

Year 2 Curriculum Overview

	Autumn	Spring	Summer
Educational Visits	St. Georges Church	Morrisons Birmingham Art Gallery Museum	Warick castle Birmingham Central Mosque
History	<p>How was school different in the past?</p> <p>Building on learning about the past and history within living memory, children learn that although schools have been in the local area for a long time, they have not always been the same. Children identify historical similarities and differences, use a range of sources to recognise continuity between children's lives past and present. This is in preparation for learning about different periods of history that have similarities and differences.</p>	<p>How did we learn to fly?</p> <p>Developing their knowledge of events beyond living memory and reinforcing their chronological understanding, children looking at significant events in the history of flight on a timeline and sequence photographs in preparation for sequencing events over a time period. They also build on learning about significant people by learning about the individuals who contributed to the history of flight and their legacy in preparation for identifying some of the achievements of the Ancient Civilisations that still impact us today.</p>	<p>What is a monarch?</p> <p>Children will find out the role of a monarch, compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They will also study different types of castles and consider how these evolved over time. This learning is in preparation for learning about how the concepts of hierarchy, empire, aristocracy and peasantry developed in different societies of the past.</p>
Geography	<p>Would you prefer to live in a hot or cold place?</p> <p>Building on comparing our local area and an area of a non-European country, children are introduced to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents. This learning is in preparation for comparing two regions and their impact of humans.</p>	<p>Why is our world wonderful?</p> <p>Having named two continents and oceans of the world, children name all the continents and oceans and locating these on a world map. They children identify features and major characteristics of the UK before learning about some of the amazing places in the world. They consider what is unique about the natural habitats in their locality and use fieldwork to investigate and present this. This learning leads onto naming and locating countries in South America and learning about biomes, ecosystems and tropics in Year 3..</p>	<p>What is it like to live by the coast?</p> <p>Revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism. This is in preparation for learning the counties and geographic regions of the UK, as well as some land use and settlement.</p>

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Science	Living things: habitats Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. They name plants and animals in a range of habitats and recognise how living things depend on each other. Pupils create food chains to show the sequence that living things eat each other.		Living things: microhabitats With their knowledge of habitats, pupils discover that microhabitats provide what minibeasts need to survive. They learn that scientists use a range of skills to answer questions and plan and carry out an experiment to find out the conditions woodlice prefer.		Materials: use of everyday Building on children's ability to identify and name objects and the materials from which they are made, children will compare and group materials based on how they look and feel and carry out tests to sort materials based on unobservable properties.		Animals: life cycles and health This unit builds on children's ability to know that living things change for survival. Children will be learning to understand how living things change, and that animals have offspring that grow into adults.		Plants: plant growth Children have learned the parts of a plant so children will be learning that seeds and bulbs grow into seedlings by producing roots and shoots and grow into mature plants by developing parts, that may include stems/trunks, leaves, flowers, and fruits.		Making connections Bringing together pupils' learning from this year's units, children will make connections between the key concepts and skills they have learned.	
English	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Text Peter and the Wolf Story Pattern Journey Story Focus Character and sentence structure	Text Persuading wolves to reform Text Type Persuasion	Text The Papaya that Spoke Story Pattern Journey story	Text A Farmer's Diary Text Type Recount in the form of a diary	Text Little Red Riding Hood Story Pattern Warning story Focus Setting	Text Local hero defeats wolf Text Type Recount in the form of a news article	Text Kassim and the Greedy Dragon Story Pattern Portal story Focus Suspense	Text How to defeat a dragon Text Type Instructions	Text The Prince Who Wrote Stories Story Pattern Fantasy Focus Opening and ending	Text Text Type Information report	Text The Snow Queen Story Pattern Defeating the monster Focus Description	Text Text Type Explanation
Maths	Place Value Addition and Subtraction Shape				Money Multiplication and Division Length and Height Mass, Capacity and Temperature				Fractions Time Statistics Position and Direction			

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Computing	<p>Computing systems and networks: What is a computer?</p> <p>Children will be exploring what a computer is by identifying and learning how inputs and outputs work. Understanding how computers are used in the wider world, children design their own computerised invention.</p>	<p>Programming 1: Algorithms and debugging</p> <p>Developing their understanding of instructions, children will develop their understanding of what algorithms are, how to program them and how they can be developed to be more efficient through a range of unplugged and plugged-in activities.</p>	<p>Computing systems and networks 2: Word processing</p> <p>This unit teaches children about word processing and how to stay safe online as well developing touch typing skills. Introducing important keyboard shortcuts, as well as simple editing tools within a word processor including: bold, italics, underline and font colour as well as how to import images.</p>	<p>Programming 2: ScratchJr</p> <p>This unit explores what 'blocks' do, using the app 'ScratchJr,' by carrying out an informative cycle of predict > test > review. Programming a familiar story and an animation of an animal, children make their own musical instrument by creating buttons and recording sounds as well as following an algorithm to record a joke</p>	<p>Creating media: Stop motion</p> <p>The learning this half term enables children to storyboard and use simple animation creation using either tablet devices or devices with cameras.</p>	<p>Data handling: International Space Station</p> <p>Learning how astronauts survive on the ISS, including identifying necessary items, designing sensor displays, and exploring habitable planets. Children gain an understanding of living in space and how space exploration can benefit life on Earth.</p>
Online Safety	<p>Safer Internet Day</p> <ul style="list-style-type: none"> • Explain what is meant by online information. • Recognise what information is safe to be shared online. • Explain why we need passwords and what makes a strong password. • Understand that they need to ask permission before sharing content online and explain why. • Understand that they have the right to deny their permission to information about them being shared online. • Say who they can ask for help with online worries. • Use some strategies to work out if online information is reliable or not. 					
Art	<p>Drawing: tell a story</p> <p>Building on line making, children use storybook illustration as a stimulus to develop their mark-making to explore a wider range of tools such as charcoal to create different types of lines in preparation for learning about texture and shading when drawing.</p>		<p>Painting and mixed media: life in color</p> <p>Building on printing with colours, children will develop colour mixing skills, learn about the work of artist Romare Bearden and create textured papers using paint. Children will compose collages inspired by their exploration of colour and texture in the world around them. This is in preparation for using natural materials and homemade paints on different surfaces.</p>		<p>Sculpture and 3D: clay houses</p> <p>Based on their experience of making paper sculptures, children explore 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. This is in preparation for learning about shapes and negative spaces to use 2D shapes to create 3D forms.</p>	

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Design & Technology	<p>Textiles: pouches</p> <p>Building on joining fabrics, children will sew a running stitch with regular-sized stitches and understand that both ends must be knotted. Preparing and cutting fabric, they will make a pouch from a template. Children will join two pieces of fabric together using a running stitch, and will decorate their pouch using the material provided. This in in preparation for using cross stitch and appliqué in Year 3.</p>		<p>Food: a balanced diet</p> <p>Building on leaning about fruits and vegetables, children will learn the main food groups and identify foods that belong to each group. They will describe the taste, texture and smell of given goods. Considering flavour combinations, children will think of four different wrap ideas. They will then construct a wrap that meets the design brief. This in in preparation for learning about eating seasonal and local food.</p>		<p>Structures: Baby Bear's Chair</p> <p>Building on their understanding of a windmill structure, children will identify man-made and natural structures and also stable and unstable shapes. They will contribute to discussions, explaining how their ideas would be suitable. Children will then produce a model that supports a teddy, using the appropriate materials and construction techniques in preparation for learning about structures with additional features such as cladding.</p>	
Religious Education	<p>Theme: What did Jesus teach?</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p>Religion: Christianity</p>	<p>Theme: Christmas - Jesus as gift from God</p> <p>Concept: Incarnation</p> <p>Key Question: Why do Christians believe God gave Jesus to the world?</p> <p>Religion: Christianity</p>	<p>Theme: Prayer at home</p> <p>Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life?</p> <p>Religion: Islam</p>	<p>Theme: Easter - Resurrection</p> <p>Concept: Salvation</p> <p>Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>Religion: Christianity</p>	<p>Theme: Community and Belonging</p> <p>Key Question: Does going to a Mosque give Muslims a sense of belonging?</p> <p>Religion: Islam</p>	<p>Theme: Hajj</p> <p>Key Question: Does completing Hajj make a person a better Muslim?</p> <p>Religion: Islam</p>
Music	<p>West African call and response song (Theme: Animals)</p> <p>Children will use instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.</p>	<p>Orchestral Instruments</p> <p>This unit introduces children to the instruments of the orchestra and practice identifying these within a piece of music, learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</p>	<p>Musical Me</p> <p>We will learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion and use letter notation to write a melody.</p>	<p>Dynamics, Timbre, Tempo and Motifs</p> <p>Developing our knowledge and understanding of dynamics, timbre, tempo and instruments, we will learn to compose and play motifs.</p>	<p>British Songs and Sound</p> <p>This unit creates sounds to represent three contrasting landscapes: seaside, countryside and city.</p>	<p>Myths and Legends</p> <p>Children will develop their understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</p>

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PSHE	Family and Relationships Building on learning what family and friendships are, children will learn that families are composed of different people who offer each other care and support. They learn how other people show their feelings and use manners in preparation for learning about respecting differences, friendship conflicts and bullying.	Health and Wellbeing Building on learning about simple hygiene and sun safety, children learn the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset in preparation for working on resilience and healthy diaries.	Safety and Changing Body Building on learning about adults and how to get help, children develop 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 in preparation for learning about cyberbullying and keep safe when out and about.	Citizenship Building on learning about rules in school, children learn 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 and giving an opinion in preparation for learning about rights, democracy and charity.	Economic Wellbeing Building on learning about saving and spending, children learn where money comes from, how to look after money and why we use banks and building societies in preparation for thinking about jobs, careers and wages.	Transition A lesson to help them with their transition to Year 3, and the changes that may come with this move.
	Anti-Bullying Anti-bullying week: <ul style="list-style-type: none"> Describe how their bodies feel/what bodies do when they feel uncomfortable or hurt. Describe the differences and similarities between being hurt physically and being hurt emotionally 					

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PE	<p>Send and Return</p> <p>Building on their prior learning of hitting a ball and throwing a bean bag with accuracy, children will learn to rally with a partner in preparation for serving and describing some of the rules of tennis.</p>	<p>Gymnastics</p> <p>Building on their prior learning to sequence 3 elements, children will describe and explain how performers can transition and link elements. They will learn to perform with control and consistency basic actions in a simple sequence of 4 elements in preparation for sequencing a range of elements in Year 3.</p>	<p>Gymnastics</p> <p>Building on their prior learning to use apparatus safely to perform simple spins and jumps, children will learn to perform arches, jumps and supports to link 10 elements in preparation for sequencing a range of elements in Year 3.</p>	<p>Hit Catch Run</p> <p>Building on sending and receiving skills, this unit will focus on hitting skills with a variety of bats, practicing hitting/bowling skills and hit and run to score points in games.</p>	<p>Run Jump Throw</p> <p>Building on learning simple jumps and throws, children will learn to improve their leg speed and power and arm power in preparation for combing running, jumping and throwing.</p>	<p>Hit Catch Run</p> <p>Building on prior learning to throw and catch a ball, children will learn about the role of a wicketkeeper and backstop in preparation for implementing the basic rules of a cricket game.</p>	
	<p>Attack and Defend</p> <p>Building on their prior learning to control a football or basketball, children will learn to move skillfully with a ball, bouncing and running in preparation for keeping possession in Year 3.</p>	<p>Dance</p> <p>Building on performing a dance with a clear beginning, middle and end, children will learn to perform dance moves with emotion and in different formations in preparation for performing with props in Year 3.</p>	<p>Dance</p> <p>Building on performing in time and in canon, children will choreograph solo dances in preparation for partner dances in Year 3.</p>	<p>Send and Return</p> <p>Building of their prior knowledge of being and to send a ball over a net, children will learn to hit a ball using different shots in preparation for playing short games of tennis in Year 3.</p>	<p>Attack Defend Shoot</p> <p>Building on aiming at targets, children will learn to pass and throw balls between teammates in preparation for simple team games.</p>	<p>Run Jump Throw</p> <p>Building on learning start and stop positions, children will learn to improve their breathing whilst running over longer distances in preparation for combing running with jumping and throwing.</p>	