



Year 2 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Oceans and seas	Florence and Mary	Around the world- India	Great Fire of London	Down in the woods	Inventors and inventions
English	<u>Writing to inform</u> Instructions- How to make a lighthouse <u>Writing to entertain</u> Mrs Armitage- Queen of the Road - letters, character descriptions etc <u>Writing to entertain</u> The Lighthouse Keepers Lunch <u>Writing to inform</u> fact-files	<u>Writing to entertain (poetry)</u> Zim Zam Zoom! (Firework poetry) <u>Writing to entertain</u> Peace Lily Writing to inform Florence fact-files <u>Writing to entertain</u> The bear and the hare (animation)	<u>Writing to inform</u> Range of information texts on Indian animals (fact-files) <u>Writing to entertain (poetry)</u> Out and about- seasonal poetry	<u>Writing to entertain</u> Diary entries of The Great Fire of London <u>Writing to inform</u> Newspaper articles- The Great Fire of London <u>Writing to inform</u> The Tonga Lizard <u>Writing to entertain</u> The Famous Five (animation)	<u>Writing to entertain</u> The day the crayons quit (letter writing) <u>Writing to entertain</u> Into the forest <u>Writing to entertain</u> The owl who was afraid of the dark <u>Writing to entertain (poetry)</u> In a dark, dark wood (traditional poem) The way through the woods by Rudyard Kipling	<u>Writing to entertain</u> Writing inspired by Olga Da Polga <u>Writing to entertain</u> The Dark <u>Writing to entertain</u> Look up <u>Writing to inform</u> Instructional writing - George's Marvellous Medicine

Maths	<u>Place Value</u> Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100; use and = signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.	<u>Addition and subtraction</u> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. Recognise and use the	<u>Money</u> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. <u>Multiplication and division</u> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. Solve problems involving	<u>Length and height</u> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using rulers. Compare and order lengths and record the results using >, < and = Read relevant scales to the nearest numbered unit <u>Mass. volume. temperature</u> Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels Compare and order mass, volume/capacity and record the results using >, < and = Read relevant scales to the nearest numbered unit	<u>Fractions</u> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half. <u>Time,</u> Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times	<u>Statistics</u> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables 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 totaling and compare categorical data. <u>Position and direction</u> Order and arrange combinations of mathematical objects in patterns Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.
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		inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. <u>Shape</u> Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid Compare and sort common 2-D and 3-D shapes and everyday objects.	multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.			
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Science	<u>Living things and their habitats</u> Compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited. Describe how different habitats provide for the basic needs of different kinds of animals and plants. Explain how animals and plants in a habitat depend on each other. Identify and name a variety of plants and animals in their habitats. Describe how animals obtain their food from plants and other animals, using simple food chains.		<u>Materials</u> Identify everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard. Compare the suitability of a variety of everyday materials for particular uses. Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<u>Animals including humans</u> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans for exercise, eating the right amounts of different types of food, and hygiene.	<u>Plants</u> Observe and describe how seeds and bulbs grow into mature plants. Find and describe how plants need water, light and a suitable temperature to grow and stay healthy.
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Computing	<u>Internet Safety</u> _Know what personal information is and that they should never share this with strangers. Know that they should tell a trusted adult if they are upset or worried about anything on a device. Demonstrate kindness and politeness when online.	<u>Beebots</u> Follow and give forward, backward, left and right turn instructions Explain an algorithm to achieve a purpose Identify and carry out an algorithm Predict what will happen and test results Debug problems	<u>Internet Safety-refresher lesson</u> <u>Typing skills - Docs</u> Type and format text using caps/full stops. Use backspace to correct mistake Use enter to start a new line Highlight text to format size and style B U / Save work Add simple image <u>PaintZ</u> Use fill tool .Move and resize images and shapes .Change width of paintbrush	<u>Emails and Messages</u> Recognise and begin to send emails using @ recognise an email address Know devices that enable direct communication between people. <u>Websites</u> Know that information can be found using the internet. Print a webpage page to use as a resource. To type in a URL to find a website To add websites to a favourites list	<u>Internet Safety-refresher lesson</u> <u>Data – Branching databases</u> Collect and record data purposefully Read and use a simple database to find information Add information to a database	<u>Beebots</u> Revision of above <u>Probots</u> Plan a sequence of instructions Follow and give forward, backward, left and right turn instructions Create a square Debug problems
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Geography	<u>Our country</u> Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Identifying physical and human characteristics,using vocabulary such as beach, cliff, coast, ocean, forest, hill mountain, city, town, factory, farm. Use aerial map to locate key landmarks		<u>Our world - India</u> Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. Name and locate the world’s seven continents and five oceans. Name and locate small geographical regions of the UK and compare with a small area in a non-European country. Compare the UK with a contrasting country in the world Identifying physical and human characteristics Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.		<u>Our Local area</u> Identifying physical and human characteristics,using vocabulary such as, forest, hill, mountain, city, town, factory, farm, village, house, office, shop, river, soil, valley, vegetation and weather. Use simple compass directions (NSEW) and locational and directional to describe the location of features and routes on a map. Use aerial photographs and a plan view. Devise a simple map of a real or imaginary place. Use and construct basic symbols in a key Begin to specifically match places eg recognise the UK on a small scale and larger scale map. Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods	
History	<u>Why should we remember Grace Darling?</u> Chronology: - use words such as ‘a long time ago’, ‘before’, ‘then’, ‘now’, ‘after’, ‘100 years ago’ to show when an event happened. Interpretation, enquiry and using sources: ask questions about sources (photographs, letters etc) – using	<u>How have nurses in the past (Florence Nightingale and Mary Seacole) influenced nursing today?</u> Chronology: -retell important events that have happened in the past. - use words such as ‘a long time ago’, ‘before’, ‘then’, ‘now’, ‘after’, to		<u>What was the Great Fire of London? How did it start and how did it change daily life?</u> Significant figure - Samuel Pepys Communication: - retell events that have happened in the past. Interpretation, enquiry and sources - ask questions using ‘Why? When? What	<u>How has Lower Kingswood changed over time? What is still in the local environment that gives us clues?</u> Events, people and changes: -Name 5 things that have changed in Lower Kingswood since 1920. Interpretation, enquiry and sources - ask questions using ‘Why? When? What	<u>Inventors and inventions. Chronology:</u> - retell important events that have happened in the past. - use words such as ‘a long time ago’, ‘before’, ‘then’, ‘now’, ‘after’, to show when an event happened. Events, people and changes; Significance: - name 3 people that have changed how we live - Louie Braille (Braille), Marie Von Britten The Wright Brothers Steve Jobs

	'Why?', 'When?', 'What happened?' or 'Who was involved?' -answer historical questions using sources to help me. -give two examples of how archaeologists know about the past. Communication: I can retell the story of Grace Darling's life outlining the main events.	show when an event happened. Events, people and changes; Significance: - name 5 facts which made Florence Nightingale special. -name 5 facts which made Mary Seacole special. Interpretation, enquiry and using sources: - ask questions about sources (photographs, letters etc) – using 'Why?', 'When?', 'What happened?' or 'Who was involved?' -answer historical questions using sources to help me. Cause and consequence: - give a reason for why Mary Seacole went to Crimea. Similarities and differences: - compare the difference in a nurses job between when Florence Nightingale was alive and now. Communication: -retell the story of Mary Seacole's life outlining the main events.		happened?' or 'Who was involved?' Communication: - use words such as a long time ago, before, then, now, after, to show when an event has happened. Events, people and changes: -tell the difference between the past and present by giving examples of change, e.g. what were buildings made of? What jobs did people do? What and how was food was bought and sold? Significance -name 5 facts about Samuel Pepys	happened?' or 'Who was involved?' Similarities and difference: Recognise the difference in buildings built in 1920 and buildings (homes, churches, war memorials etc) built since 2000. Cause and consequence: -find out what happened because of the building of the m25. Chronology: use words such as 'a long time ago', 'before', 'then', 'now', 'after', to show when an event happened. Place the events of the growth of Lower Kingswood on a basic timeline	William Caxton (bound books) and Tim Berners-Lee (web) Cause and consequence: - explain the cause of creating books, braille and the web and the impact this has had on British people.
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DT	<u>Structures - lighthouse</u> Use pictures and words to convey what they want to design and make and say whether it is for themselves or someone else. Say how their products will work and how it is suitable for intended user Add notes to drawings to help explanations Model ideas with kits, reclaimed materials Select and name the tools needed to work with different materials eg Cut strip of wood/dowel using hacksaw and bench hook, see a glue gun used by an adult, Mark out materials to be cut using a template Explain what they are making and which materials they are using Select appropriate technique explaining First.....Next.....Last.... Begin to use finishing techniques Give reasons for their likes and dislikes of existing products. Talk and write about their designs as they develop and identify good and bad points and changes made during the process Discuss how closely their finished products meet their design criteria. Know how to fold, tear, cut, roll and curl paper and card Understand how free standing structures can be made stronger, stiffer and more stable.	<u>Food – India</u> Begin to name and sort food into the five groups on the eatwell plate and understand the need for a variety of foods in a diet Group familiar food products e.g. fruit and vegetables Cut, peel, grate, chop a range of ingredients Work safely and hygienically Measure and weigh food items using non-statutory measures e.g. spoons, cups Begin to use vocabulary related to smell, taste, texture and feel	<u>Textiles –butterflies and mini-beasts</u> Use pictures and words to convey what they want to design and make and say whether it is for themselves or someone else. Say how their products will work and how it is suitable for intended user Add notes to drawings to help explanations Select and name the tools needed to work with different materials eg needles, pins Use own templates Measure, mark out, cut out and shape materials and components Assemble, join and combine materials and components Explain what they are making and which materials they are using Select appropriate technique explaining First.....Next.....Last.... Begin to use finishing techniques Give reasons for their likes and dislikes of existing products. Talk and write about their designs as they develop and identify good and bad points and changes made during the process Discuss how closely their finished products meet their design criteria.
Art & design	Island Life <i>Using natural seaside items (shells, pebbles, driftwood) make sketches, rubbings, paintings and sculpture</i> Knowledge of Artist - Andy Goldsworthy Use the work of artists to replicate ideas or inspire their own work. Exploring and developing ideas-	Indian Folk Art <i>Clay pinch pots decorated with painted folk art patterns</i> Knowledge of Crafts Makers - Indian Folk Artists Use the work of crafts makers to replicate ideas or inspire their own work. Exploring and developing ideas-	Butterflies <i>Styrofoam block printing on fabric of butterflies</i> Knowledge of Artists - Damien Hirst Use the work of artists to replicate ideas or inspire their own work. Exploring and developing ideas- Record and explore ideas from first hand observation, experience and imagination.

	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Drawing and mark making- Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Painting- Mix a range of secondary colours, shades and tones. Mix and match colours using artefacts and objects. Sculpture / 3D form (through Andy Goldsworthy) - Experiment with, construct and join recycled, natural and man-made materials more confidently. Evaluate and develop work Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook. Identify what they might change in their current work or develop in their future work. 	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Drawing and mark making- Understand the basic use of a sketchbook and work out ideas for drawing. Draw for a sustained period of time form the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour .Sculpture / 3D form Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models. Evaluating and developing work Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook. Identify what they might change in their current work or develop in their future work. 	Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Drawing and mark making- Understand the basic use of a sketchbook and work out ideas for drawing. Experiment with the visual elements; line, shape, pattern and colour. Printing - Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques. Textiles - Use a variety of techniques including French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Evaluate and develop work Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook. Identify what they might change in their current work or develop in their future work. 
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RE	<u>What is God like for Christians?</u> Build on idea of God as creator • Images of God from the Bible: shepherd, parent, King; Jesus 'like God' • Ideas in art / story / song Skills: -Recognise that religious symbols, words and actions express a community way of living . -Retell a religious story and suggest meanings to some religious and moral stories. - Begin to express their ideas and opinions and to recognise there could be more than one answer	<u>Why is giving important to Christians?</u> - Why / when do we give to others? • Christians as 'Church' give in different ways e.g. 'service', food bank • Commandments to 'love God & love others' • Giving at Christmas because God gave. Skills: -Begin to express their ideas and opinions and to recognise there could be more than one answer. -Ask and respond to questions about why religious communities do different things. -Recognise that religious symbols, words and actions express a community way of living.	<u>What makes a good leader?</u> - Who are 'good' leaders? • Why did people follow Moses / Jesus / Muhammed? • Leaders who followed a faith / belief • What can we learn from leaders? • How can we be a good 'follower'? Skills: -Begin to express their ideas and opinions and to recognise there could be more than one answer. -Ask and respond to questions about why religious communities do different things. -Retell a religious story and suggest meanings to some religious and moral stories	<u>Why do Christians call Jesus 'Saviour'?</u> - 'Saving' others; Jesus as 'Saviour' • Jesus changing lives e.g. Zacchaeus • Salvation in Easter story, symbols in Easter garden. Skills: -Recognise that religious symbols, words and actions express a community way of living. -Retell a religious story and suggest meanings to some religious and moral stories. -Notice and respond sensitively to some similarities between different religious and worldviews.	<u>Islam Units</u> <u>What is important for Muslim families?</u> - Muhammed (pbuh) is the most important Prophet (messenger) for Muslims • Muslims learn from his life & example • Qur'an contains the holy words of Allah Skills: -Recognise that religious symbols, words and actions express a community way of living. -Ask and respond to questions about why religious communities do different things -Notice and respond sensitively to some similarities between different religious and worldviews	<u>Who is Allah and how do Muslims worship him?</u> - Muslims believe in One God, Allah • 99 beautiful names express what Allah is like, including 'Al-Khaliq' (creator) • Prayer is part of worship of Allah (ibadah) Skills: -Recognise that religious symbols, words and actions express a community way of living. -Ask and respond to questions about why religious communities do different things -Notice and respond sensitively to some similarities between different religious and worldviews
PSHE	<u>RELATIONSHIPS</u> RESPECT (School Value) I can identify some of my hopes and fears for this year understand the rights and responsibilities for being a member of my class and		<u>Dreams and Goals</u> I can choose a realistic goal and think about	Healthy Me I know what I need to keep my body healthy I can show or tell you what relaxed means	<u>HEALTHY BODIES, HEALTHY MINDS</u> Determination (School value) Good and not so good feelings What constitutes a healthy lifestyle (sleep, physical activity, diet, rest). Making healthy choices and the consequences of not making them.	

	school, and the importance of making contributions I listen to other people and contribute my own ideas about rewards and consequences I can listen to other people and contribute my own ideas about rewards and consequences I understand how following the Learning Charter will help me and others learn I recognise the choices I make and understand the consequences I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I understand that bullying is sometimes about difference I can recognise what is right and wrong and know how to look after myself I understand that it is OK to be different from other people and to be friends with them I can tell you some ways I am different from my friends	how to achieve it I carry on trying (persevering) even when I find tasks difficult I can recognise who I work well with and who it is more difficult for me to work with I can work well in a group to create an end product I can explain some of the ways I worked well in my group to create the end product I know how to share success with other people	and I know some things that make me feel relaxed and some that make me feel stressed I understand how medicines work in my body and how important it is to use them safely I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy I can make some healthy snacks and explain why they are good for my body I understand which foods to eat to give my body energy	Recognising what I am good at Differences between us (including Male and female body parts) Personal hygiene- why is it important? How do our needs change as we grow up? Situations that make affect our health Safety with medicines/household products Sun safety Situations where you do/do not keep things private What does change feel like? Why do I feel this way? (emotions humans experience in relation to different situations) Enthusiasm (School value)
Music	Sing as part of a choir. Demonstrate good singing posture; Walk in time to the beat of a piece of music;	Sing in unison, understanding and following the leader or conductor; Move and dance with the music confidently;	Sing short phrase independently; Identify the names of the notes on a glockenspiel: C, D, E, F, G, A,B,C;	

	Mark the beat of a listening piece by tapping or clapping; Recognise some band and orchestral instruments.		Use graphic symbols, dot notation and stick notation; Play a simple melodic instrumental part by ear or from notation, in C major; Use body percussion and untuned and tuned percussion instruments with a song.		Add body percussion accompaniments; Create a story, choosing and playing classroom instruments; Explore standard notation, using crotchets, quavers, minims and semibreves.	
PE	Fitness Gymnastics	Dance Invasion Games	Gymnastics Sending and Receiving	Dance Net and wall games	Striking and Fielding Athletics	Tri-golf Athletics
Visits/ visitors					Local visit - Reigate	Polesdon Lacey