



Curriculum Overview

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Content: to entertain</u> NARRATIVE Stories with familiar settings POETRY Repeated structure	<u>Content: to inform</u> REPORTS RECOUNT	<u>Content: to entertain</u> NARRATIVE Traditional Tales (Fables)	<u>Content: to inform</u> REPORTS INSTRUCTIONS	<u>Content: to entertain</u> NARRATIVE Significant author (Roald Dahl?)	<u>Content: to entertain</u> POETRY Acrostic poems
<p><u>Key Skills in Writing for ALL children to master by the end of Year Two (ITAFS)</u></p> <p>Demarcate most sentences with capital letters and full stops</p> <p>Some use of question marks and exclamation marks</p> <p>Use sentences with different forms in their writing (statements, questions, exclamations and commands)</p> <p>Use some expanded noun phrases to describe and specify</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use co-ordination (or / and / but) and some subordination (when / if / that / because)</p> <p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Spell many common exception words*</p> <p>Spell some words with contracted forms*</p> <p>Add suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly*</p> <p>Use the diagonal and horizontal strokes needed to join letters in some of their writing</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>						
	<u>Skills:</u> NARRATIVE -retell a story -discuss favourite words and phrases -write beginning, middle and ending -can sequence events which flow -use adjectives	<u>Skills:</u> REPORTS -note the organisation of information texts and purpose -record notes as lists -explore and use topic vocabulary -begin to organise writing into sections	<u>Skills:</u> NARRATIVE -make inferences -make predictions -develop understanding of character -retell a story -vary sentence structure to engage	<u>Skills:</u> REPORTS -explore and use topic vocabulary -read information texts and note features -research in books and online -write simple reports	<u>Skills:</u> NARRATIVE -participate in discussions about books -begin to note author's style -consider how setting creates mood -develop	<u>Skills:</u> POETRY -listen and give opinions on poems -note alliteration -note rhyme -experiment with alliteration -experiment with patterns and shapes

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	<p>-some expanded noun phrases</p> <p>POETRY</p> <p>-listen and give opinions on poems</p> <p>-discuss favourite words and phrases</p> <p>-explore and use new vocabulary</p> <p>-recite and perform poems (actions and sound effects)</p> <p>-note patterns</p> <p>-write simple poems using repeated line structure</p>	<p>RECOUNTS</p> <p>-orally describe events with flow</p> <p>-write about own experiences using first person</p> <p>-can sequence events which flow</p> <p>-use sequencing connectives</p> <p>-engage reader through reactions</p>	<p>the reader (e.g. questions)</p> <p>-begin to note down ideas</p> <p>-write opening, middle and ending</p> <p>-use adjectives</p> <p>-use adverbs (including as sentence starter)</p> <p>-use expanded noun phrases</p>	<p>-ideas are linked together into sections</p> <p>INSTRUCTIONS</p> <p>-listen and follow instructions</p> <p>-read and follow simple instructions</p> <p>-write list of materials</p> <p>-write sequenced steps</p> <p>-use numbered points</p> <p>-use imperative verbs</p> <p>-adjectives and adverbs for information (Inc. as sentence starters)</p>	<p>understanding of character</p> <p>-create settings</p> <p>-create simple plans</p> <p>-write opening, middle and ending (with appropriate balance)</p> <p>-use descriptive phrases</p> <p>-engage the reader through lively storytelling (such as humour and SHOW not TELL)</p>	<p>(e.g. write small in small letters)</p> <p>-write simple poems - read aloud what they have written</p>
Science	<p><u>Content:</u></p> <p>LIVING THINGS</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</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,</p>	<p><u>Content:</u></p> <p>USE OF EVERYDAY MATERIALS</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by</p>	<p><u>Content:</u></p> <p>ANIMALS INC HUMANS</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p><u>Content:</u></p> <p>ANIMALS INC HUMANS</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><u>Content:</u></p> <p>PLANTS</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><u>Content:</u></p> <p>LIVING THINGS</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>

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	and how they depend on each other	squashing, bending, twisting and stretching.				
Computing	<p><u>Content:</u> COMPUTER SCIENCE Control a device, on and off screen, making predictions about the effect their programming will have.</p> <p>Children can plan ahead.</p>	<p><u>Content:</u> COMPUTER SCIENCE Create a simple animation to tell a story.</p>	<p><u>Content:</u> INFORMATION TECHNOLOGY To use a range of simple tools in paint package/modify a picture to communicate an idea.</p> <p>To use document tools to write full sentences while incorporating a range of functions.</p>	<p><u>Content:</u> INFORMATION TECHNOLOGY Generate their own work on PowerPoint (with help where appropriate with multimedia) combining text, graphics and sound. Save a retrieve and edit their work.</p> <p>Collect, organise and classify data, selecting appropriate tools to create a graph and answer questions.</p> <p>Enter information into a simple database or word processor and use it to answer questions.</p>	<p><u>Content:</u> DIGITAL LITERACY Work collaboratively by email to share and request information with another class/school.</p> <p>Children to understand what advertising is and how it can divert you to a different internet site.</p> <p>To understand that some information online is untrue (Spoof websites).</p>	<p><u>Content:</u> DIGITAL LITERACY Children to use a search engine to find specific relevant information to use in a presentation for a topic.</p> <p>Save and retrieve their work.</p>
History	<p><u>Content:</u> LIVES OF SIGNIFICANT INDIVIDUALS Lives of significant individuals in the past who have contributed</p>	<p><u>Content:</u> LIVES OF SIGNIFICANT INDIVIDUALS Lives of significant individuals in the past</p>	<p><u>Content:</u></p>	<p><u>Content:</u></p>	<p><u>Content:</u> EVENTS BEYOND LIVING MEMORY Events beyond living memory that are significant nationally</p>	<p><u>Content:</u> EVENTS BEYOND LIVING MEMORY Events beyond living memory that are significant nationally</p>

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	to national and international achievements.	who have contributed to national and international achievements.			or globally.	or globally.
Geography	<p><u>Content:</u> BURTON/BEACHES Name and locate the world's seven continents and five oceans <i>linked to significant individuals (explorers) in history.</i></p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather.</p> <p>Key human features including: city, town, village, house, office, port, harbour and shop.</p> <p>Study geographical features found in Burton upon Trent.</p> <p>Study different beaches found in the United Kingdom.</p>	<p><u>Content:</u> BURTON/BEACHES Name and locate the world's seven continents and five oceans <i>linked to significant individuals (explorers) in history.</i></p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather.</p> <p>Key human features including: city, town, village, house, office, port, harbour and shop.</p> <p>Study geographical features found in Burton upon Trent.</p> <p>Study different beaches found in the</p>	<p><u>Content:</u> BURTON/KENYA Name and locate the world's seven continents and five oceans.</p> <p>Locate Africa and major countries in Africa including Kenya.</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 small area in a contrasting non-European country - Kenya.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features including: beach, cliff,</p>	<p><u>Content:</u> BURTON/KENYA Name and locate the world's seven continents and five oceans.</p> <p>Locate Africa and major countries in Africa including Kenya.</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 small area in a contrasting non-European country - Kenya.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features including: beach, cliff,</p>	<p><u>Content:</u> HOT AND COLD AREAS OF THE WORLD Name and locate the world's seven continents and five oceans.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles – And the location of Kenya and the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather.</p>	<p><u>Content:</u> HOT AND COLD AREAS OF THE WORLD Name and locate the world's seven continents and five oceans.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles – And the location of Kenya and the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather.</p>

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		United Kingdom.	coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather. Key human features including: city, town, village, house, office, port, harbour and shop. Study geographical features found in Burton upon Trent.	coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather Key human features including: city, town, village, house, office, port, harbour and shop. Study geographical features found in Burton upon Trent.		
Design and Technology	<u>Content:</u> DESIGN, CREATE AND EVALUATE A RANGE OF MUSICAL INSTRUMENTS (This content can be taught at any time during the term and linked with art skills)		<u>Content:</u> INVESTIGATE HEALTHY EATING AND MAKE A FRUIT SALAD TASTE FOOD FROM EACH FOOD GROUP (This content can be taught at any time during the term and linked with art skills)		<u>Content:</u> DESIGN, CREATE AND EVALUATE CLAY SEA CREATURES/ OTHER ANIMALS (This content can be taught at any time during the term and linked with art skills)	
Art	<u>Content:</u> MOOD PAINTING (This content can be taught at any time during the term and linked with DT skills)		<u>Content:</u> USE COLOUR, TEXTURE, PATTERN TO MAKE FOOD LANDSCAPES FOOD PRINTING (This content can be taught at any time during the term and linked with DT skills)		<u>Content:</u> OBSERVATIONAL DRAWING OF PLANTS AND FLOWERS CLAY FLOWER POTS LINK TO DIGITAL) (This content can be taught at any time during the term and linked with DT skills)	
Religious Education	<u>Content:</u> 1.6c CARING FOR THE NATURAL WORLD Siddhartha and the swan/the dog at the well	<u>Content:</u> 2.1c RELIGIOUS LEADERS - Buddha (links to history topic of significant individuals.	<u>Content:</u> 1.3c VALUING NEW LIFE Hinduism birth ceremonies	<u>Content:</u> 1.2c BELONGING TO A GROUP - Muslim aqiqah ceremony	<u>Content:</u> 1.6a SHOWING KINDNESS AND GOODNESS (Daniel and the lion's den)	<u>Content:</u> 1.3b WORSHIP AND CEREMONIES Christian prayer
PSHCE	<u>Content:</u> NEW BEGINNINGS	<u>Content:</u> GETTING ON AND	<u>Content:</u> GOING FOR GOALS	<u>Content:</u> GOOD TO BE ME	<u>Content:</u> RELATIONSHIPS	<u>Content:</u> CHANGES

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	<p>Children can design a set of class rules to agree to follow and discuss how they help.</p> <p>Children can listen to other people, and play and work cooperatively.</p> <p>Children to take part in discussions with the whole class.</p> <p>Children can talk about what makes them happy at school. The best thing in my class is...</p> <p>Children can recognise and name their feelings in a positive way.</p> <p>Children can create ideas on how to calm down.</p>	<p>FALLING OUT Children to take part in discussions with one other person and the whole class.</p> <p>Children to discuss what makes a good friend.</p> <p>Children can recognise and name their feelings in a positive way.</p> <p>Children can talk about what makes them angry and why.</p> <p>Children can recognise how their behaviour affects other people.</p> <p>Children can understand what makes other people feel angry.</p> <p>Children can create a game to play in a group working together.</p>	<p>-Children can think about themselves, learn from their experiences and recognise what they are good at.</p> <p>Children can understand how to learn best-hearing, seeing or by doing.</p> <p>Children can listen to other people, and play and work cooperatively.</p> <p>Children can plan how to achieve a goal.</p> <p>Children learn how to remain focused on reaching a goal.</p> <p>Children can recognise and name their feelings in a positive way.</p> <p>Children learn how to set simple goals. My goal is to To do this I am going to ...</p>	<p>Children think about themselves, learn from their experiences and recognise what they are good at.</p> <p>Children to think about something that they are proud of.</p> <p>Children can recognise and name their feelings in a positive way.</p> <p>Children can discuss how people feel- how you can relax.</p> <p>Children explore relaxation movements.</p> <p>Children to discuss what you worry about and why.</p> <p>Children can share their worries and how they can be made into positives.</p> <p>Children can share what they are good at-helping others to</p>	<p>Children know that family and friends should care for each other.</p> <p>Children can discuss who cares for them.</p> <p>Children can listen to other people, and play and work cooperatively.</p> <p>Children can discuss what to do when we miss somebody-sharing ideas.</p> <p>Children can recognise and name their feelings in a positive way.</p> <p>Children can discuss what would they miss if they moved to a different country-drawing ideas. Wils or Pilgrim story-making decisions.</p> <p>Children can think about people who are important to us.</p> <p>Children can draw</p>	<p>Children can take part in discussions with one other person and the whole class.</p> <p>Children can discuss out their different habits.</p> <p>Naughty Nigel story-making decisions. Children to discuss what would we like to change as a class?</p> <p>Children to think about questions to ask a teacher about the changes in Key Stage 2.</p> <p>Children to ask the year 3 staff about the changes that occur in KS2. Children to talk about what they are looking forward to in KS2.</p>

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			<p>Children learn how to set simple goals. Children can discuss if they reached their goal.</p> <p>Did you keep to the plan? What helped you? How did you feel when you achieved your goal?</p>	<p>feel positive.</p> <p>Children can create a positive poster.</p>	<p>who is important in our lives- adding features.</p>	
Music	<p><u>Content:</u> THE LONG AND SHORT OF IT - EXPLORING DURATION: Using voices & instruments to make long & short sounds; making sequences combining long & short sounds.</p>	<p><u>Content:</u> FEEL THE PULSE- EXPLORING PULSE & RHYTHM: Identifying the beat; differentiating between pulse & rhythm; using beat & rhythm to make accompaniments.</p>	<p><u>Content:</u> TAKING OFF - EXPLORING PITCH: Identifying pitch; changing sounds higher/lower; using higher/lower sounds.</p>	<p><u>Content:</u> WHAT'S THE SCORE - EXPLORING INSTRUMENTS & SYMBOLS: Exploring the sounds of classroom instruments & how they can be changed; using different sounds & using symbols to describe them.</p>	<p><u>Content:</u> RAIN, RAIN GO AWAY -EXPLORING TIMBRE, TEMPO & DYNAMICS: How music can describe different types of weather; composing music to describe weather.</p>	<p><u>Content:</u> SOUNDS INTERESTING - EXPLORING SOUNDS: Identifying sound sources; using sounds expressively; using sounds to describe events, feeling, & moods.</p>