

## Year 2 Long Term Curriculum Overview

	1	2	3	4	5	6
Unit	<b>Healthy Me (6 weeks)</b>	<b>The Man on the Moon (6 weeks)</b>	<b>Adventures in Africa (6 weeks)</b>	<b>Fire of London (6 weeks)</b>	<b>Amazing Animals (6 weeks)</b>	<b>The Something (6 weeks)</b>
Experience	Disgusting sandwich experience Forest Schools	Rocket Launch experience Forest Schools	African drumming session – Rock it! Forest Schools	Fire Service Visit to School Burning of houses Teams meet with inner-city London school Forest Schools	Trip to Twycross Zoo Forest Schools	Kingswood Brewhouse Performance Forest Schools
Suggested Texts	The Disgusting Sandwich by Gareth Edwards	Man on the Moon by Simon Bartram Neil Armstrong and the Moon Landing (non-fiction)	Mama Panya’s Pancakes by Mary & Rich Chamberlain Handa’s Surprise / Handa’s Hen by Eileen Brown	The Great Fire of London (non-fiction) Rhyming Poems	Dear Greenpeace by Simon James Lots: The Diversity of Life on Earth by Nicola Davies	The Something by Rebecca Cobb
English	Fairy tale opening Instructions – how to make a disgusting sandwich Disgusting sandwich story	Non Chronological report – Man on the Moon Character description – alien	Letter writing to Adika Persuasive leaflet writing about Africa	Diary of GFOL Recount of events	Recount – Zoo Trip Non-Chronological report of own animal Animal Story	Instructions Setting/Character Description
Maths	<b>Number: Place Value</b> <i>Calculations within 20</i> <i>Fluently add and subtract within 10</i> <b>Number: Addition and Subtraction</b> Fluently add and subtract within 10	<b>Number: Addition and Subtraction</b>  <b>Geometry: Properties of Shape</b>	<b>Number: Multiplication and Division</b> Doubling, halving, quotative and partitive division  <b>Measurement: Money</b>	<b>Fractions</b>  <b>Number: Addition and Subtraction (consolidation)</b> Addition and subtraction of two-digit numbers	<b>Measurement: Time</b>  <b>Measurement: Length and Height</b>	<b>Measurement: Mass, Capacity and Temperature</b>  <b>Geometry: Position and Direction</b>  Statistics
	 <p style="text-align: center;"><b>Retrieval Practice</b> The children undertake a daily Flashback 4 task, which is a daily starter activity consisting of one question, each from a topic covered either last lesson, last week, two or three weeks ago and/or last term, or last year.</p>					

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<b>History</b>		<p style="text-align: center;"><b>Knowledge and Interpretation</b></p> <ul style="list-style-type: none"> <li>Recall information about a significant individual who lived in the past (<i>Neil Armstrong</i>)</li> <li>Explain the impact of famous people on our lives today – (Neil Armstrong / Mae Jemison – first black woman in space - <b>Events within living memory</b>)</li> <li>Recognise the impact of a significant event (Moon landing - <b>Events within living memory</b>)</li> <li>Recognise that we celebrate bonfire night, because of what happened many years ago (Gunpowder plot – <b>Events beyond living memory</b>)</li> </ul> <p style="text-align: center;"><b>Historical Enquiry</b></p> <p>Answer questions using sources of information Research the life of Neil Armstrong and Mae Jemison</p> <p style="text-align: center;"><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Use historical vocabulary, relating to the passing of time</li> <li>Use the words past and present accurately when making comparisons in their historical learning</li> <li>Sequence a set of events and/or objects in chronological order, providing reasons for their order</li> <li>Order events on a timeline</li> </ul>		<p style="text-align: center;"><b>Knowledge and Interpretation (Events beyond living memory that are significant nationally)</b></p> <ul style="list-style-type: none"> <li>Recount some interesting facts about a historical event - The Great Fire of London (<i>link to English GFOL recount</i>)</li> <li>To know how firefighting now is different to 1666</li> </ul> <p style="text-align: center;"><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>To compare photos from the past and the present (<i>streets of London now and the streets of London 1666 and fire engines</i>)</li> </ul> <p style="text-align: center;"><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Use historical vocabulary, relating to the passing of time</li> <li>Use the words past and present accurately when making comparisons in their historical learning</li> <li>Sequence a set of events and/or objects in chronological order, providing reasons for their order</li> <li>Order events on a timeline</li> </ul>		<p style="text-align: center;"><b>Knowledge and Interpretation</b></p> <ul style="list-style-type: none"> <li>Recall information about a significant individual who lived in the past (<i>Vincent Van Gogh</i>)</li> </ul> <p style="text-align: center;"><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Explore information about Vincent Van Gogh’s life from stories (Camille and the Sunflowers)</li> <li>Consider why Van Gogh’s paint colours changed when he moved from the Netherlands to France</li> <li>Develop an understanding of how paintings can provide clues about what life was like in the past</li> </ul> <p style="text-align: center;"><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Use historical vocabulary, relating to the passing of time</li> <li>Use the words past and present accurately when making comparisons in their historical learning</li> </ul>
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<b>Geography</b>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> </ul> <p><b>Geographical and Fieldwork Skills</b></p> <ul style="list-style-type: none"> <li>Know where in the world different sources of food come from and locate the places on a globe or atlas</li> </ul>		<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Know the main differences between a place in England (London) and Kenya (Nairobi)</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Know that, as the seasons change so does our outside environment and what we wear</li> <li>Know how weather patterns change according to the season in the UK</li> <li>Know that there are two main seasons in Nairobi and compare this to the seasons in the UK</li> <li>Know how the weather patterns change with the seasons in Nairobi</li> <li>Use vocabulary related to human when describing cities (London and Nairobi)</li> <li>Explain some of the advantages or disadvantages of living in city</li> </ul> <p><b>Geographical and Fieldwork Skills</b></p> <ul style="list-style-type: none"> <li>Know where Kenya and Nairobi are located on a globe or atlas</li> <li>Use aerial photographs and videos to recognise landmarks and basic human and physical features</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Know the name of and locate the four capital cities of England, Northern Ireland, Scotland and Wales (London, Belfast, Edinburgh, Cardiff)</li> <li>Know some important landmarks in the capital cities of the UK</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Identify the key physical/human features of countries in the UK</li> </ul> <p><b>Geographical and Fieldwork Skills</b></p> <ul style="list-style-type: none"> <li>Use simple compass directions (<i>North, South, East and West</i>) and locational and directional language (<i>near and far; left and right</i>) to describe a route on a map</li> </ul>		<p><b>Geographical and Fieldwork Skills</b></p> <ul style="list-style-type: none"> <li>Use simple compass directions (<i>North, South, East and West</i>) and locational and directional language (<i>near and far; left and right</i>) to describe a route on a map</li> </ul>
	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Know what humans need to stay healthy</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including: wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> </ul>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, and their properties</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>
	<p style="text-align: center;"><b>Autumn (Sept/Oct/Nov)</b> <b>Seasonal Changes</b></p> <p>Observe and describe weather associated with the seasons and how day length varies. Gather data on weather: temperature, wind, length of day, changes to woodland (Geography links)</p> <p><i>Covered in Forest Schools and daily weather class chart</i></p>	<p style="text-align: center;"><b>Winter (Dec/Jan/Feb)</b> <b>Seasonal Changes</b></p> <p>Observe and describe weather associated with the seasons and how day length varies. Gather data on weather: temperature, wind, length of day, changes to woodland (Geography links)</p> <p><i>Covered in Forest Schools and daily weather class chart</i></p>	<p style="text-align: center;"><b>Spring (Mar/Apr/May)</b> <b>Seasonal Changes</b></p> <p>Observe and describe weather associated with the seasons and how day length varies. Gather data on weather: temperature, wind, length of day, changes to woodland (Geography links)</p> <p><i>Covered in Forest Schools and daily weather class chart</i></p>		<p style="text-align: center;"><b>Summer (June/July/August)</b> <b>Seasonal Changes</b></p> <p>Observe and describe weather associated with the seasons and how day length varies. Gather data on weather: temperature, wind, length of day, changes to woodland (Geography links)</p> <p><i>Covered in Forest Schools and daily weather class chart</i></p>	

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<b>Art and Design</b>		Clay figurative sculpture of an alien (inspired by the works of Coille Hooven and Brendan Hesmondalgh clay figurine sculptures)  Application of skills (clay Christmas candle holder – RE)	Create a watercolour wash - Use their sketchbook to explore, experiment and gather artwork and practise with paint and brushes. Know primary and secondary colour mixing  Create a pastel drawing of an African animal (inspired by Jen Starwalt)		Sewing – finger puppets (animal) Use an overstitch to sew two pieces of fabric together and create simple appliqué work (sewing or sticking)	Van Gogh – Sunflowers – Use a viewfinder to focus on specific parts of the painting Collage own sunflower picture  Use clay to create an impressed image for negative printing – flower designs
<b>Design and Technology</b>	Design / Make /Evaluate: Healthy breakfast (Nutrition and Cooking)  Focus: Understand and apply the principles of nutrition and learn how to make (fruit kebab / breakfast pot)	Design / Make /Evaluate: A moving Christmas card Focus: Levers and Sliders		Design / Make /Evaluate: Moving Vehicle-Modern day fire engine Focus: Wheels and axels		Design / Make /Evaluate: Coleslaw (Nutrition and Cooking) Focus: Use the basic principles of a healthy and varied diet to plan and prepare dishes. Using tools safely.
<b>Music</b>	<b>Rock It!</b>  Harvest Songs	<b>Rock It!</b>  Christmas Songs	<b>Rock It!</b>  Mother’s Day	<b>Rock It!</b>  Great Fire of London music	<b>Rock It!</b>  May Day service	<b>Rock it! Focus: Music assessment</b>  Brewhouse performance
<b>PE</b>	<b>Health Related Exercise</b>	<b>Striking and fielding</b>	<b>Gymnastics – floor and small apparatus</b>	<b>Gymnastics – floor and wall apparatus</b>	<b>Dance</b>	<b>Athletics and Sports Day</b>
<b>Computing</b>	<b>Coding</b>	<b>Online Safety</b>	<b>Making Music</b>	<b>Effective Searching</b>	<b>Spreadsheets</b>	<b>Creating Pictures</b>
<b>PSHE</b>	<b>Being Me in My World</b> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	<b>Celebrating Difference</b> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	<b>Dreams and Goals</b> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	<b>Healthy Me</b> Motivation Healthier Choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food Medicine safety	<b>Relationships</b> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	<b>Changing Me</b> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
	Taught through our Jigsaw Curriculum and Discovery RE (refer to schemes): <b>Social, Moral, Spiritual and Cultural development and British Values</b> (Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance) <b>Emotional Literacy</b> - self-awareness, social skills, empathy, motivation and managing feelings					
<b>RE</b>	<b>What did Jesus teach?</b> Christianity	<b>Christmas – Jesus as a gift from God</b> Christianity	<b>Prayer at home</b> Islam	<b>Easter – Resurrection</b> Christianity	<b>Community and Belonging</b> Islam	<b>Hajj</b> Islam
<b>Special Events Celebrations to note</b>	<ul style="list-style-type: none"> <li>• September – Harvest Festival (Christianity)</li> <li>• October – Divali (Hindism)</li> <li>• October – Sukkot (Jewish)</li> </ul>	<ul style="list-style-type: none"> <li>• November – Remembrance Sunday</li> <li>• November – Kindness day UK</li> <li>• December – Christmas (Christianity)</li> <li>• December –Hanukah (Jewish)</li> </ul>	<ul style="list-style-type: none"> <li>• January – New Year</li> <li>• Jan/Feb – Chinese New Year</li> <li>• February – Children’s mental health week</li> <li>• February – Safer Internet Day</li> </ul>	<ul style="list-style-type: none"> <li>• Feb/Mar – Shrove Tuesday (Christianity)</li> <li>• March – Holi (Hinduism)</li> <li>• March – World Book Day, Mother’s Day, World Poetry Day, World Down Syndrome Day, Autism Awareness week</li> <li>• April - Easter Sunday (Christianity)</li> <li>• Eid (Islam)</li> </ul>	<ul style="list-style-type: none"> <li>• May – Ramadan (Islam)</li> <li>• May - Eid al Fitr (Islam)</li> <li>• May – World Cultural Diversity Day, Walk to school week</li> </ul>	<ul style="list-style-type: none"> <li>• June – World Environment Day, Father’s Day</li> <li>• July – Eid al Adha (Islam)</li> </ul>