

Year 2 Long Term Curriculum Overview

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Concepts	Identity, Explorers Environment, Changes, community					
Experience	Disgusting sandwich experience Forest Schools	Rocket Launch experience Forest Schools	African drumming session – Rock it! Forest Schools	Fire Service Visit to School Burning of houses Teams meet with inner-city London school Forest Schools	Trip to Twycross Zoo Forest Schools	Kingswood Brewhouse Performance Forest Schools
Suggested Texts	The Disgusting Sandwich by Gareth Edwards	Man on the Moon by Simon Bartram Neil Armstrong and the Moon Landing (non-fiction)	Mama Panya’s Pancakes by Mary & Rich Chamberlain Handa’s Surprise / Handa’s Hen by Eileen Brown	The Great Fire of London (non-fiction) Rhyming Poems	Dear Greenpeace by Simon James Lots: The Diversity of Life on Earth by Nicola Davies	The Something by Rebecca Cobb
English	Fairy tale opening Instructions – how to make a disgusting sandwich Disgusting sandwich story	Non Chronological report – Man on the Moon Character description – alien	Letter writing to Adika Persuasive leaflet writing about Africa	Diary of GFOL Recount of events	Recount – Zoo Trip Non-Chronological report of own animal Animal Story	Instructions Setting/Character Description
Maths	Number: Place Value <i>Calculations within 20</i> <i>Fluently add and subtract within 10</i> Number: Addition and Subtraction Fluently add and subtract within 10	Number: Addition and Subtraction Geometry: Properties of Shape	Number: Multiplication and Division Doubling, halving, quotative and partitive division Measurement: Money	Fractions Number: Addition and Subtraction (consolidation) Addition and subtraction of two-digit numbers	Measurement: Time Measurement: Length and Height	Measurement: Mass, Capacity and Temperature Geometry: Position and Direction Statistics
<div style="text-align: right; margin-bottom: 5px;"> </div> <p style="text-align: center;">Retrieval Practice</p> <p style="text-align: center;">The children undertake a daily Flashback 4 task, which is a daily starter activity consisting of one question, each from a topic covered either last lesson, last week, two or three weeks ago and/or last term, or last year.</p>						

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History		<p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> Recall information about a significant individual who lived in the past (<i>Neil Armstrong</i>) Explain the impact of famous people on our lives today – (Neil Armstrong / Mae Jemison – first black woman in space -Events within living memory) Recognise the impact of a significant event (Moon landing - Events within living memory) Recognise that we celebrate bonfire night, because of what happened many years ago (Gunpowder plot – Events beyond living memory) <p style="text-align: center;">Historical Enquiry</p> <p>Answer questions using sources of information</p> <p>Research the life of Neil Armstrong and Mae Jemison</p> <p style="text-align: center;">Chronological Understanding</p> <ul style="list-style-type: none"> Use historical vocabulary, relating to the passing of time Use the words past and present accurately when making comparisons in their historical learning Sequence a set of events and/or objects in chronological order, providing reasons for their order Order events on a timeline 		<p>Knowledge and Interpretation (Events beyond living memory that are significant nationally)</p> <ul style="list-style-type: none"> Recount some interesting facts about a historical event - The Great Fire of London (<i>link to English GFOL recount</i>) To know how firefighting now is different to 1666 <p style="text-align: center;">Historical Enquiry</p> <ul style="list-style-type: none"> To compare photos from the past and the present (<i>streets of London now and the streets of London 1666 and fire engines</i>) <p style="text-align: center;">Chronological Understanding</p> <ul style="list-style-type: none"> Use historical vocabulary, relating to the passing of time Use the words past and present accurately when making comparisons in their historical learning Sequence a set of events and/or objects in chronological order, providing reasons for their order Order events on a timeline 		<p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> Recall information about a significant individual who lived in the past (<i>Vincent Van Gogh</i>) <p style="text-align: center;">Historical Enquiry</p> <ul style="list-style-type: none"> Explore information about Vincent Van Gogh’s life from stories (Camille and the Sunflowers) Consider why Van Gogh’s paint colours changed when he moved from the Netherlands to France Develop an understanding of how paintings can provide clues about what life was like in the past <p style="text-align: center;">Chronological Understanding</p> <ul style="list-style-type: none"> Use historical vocabulary, relating to the passing of time Use the words past and present accurately when making comparisons in their historical learning
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Geography	<p>Would you prefer to live in a hot or cold place?</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans (L1) <p>Human and physical geography</p> <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (L2) 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 (L3, 4) <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country (L4, 6) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school ground and the key human and physical features of its surrounding environment (L5) Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage (L1, 2, 3) 	<p>Why is our world wonderful?</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (L1) Name and locate the world's seven continents and five oceans (L2, 3) <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical and human features (L 2, 4, 6) <p>Geographical and Fieldwork Skills</p> <ul style="list-style-type: none"> Use simple compass directions and locational and directional language (near/far, left/right) to describe the location of features and routes on a map (L1) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (L4) Devise a simple map and use and construct basic symbols in a key (L4) Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (L5, 6) 	<p>What is it like to live by the coast?</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (L1) <p>Human and physical geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features including, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (L2, 3, 4) Use basic geographical vocabulary to refer to key human features including, city, town, village, factory, farm, house, office, port, harbour, shop (L4, 5) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage (L1, 2) Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (L5, 6)
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Science	<p>Living things: Habitats</p> <ul style="list-style-type: none"> To identify some of the characteristics of living things. (L1) To recognise the difference between things that are alive, were once alive or have never been alive. (L2) To identify plants and animals in different habitats.(L3) To identify how a habitat provides animals and plants with what they need to survive. (L4) To recognise how animals and plants depend on each other. (L5) To recall how animals get their food from plants and other animals. <p>Working scientifically:</p> <ul style="list-style-type: none"> To classify objects into groups.(L2) To carry out research to find answers to questions. (L4) 	<p>Living things: Microhabitats</p> <ul style="list-style-type: none"> To name a variety of minibeasts. (L1) To recognise that scientists choose the most suitable way to answer questions. (L2) To make close observations and use equipment safely. (L3) To ask questions about the conditions minibeasts prefer. (L4) To use a stopwatch. (L5) To use tally marks to record results. (L5) To use my results to answer a question. (L5) To identify a variety of flowering plants. (L6) <p>Working scientifically:</p> <ul style="list-style-type: none"> To classify a variety of minibeasts (L1) I can organise questions to create a simple classification key. (L1) To recognise how scientists answer questions. (L2) To gather and record data to answer a question. (L3) To gather data and record it in a survey. (L3) To ask questions and plan how to carry out an experiment. (L4) To carry out an experiment and record data in a table. (L5) To understand the role of a botanist. (L6) 	<p>Materials: Uses of everyday materials.</p> <ul style="list-style-type: none"> To recognise that objects are made from materials that suit their uses. (L1) To recognise that objects are made from materials that suit their uses. (L2) To recognise that the shape of some solid objects can be changed.(L3) To compare the suitability of materials for particular uses. (L4) To recognise that the strength of some materials can be changed. (L5). To compare the suitability of materials for particular uses. (L6) <p>Working scientifically</p> <ul style="list-style-type: none"> To recognise that objects can be grouped.(L1) To record data in a table. (L2) To gather data and use it to answer a question. (L4) To recognise that the strength of some materials can be changed. (L5) To recognise that some materials are harmful to the environment. (L6) 	<p>Animals: Life cycles and health</p> <ul style="list-style-type: none"> To identify different stages of the human life cycle. (L1) To identify different stages of the human life cycle. (L2) To identify different stages of the human life cycle. (L3) To identify and list the basic needs for survival for humans and animals. (L4) To recognise the importance of exercise and personal hygiene. (L5) To identify how to have a balanced diet. (L6) <p>Working Scientifically</p> <ul style="list-style-type: none"> To use simple measuring equipment. (L3) To use secondary sources to research. (L4) To make observations over time. (L5) To interpret collected results. (L6) 	<p>Plant growth</p> <ul style="list-style-type: none"> To recognise that seeds need certain conditions for growth. (L1). To recognise that seeds and bulbs contain what they need to grow into a plant. (L2) To describe what seeds need to germinate. (L3) To describe the effect of light on plant growth. (L4) To identify stages of a plant’s life cycle. (L5) To recognise what plants need for healthy growth. (L6) <p>Working Scientifically</p> <ul style="list-style-type: none"> To plan comparative tests. (L1) To measure with a ruler. (L2) To record data in a table. (L3) To observe using a magnifying glass. (L4) To draw and label diagrams. (L5). To recognise that humans have a responsibility to care for plants. (L6) 	<p>Plants- based materials</p> <ul style="list-style-type: none"> To describe how materials can be reused. (L1) To identify human-made and natural materials. (L2) To group based on characteristics. (L3) To identify a material to help plant growth. (L4) To choose materials to create a suitable plant pot. (L5) <p style="text-align: center;">Working scientifically</p> <ul style="list-style-type: none"> To understand how the 3Rs contribute to sustainable products. (L1) To group based on characteristics. (L2) To perform a test and gather data. (L3) To use observations to answer a simple question. (L4) To identify and classify living things. (L5)
	<p style="text-align: center;">Autumn (Sept/Oct/Nov) Seasonal Changes</p> <p>Observe and describe weather associated with the seasons and how day length varies. Gather data on weather: temperature, wind, length of day, changes to woodland (Geography links) <i>Covered in Forest Schools and daily weather class chart</i></p>	<p style="text-align: center;">Winter (Dec/Jan/Feb) Seasonal Changes</p> <p>Observe and describe weather associated with the seasons and how day length varies. Gather data on weather: temperature, wind, length of day, changes to woodland (Geography links) <i>Covered in Forest Schools and daily weather class chart</i></p>	<p style="text-align: center;">Spring (Mar/Apr/May) Seasonal Changes</p> <p>Observe and describe weather associated with the seasons and how day length varies. Gather data on weather: temperature, wind, length of day, changes to woodland (Geography links) <i>Covered in Forest Schools and daily weather class chart</i></p>	<p style="text-align: center;">Summer (June/July/August) Seasonal Changes</p> <p>Observe and describe weather associated with the seasons and how day length varies. Gather data on weather: temperature, wind, length of day, changes to woodland (Geography links) <i>Covered in Forest Schools and daily weather class chart</i></p>		

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Art and Design		Clay figurative sculpture of an alien (inspired by the works of Coille Hooven and Brendan Hesmondalgh clay figurine sculptures) Application of skills (clay Christmas candle holder – RE)	Create a watercolour wash - Use their sketchbook to explore, experiment and gather artwork and practise with paint and brushes. Know primary and secondary colour mixing Create a pastel drawing of an African animal (inspired by Jen Starwalt)		Sewing – finger puppets (animal) Use an overstitch to sew two pieces of fabric together and create simple appliqué work (sewing or sticking)	Van Gogh – Sunflowers – Use a viewfinder to focus on specific parts of the painting Collage own sunflower picture Use clay to create an impressed image for negative printing – flower designs
Design and Technology	Design / Make /Evaluate: Healthy breakfast (Nutrition and Cooking) Focus: Understand and apply the principles of nutrition and learn how to make (fruit kebab / breakfast pot)	Design / Make /Evaluate: A moving Christmas card Focus: Levers and Sliders		Design / Make /Evaluate: Moving Vehicle-Modern day fire engine Focus: Wheels and axels		Design / Make /Evaluate: Coleslaw (Nutrition and Cooking) Focus: Use the basic principles of a healthy and varied diet to plan and prepare dishes. Using tools safely.
Music	Rock It! Harvest Songs	Rock It! Christmas Songs	Rock It! Mother’s Day	Rock It! Great Fire of London music	Rock It! May Day service	Rock it! Focus: Music assessment Brewhouse performance
PE	Health Related Exercise	Striking and fielding	Gymnastics – floor and small apparatus	Gymnastics – floor and wall apparatus	Dance	Athletics and Sports Day
Computing	Coding	Online Safety	Making Music	Effective Searching	Spreadsheets	Creating Pictures
PSHE	Being Me in My World Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Celebrating Difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Healthy Me Motivation Healthier Choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food Medicine safety	Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
	Taught through our Jigsaw Curriculum and Discovery RE (refer to schemes): Social, Moral, Spiritual and Cultural development and British Values (Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance) Emotional Literacy - self-awareness, social skills, empathy, motivation and managing feelings					
RE	What did Jesus teach? Christianity	Christmas – Jesus as a gift from God Christianity	Prayer at home Islam	Easter – Resurrection Christianity	Community and Belonging Islam	Hajj Islam
Special Events Celebrations to note	<ul style="list-style-type: none"> September – Harvest Festival (Christianity) October – Divali (Hindism) October – Sukkot (Jewish) 	<ul style="list-style-type: none"> November – Remembrance Sunday November – Kindness day UK December – Christmas (Christianity) December – Hanukah (Jewish) 	<ul style="list-style-type: none"> January – New Year Jan/Feb – Chinese New Year February – Children’s mental health week February – Safer Internet Day 	<ul style="list-style-type: none"> Feb/Mar – Shrove Tuesday (Christianity) March – Holi (Hinduism) March – World Book Day, Mother’s Day, World Poetry Day, World Down Syndrome Day, Autism Awareness week April - Easter Sunday (Christianity) Eid (Islam) 	<ul style="list-style-type: none"> May – Ramadan (Islam) May - Eid al Fitr (Islam) May – World Cultural Diversity Day, Walk to school week 	<ul style="list-style-type: none"> June – World Environment Day, Father’s Day July – Eid al Adha (Islam)