**Yearly Curriculum Overview**

Year group:-2

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|  | **Autumn 1** | **Autumn 2,** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **TOPICS** | Banquet, Balls and Battles  Science - Plants | Christmas in the past  Science – Extending Plants and living things in their habitat | Great Fire of London  Science – Materials | Forbidden Forest  Science- Animals including humans and living things in their habitats | Animals Take Over  Science- Animals including humans and living things in their habitats | We’re all going on a summer holiday  Science- Extending Materials |
| **Driver Question** | **I wonder….What would your kingdom be like?** | **I wonder….What are the first signs of winter?** | **I wonder….Who is to blame?** | **I wonder….Where’s Percy?** | **I wonder….Why are the animals taking over?** | **I wonder…. Summer is here!** |
| **English** | Little Red Riding Hood and other traditional tales.  ‘We are tellers of traditional tales’.   * Repetitive stories * Recounting events * Retell known stories   <https://www.bbc.co.uk/bitesize/articles/z6djqp3>  <https://classroom.thenational.academy/subjects-by-year/year-2/subjects/english> | Lost and found, how to catch a star and the hueys in the new jumper by Oliver Jeffers  ‘We are explainers and storytellers’.   * Explanations of topic writing * Stories based on the writing of Oliver Jeffers. * Intruction writing.   <https://classroom.thenational.academy/subjects-by-year/year-2/subjects/english> | Vlad and The Great Fire of London  ‘We are storytellers and instruction writers’.  • Stories with recurring language  • Great Fire of London report  • how to make bread and planting seeds  <https://www.bbc.co.uk/bitesize/articles/zmmj7nb> | Percy the Park keeper.  We are writing stories about a theme and giving instructions   * Retelling our own experiences * Topic-based instructions * Short narrative   <https://classroom.thenational.academy/subjects-by-year/year-2/subjects/english> | King of the birds by Helen Ward  Meercat Mail by Emily Gravett  End writing outcome:   * Non- chronological report * Animal Poetry * Charter and setting description   <https://www.bbc.co.uk/bitesize/topics/zjhhvcw> | Katie Morag books – Island stories  End writing outcome:   * Instructions * Recounts * Poetry   <https://classroom.thenational.academy/subjects-by-year/year-2/subjects/english> |
| **Maths** | **Place Value (1/2 weeks)**  Count to and across 100, forwards and backwards, given a number say 1 more/1 less, use language of equal to, more than, less than, most and least.   * Read and write numbers to at least 100 in numerals and in words. * Compare and order numbers from 0 up to 100; use <, > and = signs   **Addition and Subtraction (2 weeks approx.)**  Count in multiples of twos, fives and tens*.*   * Solve *(simple one-step)* problems with addition & subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures.   **Measurement: length/height (1 Week)**  Choose and use appropriate standard units to estimate and measure   * Choose and use appropriate standard units to estimate and measure: length/height in any direction (cm); to the nearest appropriate unit… *using rulers.*   **Geometry: Properties of Shape (1 Week)**  Properties of shapes   * Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line.   **Measurement: Money (1 Week)**  **Regonising coins, notes abd amounts**   * Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.   **Assess and Review week (1 week)**  Home Learning Source  <https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons> (Place Value, Adding, Shapes)  <https://classroom.thenational.academy/subjects-by-year/year-2/subjects/maths> (All subjects covered by Oak Academy) | **Addition and Subtraction (1 week)**  Solve problems with addition & subtraction: including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods   * Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.   **Measurement of Time (1 week)**   * Compare and sequence intervals of time * Tell and write the time to 5 minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.   **Multiplication and Division (2 weeks)**   * Recall & use multiplication and division facts for 2, 3, 5 & 10 tables, including recognising odd and even numbers * Show that multiplication of two numbers can be done in any order (commutative)   **Fractions (1 week)**   * Recognise, find, name and write fractions 1/3, 1/4, 2/4 & 3/4 of a length, shape, set of objects or quantity**-link to multiplication and division.**   **Statistics (1 week)**   * Interpret and construct simple pictograms, tally charts, block diagrams and simple tables *(begin to raise questions about graphs drawn).*   **Assess and Review week (1 week)**  **Puma.**  Home Learning Source  <https://classroom.thenational.academy/subjects-by-year/year-2/subjects/math> | **Place Value (1 week)**   * Use place value and number facts to solve problems. * Compare and order numbers from 0 up to 100; use <, > and = signs**.**   **Addition and Subtraction (2 weeks approx.)**   * introduce ‘sum and difference’ * Recognise and use the inverse relationship between addition & subtraction and use this to check calculations and missing number problems.   **Measurement: Mass (1 Week)**   * Choose and use appropriate standard units to estimate and measure: - mass (kg/g); To the nearest appropriate unit…using *scales,* * Compare and order mass, and record the results using >, < and =   **Geometry: 3D Shape (1 Week)**   * Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. * Compare and sort common 3D shapes and everyday objects.   **Multiplication and Division (2 Weeks)**   * Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. * Calculate mathematical statements for multiplication and division within the multiplication tables; write them using multiplication (x), division (÷) & equals (=) signs.   **Assess and Review week (1 week)**  Home Learning Source  <https://classroom.thenational.academy/subjects-by-year/year-2/subjects/math> | **Multiplication and Division (1 Week)**   * Calculate mathematical statements for multiplication and division within the multiplication tables; write them using multiplication (x), division (÷) & equals (=) signs. * Solve (*one-step)* problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts.   **Fractions (1 week)**   * Write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of 2/4 and ½.   **Geometry- Position and Direction (1 week)**   * Order and arrange combinations of mathematical objects in patterns and sequences. * Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise).   **Measurement:**  **Volume and Capacity (1 week)**   * Compare and order volume/capacity and record the results using >, < and = * *Read relevant scales to the nearest numbered unit*   **Addition and Subtraction (2 weeks approx.)**   * Solve problems with addition & subtraction: involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.   **Assess and Review week (1 week)**  **Puma.**  Home Learning Source  <https://classroom.thenational.academy/subjects-by-year/year-2/subjects/math> | **Place Value (1 week)**   * Identify, represent and estimate numbers using different representations, including the number line. * Use place value and number facts to solve problems.   **Measurement of Time/Temperature (1 week)**   * Choose and use appropriate standard units to estimate and measure: temperature (°C); to the nearest appropriate unit… using thermometers * Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change   **Addition and Subtraction (1 week)**   * Recognise and use the inverse relationship between addition & subtraction and use this to check calculations and solve missing number problems.   **Geometry:**  **Position and direction (1 Week)**   * Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise).   **Multiplication & division (1 Week)**   * Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts   **Assess and Review week (1 week)**  Home Learning Source  <https://classroom.thenational.academy/subjects-by-year/year-2/subjects/math> | **Statistics (1 week)**   * Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity * Ask and answer questions about totalling and compare, categorical data.   **Fractions (2 weeks)**   * write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of 2⁄4 and ½ .   **Measurement of Time (1 week)**   * Know the number of minutes in an hour and the number of hours in a day.   **Problem Solving (2 weeks)**  **FLUENCY:** become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and  are able to recall and apply their knowledge rapidly and accurately to problems**.**  **REASONING:** reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language**.**  **PROBLEM-SOLVING:** can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.  **Assess and Review week (1 week)**  **Puma.**  Home Learning Source  <https://classroom.thenational.academy/subjects-by-year/year-2/subjects/math> |
| **Science** | **Materials**  Where is it winter all year round?  Identify different materials. Explain why we use certain materials for certain objects and solution.  Home Learning Source  <https://www.bbc.co.uk/bitesize/topics/z4339j6/articles/zx8hhv4> | **Animals including humans and living things in their habitats**  **Which animals live polar apart?**  **Changing, growing, exercise.**  **Home Learning Source**  [**https://www.bbc.co.uk/bitesize/topics/z6882hv**](https://www.bbc.co.uk/bitesize/topics/z6882hv) | **Animals including humans and living things in their habitats**  **Who is hiding in the forbidden forest?**  **Classifying living, dead or never alive. Life Cycles**  **Home Learning Source**  [**https://www.bbc.co.uk/bitesize/topics/z6882hv**](https://www.bbc.co.uk/bitesize/topics/z6882hv) | **Plants and living things in their habitat**  How does your garden grow?  observation, labelling and growing  living processes, features of a plant  Home Learning Source  <https://www.bbc.co.uk/bitesize/topics/zpxnyrd> | **Plants extended and living things in their habitat**  Let’s explore outside!  observation, labelling and growing  living processes, features of a plant  Home Learning Source  <https://www.bbc.co.uk/bitesize/topics/zpxnyrd> | **Extending Materials**  Why do we pack our sunglasses when we go on holiday?  Everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Changing states.  Home Learning Source  <http://www.bbc.co.uk/learningzone/clips/materials-and-their-uses/2160.html> |
| **Geography** | **Maps**  Where in the world do we live?  Recap from Year 1 naming the four countries and capital cities of the United Kingdom and its surrounding seas. Additionally, looking at major cities of England, Scotland, and wales.  Draw appropriate conclusions from photographs.  Locating certain countries around the world  Labelling maps using geographical words.  Describe physical features of the locality.  Locate certain countries using different sources and say whether it is north, east south or west of the UK.  Talk about how the weather is in different parts of the UK.  Continents and Oceans. | **Maps**  Polar Regions  NC: Name and locate the world’s seven continents and five oceans. |  | **Human and Physical Features**  Compare different environments and how animals and humans adapt.  Understand the difference between human and physical features.  Use a map of the world to see how it has changed since the Jurassic Period  NC: 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 * key human features, including city, town, village, factory, farm, house, office, port, harbour and shop | **Compasses**  **Maps and Ariel photographs**  NC: 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.  Compare two environments.  Identify weather patterns in our own locality and one abroad.  Use geographical words to describe a location outside of the uk.  Use the key features of a place to describe the UK and a place abroad  Name the continents of the world and find them on an atlas.  Name the oceans of the world and name them on an atlas. | NC: Use simple compass direction (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map |
| **History** | **Significant Individuals**  •Study the lives of significant people that have contributed to national and international achievements  (Francis Drake, Walter Raleigh, Elizabeth 1, Queen Victoria) | **Past, Present, Future.**  •Changes within living memory that are significant nationally or globally.  Use information books as well as the internet to research the significant individuals. (Charles Dickens)  Find out about the past by talking to an older person.  Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and later.  Explain why someone acted the way they did in the past. | **Events beyond living memory**   * Events beyond living memory that are significant globally   **Great Fire of London**  Sequence a set of events in chronological order and give reasons for their order.  Use the words past and present accurately.    Recount some interesting facts from a historical event such as where the fire of London started.  Answer question by using a specific source such as an information book. |  |  | **Significant others - Christopher Columbus / Grace Darling. Significant events – the first areoplane flight/ How transport has changed. Victorian seaside holidays**   * Significant historical events in the past   Describe an event in the past.  Answer a question using my own knowledge.  Explain, by looking at photographs, what is different about past and present. |
| **RE** | Who is Jewish and what do they believe? (Jewish people) | How and why did we celebrate special and sacred times (Part 2)? (Christians, Muslims or Jewish People) | Who is Muslim and what do they believe (Part 2)? (Muslims) | Who is Christian and what they believe (part 2)? (Christians) | How can we learn from sacred books? (Christians, Muslims or Jewish People) | How should we care for others and the world, and why does it matter? (Christians, Muslims or Jewish People) |
| **PSHE** | **Being Me** | **Being Safe** | **Money Matters** | **Drugs** | **Growing up** | **Changes** |
| **Art** | Kandinsky/Klee  Collage  Designing shield/Ball Mask  Home Learning Source  <https://www.youtube.com/watch?v=IJ7ZGdfta84> (Paul Klee face) | Kandinsky/Klee  Sketching pencil grades of different settings  Observation drawings of shapes  Home Learning Source  <https://www.youtube.com/watch?v=eqHJ9gDLkL8> (Repeating pattern) | Kandinsky  Landscape drawing  Explore famous great fire of London image.  Coloring mixing  Home Learning Source  <https://www.bing.com/images/search?view=detailV2&ccid=je2Z9nBA&id=8217DE6239266300222483786D38A7D9526F578B&thid=OIP.je2Z9nBAEBzDaAjxnjLzkgHaFj&mediaurl=http%3a%2f%2fwww.holytrinitypri.dorset.sch.uk%2fwp-content%2fuploads%2f2016%2f11%2fIMG_0295.jpg&exph=480&expw=640&q=great+fire+of+london+drawings&simid=608036084972586230&ck=9ED962EC788B42195AD68D98BF100EAD&selectedIndex=6&FORM=IRPRST&ajaxhist=0> | Georges Seurat  Digital Art  Pointillism  Home Learning Source  <https://www.happyfamilyart.com/art-lessons/art-history-for-kids/pointillism-georges-seurat-art-lesson/> | Monet, Andy Warhol  Digital Art  Mondrian  Cubism  Home Learning Source  Computer- Word document- shading boxes | Kandinsky  Sewing  Katie Morag Blanket  Home Learning Source  <https://www.youtube.com/watch?v=4WeLXueyW3w> |
| **Music** | **Music express**  ‘Ourselves’  Music Focus: Exploring Sounds  ‘Toys’  Music Focus: Beat | **Music express**  ‘Our Land’  Music Focus: Exploring Sounds  ‘Our Bodies’  Music Focus: Geography  Christmas Carols | **Music express**  ‘Animals’  Music Focus: Pitch  ‘Number’  Music Focus: Beat | **Music express**  ‘Story Time’  Music Focus: Exploring Sounds  ‘Seasons’  Music Focus: Pitch | **Music express**  ‘Weather’  Music Focus: Exploring Sounds  ‘Pattern’  Music Focus: Beat | **Music express**  ‘Water’  Music Focus: Pitch  ‘Travel’  Music Focus: Performance |

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| **D&T** | **Construction**  Will you shake, pluck or hit your musical instrument? | **Moldable Materials**  Can we design our own bedroom door name signs?  **Project** | **Cooking and Nutrition**  What shall we have in our sandwiches today?  **Project** | **Mechanisms**  Why might monsters or dinosaurs bite you? | **Materials**  How will we float our boat? | **Textiles**  How can we put on a finger puppet show? (Punch and Judy)  **Project** |
| **Computing** | **Rising Stars**  We are Astronauts  Programming:   * Have a clear understanding of algorithms as sequences of instructions. * Spot and fix errors in their programs | **Rising Stars**  We are Game Testers  Exploring how computer games work:   * Describe carefully what happens in computer games. * Be aware of how to use games safely. | **Rising Stars**  We are Researchers  Researching a topic:   * Develop collaboration skills through working as part of a group * Research skills through searching for information. | **Rising Stars**  We are photographers  Taking better photos:   * Consider the technical and artistic merits of photographs. * Edit and enhance their photographs. | **Rising Stars**  We are Zoologists  Collecting data about bugs   * Sort and classify a group of items by answering questions. * Collect data using tick charts or tally charts. | **Rising Stars**  We are detectives  Collecting clues:   * Understand that email can be used to communicate. * Use appropriate language in emails. |
| **PE** | Invasion Game Skills | Gymnastics/Dance | Alternative Sports | Team building/OA- | Striking and fielding | Athletics |
| **Parent event** | Design own castle + banquet | Christmas carols | Bake off | Parents to help with SATS. Games etc | Making habitats  Twycross Zoo | Beach day |
| **Learning Skills** | Steps2Summit: Mount Elbrus  Geography Focus | Steps2Summit: Mount Elbrus  Geography Focus | Steps2Summit: Mount Elbrus  Geography Focus | Steps2Summit: Mount Elbrus  Geography Focus | Steps2Summit: Mount Elbrus  Geography Focus | Steps2Summit: Mount Elbrus  Geography Focus |
| **WWF** | Lion/ Panda  WWF Lesson | | Lion/ Panda  WWF Lesson | | Lion/ Panda  WWF Lesson | |