



Curriculum Overview – Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>Animals Including Humans - birth, growth, change and needs Children learn about how humans and other animals are born, grow and change, and what we need to survive and be healthy. Children classify different kinds of animal babies, learn about the basic needs that are shared by humans and animals, and research the differing needs of animals within our care.</p>	<p>Uses of everyday Materials Children learn about the uses of everyday materials including wood, plastic, metal, glass, brick, paper and cardboard. Children then compare the suitability of different everyday materials for different purposes. They explore how objects made of some everyday materials can change shape and how the recycling process is able to reuse some everyday materials numerous times. Children learn about new discoveries which have been made over time with a specific focus on John McAdam. A range of learning activities are used in this unit including, discussions, debates, sequencing and local walk where they work scientifically to identify the uses of everyday materials in the local area.</p>	<p>Living things and their habitats Children learn about a variety of habitats and the plants and animals that live there. They learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. They make observations of a local habitat and the creatures that live there, investigating conditions in local microhabitats and how they affect the minibeasts found within them. This unit allows children to research a range of global habitats and how the living things that live there are suited to their environments, and also provides an introduction to the idea of dependency between plant and animal species..</p>	<p>Animals including Humans - Diet and health Focusing their own experiences, children explore the need for humans to eat a varied diet, to keep themselves clean, and to take regular exercise.</p>	<p>Plants Children closely study plants and trees in the natural environment, taking measurements and making observational drawings. Children plant a seed and a bulb and compare them as they grow. They record changes in their plants in words and pictures, take measurements throughout the unit and finally draw bar charts to show the growth of the two plants. Children set up a comparative experiment to observe what plants need to grow well, and watch the germination process first hand by growing cress. Children begin to learn about plants we eat, and understand that farming involves creating the right conditions for food crops to grow.</p>	<p>The Environment Children learn about the ecological challenges that face the modern world. Children undertake a range of activities that challenge them to engage with environmental issues and to understand the simple changes we can make to live more sustainable lives.</p>
History	<p>Great fire of London - learning about the key events of the GFOL, introducing pupils to Samuel Pepys' diary & comparing and contrasting present day London to that of the 17th Century.</p>		<p>Nurturing Nurses - learning about the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. Through investigation and discussion pupils explore the question: "What makes a person significant?" Children explore and compare the lives and work of these nurses and consider how these individuals have influenced nursing today.</p>		<p>Great Explorers - building on the previous unit, pupils discuss what makes some people significant in history and then go on to learn about some significant explorers such as Ibn Battuta, Matthew Henson, Neil Armstrong & Felicity Aston. Racism and sexism are discussed in age appropriate terms.</p>	

Geography	Surrounding Environment Children will learn about their locality beyond the school gate, building on children’s knowledge and understanding of their school environment and ensuring clear progression in learning. Children will explore their local area using first hand observation to enhance their locational awareness along with developing essential map and fieldwork skills.		Fieldwork Skills in Practice Children use 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. Children use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies		Sensational safari Children will learn about the geography of Kenya through focusing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. Children will learn about the similarities and differences between Kenya and the UK along with continuing to develop their geographical skills through a variety of fun and interactive activities.	
Computing	Computer Art This ‘Computer Children will have the opportunity to learn about reproducing the painting styles of great artists using computer programs. The children will use this as inspiration for mastering specific techniques within design-based software. Children will have the opportunity to use a mixture of the styles and skills learnt within this topic to produce their own computer-painted masterpiece!	Algorithms Children learn how to create and debug algorithms. Children use the basic commands in Logo to move and draw using the turtle on screen, and then further develop algorithms using the “repeat” command. These skills are then developed by teaching children to create algorithms in Scratch using a selection of blocks.	Online Safety Children learn about how what they do online leaves a trail called a digital footprint. They will look at how to improve the efficiency of their online searches, the types of websites that are best for children to access when looking for information, as well as how to identify inappropriate content and the actions they should take if they do. Children will be introduced to the term ‘cyber-bullying’ and look at how they communicate online and deal with instances of people being unkind via digital means.	Presentation Skills Children focus on important computer skills needed for safe and effective computer use and introduce some further skills concerning the use of folders, searching for files and printing. Children are introduced to presentations and teach the skills needed to create a simple presentation.	Using the internet Children learn to use the internet safely and with a purpose. Children are shown how to search the Internet using one word; how to make sense of the returned results; how to use “for kids” to return more suitable results; how to follow links and return to the search results. Children are encouraged to use a range of search engines, including Google, Bing and Yahoo, and some more child-friendly engines like Kidrex. The children then learn to blog safely and responsibly.	Using and Applying Children get an opportunity to reinforces skills taught throughout the year and link them together with a common theme. Children are given the opportunity to use their skills in a new context and apply them within software they are familiar with in order to complete a final project.
Design & Technology	A Balanced Diet Through their exploration of what makes a balanced diet, children taste test food combinations of different food groups. They will also aim to make a wrap that includes a healthy mix of protein, vegetables and dairy, and learn about the term ‘hidden sugars’. Discuss the origins of food and where food types come from.		Moving Monsters After learning the terms; pivot, lever and linkage, children set to designing a monster that will move using a linkage mechanism. After practising making linkages of different types and varying the materials they use, children can also bring their monsters to life with the gift of movement.	Ferris Wheel This unit brings together the children’s knowledge of mechanisms and structures. They design and create their own Ferris wheels, considering how the different components fit together so that their wheels rotate and their structures stand freely. Pupils select appropriate materials and develop their cutting and joining skills to create a final product. Children to	Baby Bear’s Chair Using the tale of Goldilocks and the Three Bears as inspiration, children help poor Baby Bear by making him a brand new chair. When designing the chair, they consider his needs and what he likes and explore ways of building it so that it is a strong and stable structure.	Pouches Having looked at ways to join fabric in Year 1, children are given their first opportunity to sew in this topic. By designing and making their own template, children can ensure that their pieces of fabric will be exactly the right size. With their fabric cut out, pupils use a simple running stitch to join two pieces together before decorating the front of it, according to their

				evaluate their final product.		designs Children to then reflect on their designs and evaluate their final outcome.
PE	<p>Fundamentals Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p> <p>Fitness Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, coordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p>	<p>Ball skills In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p> <p>Striking and fielding In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p>	<p>Gymnastics In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p>Net and Wall Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.</p>	<p>Dance Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <p>Sending and receiving Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will use equipment to send and receive a ball. Pupils given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<p>Athletics In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p> <p>Yoga Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p>	<p>Team building Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p> <p>Yoga Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p>

Art & Design	Sculpture and 3D: Clay houses Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response. Artist to be explored: Rachel Whiteread (5 weeks) Craft and design: Map it out Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas. (1 Week continue into next term)		Craft and design: Map it out Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas. (4 Week) Exhibition? Drawing: Tell a story Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings. (5 weeks)		Painting and mixed media: Beside the seaside Taking seaside paintings and impressionist painters as a starting point, pupils investigate how mixing a wider range of colours contributes to different effects. They explore surface texture when selecting and combining materials to make a mixed-media final piece. Lesson plans to be available on the Kapow portal from November 30th 2022.	
Music	Ourselfs The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance. Toys The children move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.	Our Land The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths. Our Bodies The children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.	Animals The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments. Number The children explore steady beat and rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments	Story Time The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion. Seasons The children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.	Weather The children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments. Pattern Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments.	Water The children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition which describes the sounds and creatures of a pond. Travel The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.
PSHE	Good to be me <ul style="list-style-type: none"> ● Marvellous Me ● Feelings ● Uncomfortable feelings ● Changes ● Things I like ● Speak up 	Relationships <ul style="list-style-type: none"> ● VIPs ● Family ● Friends ● Falling out ● Working together ● Showing you care 	Being Healthy <ul style="list-style-type: none"> ● Mental Wellbeing ● Internet safety and harms ● Physical Health and fitness ● Healthy Eating ● Drugs, alcohol and tobacco ● Health and prevention ● Basic first aid 	Going for goals <ul style="list-style-type: none"> ● Star Qualities ● Positive learners ● Bright futures ● Jobs for all ● Going for goals ● Looking forward 	Getting on and Falling out <ul style="list-style-type: none"> ● Together everyone achieves more ● Listening ● Being Kind ● Bullying & Teasing ● Brilliant brains ● Making good choices 	Changes <ul style="list-style-type: none"> ● Me, My Body, My Health ● Emotional Wellbeing ● Life cycles ● Personal relationships ● Keeping safe ● Living in the wider world ● Moving into Key Stage 2

Languages (KS2 only)						
RSHE	Unit 1 – Religious Understanding <ul style="list-style-type: none"> - Let the Children Come Unit 2 – Me, My Body, My Health <ul style="list-style-type: none"> - I am unique - Girls and Boys - Clean and Healthy (My Body) Unit 3 – Emotional Well-Being <ul style="list-style-type: none"> - Feelings, Likes and Dislikes - Feeling Inside Out - Super Susie Gets Angry Unit 4 – Life Cycles <ul style="list-style-type: none"> - The Cycle of Life - A Time for Everything (Bereavement) 	Unit 1 – Religious Understanding <ul style="list-style-type: none"> - God Loves You Unit 2 – Personal Relationships <ul style="list-style-type: none"> - Special People - Treat Others Well... - ... and say sorry Unit 3 – Keeping Safe <ul style="list-style-type: none"> - Being Safe - Good and Bad Secrets - Physical Contact - Harmful Substances - Can You Help Me? (Part 1) - Can You Help Me? (Part 2) 	Unit 1 – Religious Understanding <ul style="list-style-type: none"> - Three in One - Who is my Neighbour? Unit 2 – Living in the Wider World <ul style="list-style-type: none"> - The Communities we Live in 			
Curriculum visits/ visiting workshop Please state theme and curriculum areas.						