as buttons -To follow an algorithm -To plan and use code to create an algorithm 	<p>Online Safety – Is it true? To learn strategies that will help me decide if something I see online is true or not.</p> <p>Creating Media – Stop Motion</p> <ul style="list-style-type: none"> -To understand what animation is -To understand what stop motion is -To create a stop motion animation -To plan my stop motion animation 	<p>Data Handling – International Space Station</p> <ul style="list-style-type: none"> -To understand how computers can help humans survive in space -To create a digital drawing of essential items for life in space -To understand the role of sensors on the ISS -To create an algorithm for growing a plant in space -To interpret data

		<ul style="list-style-type: none"> -To understand and be able to explain what decomposition is -To know how to debug an algorithm 	<ul style="list-style-type: none"> -To create a poetry book using sources from the internet -To understand what happens to information posted online 		<ul style="list-style-type: none"> -To create my stop motion animation 	
RE	<p>Judaism What aspects of life really matter?</p> <ul style="list-style-type: none"> - talk about special times in their lives and what makes these times special and why quality time is important -talk about how keeping the Sabbath day holy might influence a Jewish person -talk about how the Sabbath is a way of making time for God and family and a way of worshipping God -talk about and give examples of times that are special to them and how important this is in their lives 	<p>Christianity (Jesus) Why do Christians say that 'Jesus is the light of the world'?</p> <ul style="list-style-type: none"> -identify different ways that humans use light and discuss the importance of light -suggest what Christians might mean when they refer to Jesus as 'the light of the world' -identify ways in which Christians might use light as part of their Christmas celebrations and their symbolic meaning -ask questions about the value of sources of light in their own lives and talk about people who provide comfort for them -suggest ways in which they might be a light for others 	<p>Hindu Dharma How might people express their devotion?</p> <ul style="list-style-type: none"> - talk about qualities that make some people special -identify ways in which humans show their gratitude to the people who matter in their lives -know that Hindus believe in one God (Brahman) who can be worshipped in many forms and these forms have different qualities and are portrayed in different ways -know that Hindus might worship at a Mandir and/or the home shrine -talk about who is special to them and why -reflect on who they should be grateful to and how they might show this in words and actions 	<p>Christianity (God) Does how we treat the world matter?</p> <ul style="list-style-type: none"> -identify ways in which humans use (and abuse) the natural world - retell (simply) the Genesis 1 story of creation and suggest why Christians might think it is important to look after the world -suggest ways that Christians might express their concerns for the natural world -reflect on their own use of the world's resources -ask questions about what they can do to show that they care about the world 	<p>Islam Why do Muslims believe it is important to obey God?</p> <ul style="list-style-type: none"> -talk about the ways in which shared rituals might unite communities -suggest why Muslims believe that it is important to respect God -talk about why Muslims would want to show their gratitude to God -identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis and describe the rituals of Islamic prayer -talk about the things they do on a regular basis as a sign of their commitment and belonging 	<p>Christianity (Church) What unites the Christian community?</p> <ul style="list-style-type: none"> -identify signs and symbols in the world around them -talk about the school logo -suggest beliefs and values that might unite the Christian community -identify symbols used in Christian worship -talk about how and why symbols might be used in Christianity -identify and describe features of a church -ask thoughtful questions about signs and symbols -talk about communities that they belong to
PSHE	<p>LIVING IN THE WIDER WORLD Which communities do I belong to? Belonging to a Community</p> <ul style="list-style-type: none"> - know about being a part of different groups, and the role they play in these groups -know about different rights and responsibilities that they have in school and the wider community - recognise that they are all 	<p>RELATIONSHIPS Safe Relationships How can I stay safe in my relationships?</p> <ul style="list-style-type: none"> -know how to recognise and what to do about hurtful behaviour -know about what bullying is and different types of bullying and how someone may feel 	<p>RELATIONSHIPS Respecting ourselves and others How am I the same and different from others?</p> <ul style="list-style-type: none"> -know about the things they have in common and differences with their friends, classmates, and other people -learn how to play and 	<p>LIVING IN THE WIDER WORLD Media literacy and Digital resilience What is the internet and what is safe?</p> <ul style="list-style-type: none"> -know the ways in which people can access the internet -recognise the purpose and value of the internet 	<p>ROAD SAFETY Right start Level 3 Keeping safe How can I keep safe on the road?</p> <ul style="list-style-type: none"> -know how to keep safe in different situations -know safe places to cross the road -know ways of keeping 	<p>HEALTH AND WELLBEING Keeping Safe How can I keep safe?</p> <ul style="list-style-type: none"> -know to help keep themselves safe in familiar and unfamiliar environments -identify potential unsafe situations, who is responsible for keeping them safe in these

	<p>equal, and ways in which they are the same and different to others in their community</p> <p>RELATIONSHIPS How can I be a good friend? Families and Friendships</p> <ul style="list-style-type: none"> - know how to be a good friend -know strategies for positive play with friends -know about what causes arguments between friends -know to positively resolve arguments between friends -know how to recognise, and ask for help, when they are feeling unhappy 	<ul style="list-style-type: none"> -know about the difference between happy surprises and secrets -know how to resist pressure to do something that feels uncomfortable -know how to ask for help if they feel unsafe <p>HEALTH AND WELLBEING Growing and Changing How do I change as I grow?</p> <ul style="list-style-type: none"> -know about the human life cycle -know how our needs and bodies change as we grow up -identify and name the main parts of the body including external genitalia (vagina, penis, testicles) 	<p>work cooperatively</p> <ul style="list-style-type: none"> -know how to share their ideas and listen to others <p>HEALTH AND WELLBEING Physical and Mental wellbeing How can I keep healthy in my mind and body?</p> <ul style="list-style-type: none"> -know about routines and habits for maintaining good physical and mental health -understand why sleep and rest are important -know that medicines, can help people stay healthy and manage allergies -understand the importance of, and routines for dental health care -know about food and drink that affect dental health 	<p>in everyday life</p> <ul style="list-style-type: none"> -recognise that some content on the internet is factual and some is for entertainment -know that information online might not always be true <p>Money and Work Is money important?</p> <ul style="list-style-type: none"> -learn about what money is and its different forms -understand how money can be kept and looked after -know that people are paid money for the job they do -understand how to recognise the difference between needs and wants 	<p>safe on the road in both the day and night</p> <p>HEALTH AND WELLBEING Physical and Mental wellbeing How can I manage and understand some of my feelings?</p> <ul style="list-style-type: none"> - know ways to feel good, calm down or change their mood -understand how to manage big feelings including those associated with change, loss and bereavement -know when and how to ask for help <p>Growing and Changing</p> <ul style="list-style-type: none"> -preparing to move to a new class and setting goals for next year 	<p>situations and how to keep safe at home</p> <ul style="list-style-type: none"> -know about things that people can put into their body or onto their skin and how these can affect how people feel -know how to respond if there is an accident -know about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
<p>Art and DT</p>	<p>ART HENRI ROUSSEAU Can we create Rosseau inspired paintings using the skills and techniques we have learnt?</p> <ul style="list-style-type: none"> -understand about the life of the artist Henri Rousseau; -explore and use the skills and techniques used by Henri Rousseau -understand the meaning of Henri Rousseau's genre, portrait-Landscape -understand about the animals in Rousseau's paintings -use their imaginations and skills to paint their own pieces of art 	<p>ART SUPER SCULPTURES Can we explore different materials to make sculptures?</p> <ul style="list-style-type: none"> -use simple shapes to make sculptures of the human form -make a sculpture with a simple human form -explore sculptures with 'inside' and 'outside' spaces. -create kinetic sculptures that move in the wind 	<p>DT COOKING AND NUTRITION Can we design and make a healthy pizza?</p> <ul style="list-style-type: none"> -find out what the favourite pizzas in class are - examine, describe and categorise a variety of bread-based products -examine, describe and categorise a variety of pizza toppings -design a balanced healthy pizza -make and evaluate a food product based on a design 	<p>DT TEXTILES Can we design and create a glove puppet for a particular purpose?</p> <ul style="list-style-type: none"> -investigate a range of puppets and their features -work with fabric to create a finger puppet -develop and practise sewing skills -design a glove puppet -follow a design to make a puppet -evaluate a finished product 	<p>DT MECHANISMS Can we design and make a vehicle to include wheels, axles, chassis and bodies?</p> <ul style="list-style-type: none"> -investigate a variety of vehicles and their uses and features -investigate wheels, axles and chassis -investigate ways of creating and decorating the body of a vehicle -design a vehicle -make a vehicle based on a design 	<p>ART AUSTRALIAN ABORIGINAL ART Can we incorporate different elements of Australian Aboriginal art styles in our paintings?</p> <ul style="list-style-type: none"> -create pictures using the Australian Aboriginal style of cross-hatching -incorporate Australian Aboriginal symbols into pictures -create paintings using the x-ray or naturalistic style of Indigenous Australian art

		-make a sculpture where light, shape and colour create an interesting effect			-evaluate a finished product	-create paintings using the Indigenous Australian dot style -use a variety of techniques and skills to create and decorate boomerangs -use a variety of techniques and skills to create rainsticks
Music	HANDS FEET HEART -march in time with the pulse; -be an animal finding the pulse; -know that rhythm is different to the pulse; -compose a simple melody using simply rhythms; -recognise and name some of the instruments they hear		I WANNA PLAY IN A BAND -march and find the pulse; -be a Rockstar finding the pulse; -copy and clap back rhythms; -compose a simple melody; -recognise and name some of the instruments they hear		ZOOTIME -find the pulse as a steady heartbeat; -copy and clap back rhythms; -play accurately and in time; -recognise and name some of the instruments they hear	
PE	Dance – Wind in the Willows -To explore different habitats -To learn about the 3 main characters and work as a class to create short dances for each one. -To use a set of instructions to create a solo travelling dance. -To work as a group to create 4 freeze frames demonstrating Toads adventures. -To develop a group dance with interesting movements and use perfect timing.	FMS END OF KS1 ASSESSMENT -To throw underarm accurately into a target. -To throw as far as possible. -To throw overarm accurately. -To throw overarm for distance. -To run as fast as possible. -To throw using a push and two handed throw for distance. -To jump for distance with control. -To kick a ball for distance. -To catch a ball. -To complete an obstacle course.	Dance – Explorers -To demonstrate imagination. To develop movement memory. -To become their own explorer, being able to seek and find objects. -To learn basic dance movements and develop key traveling skills. -To learn about and replicate animals from the rainforest through movement. -To create a short dance in a group using ideas from their chosen animal. -To experiment with movement ideas and create a duet using contact. -To work in pairs to create interesting shapes with their bodies. -To develop increased awareness of relating movements to images / locations.	Athletics -To throw underarm accurately into a target. -To throw as far as possible. -To throw using a push and 2 handed throw for distance. -To jump for distance with control. -To complete an obstacle course with speed and agility.	Dance – Seaside -To explore a range of actions related to activities at the seaside. -To compose and perform a dance phrase showing the movements of the ocean. --To select appropriate movements and body shapes in relation to shells. -To explore body shapes and movements which communicate the different creatures we can find at the seaside. -To remember, repeat and perform a short dance to represent life in a seaside village.	Games – Net and Wall -To demonstrate how to catch a ball. -To show a side gallop with some rhythm. To show the ready position. -To show how to hold a bat. -To strike a ball to a partner. -To show a simple tactic in competitive fours. To demonstrate a simple tactic in a net / wall game to outwit an opponent.

			-To share ideas, create and learn a new unison dance performed travelling along own pathway.			
	<p>FMS Baseline Unit – Lost and Found</p> <ul style="list-style-type: none"> -To demonstrate the FMS of underarm throwing and hopping. -To demonstrate the FMS of an overarm throw and skipping. -To demonstrate the FMS of catching and bouncing a ball. -To demonstrate the FMS of running and jumping. -To demonstrate the FMS of kicking and rolling a ball. 	<p>Playground games in the 20th Century</p> <ul style="list-style-type: none"> -To develop the skill of dodging / changing direction when playing a tig game. -To develop the skill of hopping when playing a game. -To demonstrate catching a ball with some control. To throw underarm with some accuracy. -To demonstrate a side gallop. -To show the ready position. -To strike a ball to a partner. -To apply a simple tactic in a net / wall game. 	<p>Gymnastics – Activities 1</p> <ul style="list-style-type: none"> -To demonstrate jumping actions with different shapes in the air. -To show travelling actions using hands and feet. -To demonstrate balancing on large body parts. -To show an egg roll, pencil and teddy bear roll. -To create a sequence using rolling, jumping and travelling and balancing. 	<p>Dance – Moving Along</p> <ul style="list-style-type: none"> -To link 4 contrasting movements in the style of transport. -To develop teamwork skills, sharing movement ideas and create a short unison dance. -To plan and follow a pathway. -To create a dance with a partner containing 4 dance elements. -To link 2 sequences to create a dance. 	<p>Games – Striking and Fielding</p> <ul style="list-style-type: none"> -To demonstrate an overarm throw for distance. -To strike a ball for distance. To play a simple striking and fielding game. -To play a simple striking and fielding game applying a simple tactic. 	