



## Curriculum Overview for: Year 2 Academic Year 2024-25

Subject	Autumn	Spring	Summer
English	<p><b>The Gruffalo by Julia Donaldson- Character description</b></p> <p><b>All About a Gruffalo- Information Text</b></p> <p><b>The Bog Baby by Jeanne Willis- Description</b></p> <p><b>The Bog Baby's diary - Diary Writing</b></p> <p style="text-align: center;">Talk for Writing</p> <p style="text-align: center;">Adjectives, spelling, basic punctuation, sentence structure, vocabulary, description and information writing.</p>	<p><b>The Lighthouse Keeper's Lunch by Rhonda and David Armitage- Dialogue</b></p> <p><b>Mr Grinling's Lunch - Instructions</b></p> <p><b>The Magic Finger – Setting descriptions</b></p> <p style="text-align: center;">Talk for Writing</p> <p style="text-align: center;">Spelling, basic punctuation, sentence structure, headings, vocabulary, story writing, instructions, letter writing and discussion.</p>	<p><b>Should we keep pets in the classroom? – Discussion</b></p> <p><b>The Owl Who was Afraid of the dark by Jill Tomlinson- Suspense</b></p> <p><b>What makes the dark scary? - Explanation</b></p> <p style="text-align: center;">Talk for Writing</p> <p style="text-align: center;">Spelling, basic punctuation, sentence structure, vocabulary, story writing, headings, discussion and explanation.</p>
Maths	<p style="text-align: center;"><b>Maths No Problem</b></p> <p style="text-align: center;">Number: Numbers to 100</p> <p style="text-align: center;">Number: Addition and Subtraction</p> <p style="text-align: center;">Number: Multiplication and division of 2,5 and 10</p> <p style="text-align: center;">Measure: Length</p>	<p style="text-align: center;"><b>Maths No Problem</b></p> <p style="text-align: center;">Measure: Mass</p> <p style="text-align: center;">Measure: Temperature</p> <p style="text-align: center;">Statistics: Picture Graphs</p> <p style="text-align: center;">Statistics: More word problems</p> <p style="text-align: center;">Number: Money</p>	<p style="text-align: center;"><b>Maths No Problem</b></p> <p style="text-align: center;">Number: Fractions</p> <p style="text-align: center;">Measure: Time</p> <p style="text-align: center;">Measure: Volume</p> <p style="text-align: center;">Geometry: 2 dimensional shapes</p> <p style="text-align: center;">Geometry: 3 dimensional shapes</p>
Science	<p style="text-align: center;"><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Consider the life processes that all living things have in common</li> <li>• Classify objects into alive, was once alive or has never been alive</li> <li>• Name plants and animals in a range of habitats and recognise how living things depend on each other</li> <li>• Create food chains to show the sequence that living things eat each other.</li> </ul> <p><b>Materials: Uses of Everyday Materials</b></p>	<p style="text-align: center;"><b>Microhabitats</b></p> <ul style="list-style-type: none"> <li>• Discover that microhabitats provide what minibeasts need to survive.</li> <li>• Learn that scientists use a range of skills to answer questions and plan</li> <li>• Carry out an experiment to find out the conditions woodlice prefer</li> </ul> <p style="text-align: center;"><b>Animals: Life Cycle and Health</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the different stages of animal life cycles, including that of humans</li> </ul>	<p style="text-align: center;"><b>Plants: Plant Growth</b></p> <ul style="list-style-type: none"> <li>• Carry out comparative tests and practical investigation</li> <li>• Discover the conditions required for seed germination</li> <li>• Measure and record data</li> </ul> <p><b>Making Connections: Plant-based Materials</b></p> <ul style="list-style-type: none"> <li>• Identify ways to reduce, reused and recycle</li> </ul>

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	<ul style="list-style-type: none"> <li>Recognise that materials are suitable for specific purposes and understand their properties</li> <li>Explore how actions such as stretching and bending affect the shape of solid objects</li> <li>Compare the suitability of materials by carrying out tests and recording data.</li> </ul>	<ul style="list-style-type: none"> <li>Record and interpret data to show growth in humans</li> <li>Explain how to keep healthy</li> </ul>	<ul style="list-style-type: none"> <li>Draw on their knowledge of properties to invent unusual and creative uses for old objects</li> <li>Discover some natural materials are derived from plants and look at the processes involved in making paper</li> <li>Use observational skills and conduct simple tests</li> </ul>
<b>Computing</b>	<p style="text-align: center;"><b>Online Safety</b></p> <p>Use technology safely and keep personal information private</p> <p>Follow SMART rules when using computers</p> <p style="text-align: center;"><b>What is a computer?</b></p> <p>Learn what a computer is by identifying and learning how inputs and outputs work, how computers are used in the wider world and designing their own computerised invention.</p> <p style="text-align: center;"><b>Word Processing</b></p> <p>Learn about word processing and how to stay safe online as well developing touch-typing skills. Introduce important keyboard shortcuts, as well as simple editing tools within a word processor as well as how to import images.</p>	<p style="text-align: center;"><b>Online Safety</b></p> <p>Use technology safely and keep personal information private</p> <p style="text-align: center;"><b>Algorithms and Debugging</b></p> <p>Learn what algorithms are, how to program them and how they can be developed to be more efficient, introduction of loops.</p> <p style="text-align: center;"><b>Programming: Scratch Jr</b></p> <p>Learn to carry out an informative cycle of predict &gt; test &gt; review. Learn to programme a familiar story and an animation of an animal, make their own musical instrument by creating buttons and recording sounds and follow an algorithm to record a joke</p>	<p style="text-align: center;"><b>Online Safety</b></p> <p>Becoming a digital citizen</p> <p style="text-align: center;"><b>Creating Media</b></p> <p>Learn to storyboard and create simple animations.</p> <p style="text-align: center;"><b>Data Handling</b></p> <p>Learn how data is collected, used and displayed.</p>
<b>History</b>	<p style="text-align: center;"><b>Who was Queen Victoria and what was life like for children when she reigned?</b></p> <p>Use pictures and information texts to learn about Queen Victoria and what life was like for rich and poor children during the Victoria Era. Compare life for children in the Elizabethan and Victorian periods.</p>	<p style="text-align: center;"><b>Who was Queen Elizabeth I and what was life like for children when she reigned?</b></p> <p>Use pictures and information texts to learn about Queen Elizabeth 1<sup>st</sup> and what life was like for rich and poor children during the Elizabethan period.</p>	<p style="text-align: center;"><b>What does Hampton Court Palace tell us about the past?</b></p> <p>Use images, maps and first-hand experiences to investigate how Hampton Court Palace was used by the people who have lived there.</p>

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<b>Geography</b>	<p align="center"><b>Where are we?</b></p> <p>Identify physical and geographical features in the England and our own local area.</p>	<p align="center"><b>Zooming Out</b></p> <p>Use aerial images to identify and locate human and physical features across the United Kingdom. Name and locate the Equator and hot and cold areas.</p>	<p align="center"><b>What is it like to live in Kenya?</b></p> <p>Locate Kenya on a world map and use maps to identify and name physical and human features. Compare the geography of Kenya to that of the United Kingdom.</p>
<b>Art and design</b>	<p align="center"><b>Drawing: Tell A Story</b></p> <p>Develop the ability to tell a story through drawing. Create textures, observational drawing, character expression, and storytelling through illustrations, enhancing pupils' mark-making techniques, observational skills, and imagination in art.</p>	<p align="center"><b>Painting and Mixed Media: Life In Colour</b></p> <p>Understand primary and secondary colours, colour mixing, and creating textures using different tools. Practise collage techniques, experiment with materials, evaluate artistic choices and aims to develop understanding of colour, texture, and composition.</p>	<p align="center"><b>Sculpture and 3D: Clay Houses</b></p> <p>Shape and decorate clay, create a pinch pot, design and make a clay tile with house features. Develop practical skills in working with clay and applying artistic techniques in a structured project.</p>
<b>Design and technology</b>	<p align="center"><b>Structures: Baby Bear's chair</b></p> <p>Design and make a strong and stable chair. Consider the needs of Baby Bear, review and evaluate design.</p> <p align="center"><b>Mechanisms: Making a moving monster</b></p> <p>Use the correct terms for levers, linkages and pivots. Analyse toys in order to design a suitable toy for children.</p>	<p align="center"><b>Mechanisms: Fairground wheel</b></p> <p>Design and label a wheel. Research the designs of others, consider the materials, shape, construction and mechanisms of their wheel.</p>	<p align="center"><b>Cooking and Nutrition: Balanced Diet</b></p> <p>Discovering the importance of a balanced diet and creating a tasty, balanced wrap to meet a design brief.</p>
<b>Religious Education</b>	<p align="center"><b>Why do we need to give thanks?</b></p> <p>Using a range of sources including survey data, children learn about beliefs around using offerings to show gratitude.</p> <p align="center"><b>What do candles mean to people?</b></p> <p>Exploring beliefs about what candles mean to other people and reflecting on the similarities and differences between festivals.</p>	<p align="center"><b>How do we know some people have a special connection to God?</b></p> <p>Exploring how we know that some people have a special connection to God through looking for clues in religious stories.</p> <p align="center"><b>What is a prophet?</b></p> <p>Investigating stories that show the characteristics of a prophet and what a prophet might mean to some people.</p>	<p align="center"><b>How do some people talk to God?</b></p> <p>Investigating why some people pray, children identify similarities and differences between prayer practices.</p> <p align="center"><b>Where do some people talk to God?</b></p> <p>Investigating why people choose to go to places of worship.</p>

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<b>Music</b>	<p><b>West African Call and Response Song Animals</b> Using instruments to represent animals, copying rhythms and learning traditional African call and response song.</p> <p><b>Orchestral Instruments Traditional Stories</b> Introducing the instruments of the orchestra.</p>	<p><b>Musical Me</b> Learning to sing the song 'Once a Man Fell in the Well.' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.</p> <p><b>Dynamics, Timbre, Tempo and Motifs</b> Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer.</p>	<p><b>On the Island: British Songs and Sounds</b> Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes.</p> <p><b>Myths and Legends</b> Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of the song.</p>
<b>Physical Education</b>	<p>Gymnastics and Football Netball and Dance</p>	<p>Hockey and Dodgeball Basketball and Gymnastics</p>	<p>Tennis and Orienteering Athletics and Rounders</p>
<b>PSHE</b>	<p><b>Families and Relationships</b> Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.</p> <p><b>Health and Wellbeing</b> Learning about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene.</p>	<p><b>Safety</b> Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.</p> <p><b>Citizenship</b> Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion.</p>	<p><b>Economic Wellbeing</b> Learning about financial literacy including how adults get money, wants and needs, using skills and talents and inclusive environments.</p> <p><b>Transition</b> Lessons for Year 2 pupils to help them with their transition to Year 3, and the changes that may come with this move.</p>