





Year 2 Curriculum Overview – 2023-2024

Our Curriculum Drivers will be incorporated into all of our curriculum planning:- Arts, Environment, Spirituality and Initiative
Mathematics and English will be taught daily following curriculum guidelines and will be linked to the themes below where possible.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Theme	'A Walk on the Wild Side.....' 		'All the way 'Off to that London...'  'A Step Back in Time...' 		'A Voyage to the Bottom of the Deep Blue Sea.....' 	
Overview	Explore and identify, sort and classify animals. Describe the basic needs of animals, including humans, for survival. Observe a life cycle and look at different food chains. Study animal habitats around the world & compare & contrast how different species have adapted to different environments. 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.		Use aerial photos and plan perspectives to recognise landmarks and human or physical features. Devise a simple map and use basic symbols in a key. Use simple fieldwork & observational skills to study the geography of the school grounds & the key human & physical features of its surrounding environment. Compare the village of Steeple Morden to the city of London. Mapwork skills and key features of both localities. Travel back in time to explore key events in the past, significant figures and their work compared to each other. Look at the lives of significant figures and study the impact of their life & work today.		To develop the ability to contrast localities in the UK and around the world, e.g., a coastal location in the UK with the Great Barrier Reef. Identify and name a variety of plants and animals in their habitats, including microhabitats such as the Great Barrier Reef. Express views about people, places and the environment from their own experience and current environmental issues, e.g., the effect of single use plastics on our ocean creatures. Look at the different uses of materials, in particular focusing on the need to 'Reduce-Reuse-Recycle'.	
Themed Days/ Special Events	Visit to Woburn Safari Park Harvest, Remembrance Christmas Nativity Performance Christmas Tree Festival in Church Ely Cathedral Virtual Christingle Service Anti-Bullying Week		Church Service – Easter / Lent Challenge Easter Activity Morning & Easter Egg Hunt Children's Mental Health Week/Dress to Express Day British STEM Week		Submarine dive Sports Day 'Move Up Morning'	
Science	Working Scientifically:- Perform simple, comparative tests. Identify, group and classify. Ask simple questions and recognise that they can be answered in different ways including the use of scientific language. Use simple equipment to observe closely including changes over time. Use observations and ideas to suggest answers noticing similarities, differences and patterns. Gather and record data to help in answering questions including from secondary sources of information.					

	<p>Animals, including humans:- <i>(year 1 NC) To identify & name a variety of common animals including fish, amphibians, reptiles, birds & mammals.</i> <i>(year 1 NC) To identify & name a variety of common animals that are carnivores, herbivores and omnivores.</i> To notice that animals, including humans, have offspring that grow into adults. Describe the basic needs of animals, including humans, for survival (water, food, air). Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>	<p>Living Things and their Habitats:- Explore and 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 and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. Explain 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.</p>	<p>Materials: To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Materials: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>Animals, including humans:- Describe the basic needs of animals, including humans, for survival (water, food, air).</p>	<p>Living Things and their Habitats:- 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. Identify and name a variety of plants and animals in their habitats, including microhabitats. Animals, including humans:- Describe the basic needs of animals, including humans, for survival (water, food, air). Explore the issues caused by plastic pollution.</p>
<p>Geography Autumn 1 Spring 1 Summer 1</p>	<p>Locational Knowledge:- Use world maps, atlases and globes to identify the countries of the UK. Use simple compass directions (N,S,E,W) & locational & directional language (e.g., near/far, left/right, to describe the location & features of a route on a map.</p>	<p>Geographical Skills and Fieldwork:- Use aerial photos and plan perspectives to recognise landmarks & basic human & physical features. Devise a simple map & use & construct basic symbols in a key.</p>		<p>Human and Physical Geography:- Use basic geographical vocabulary to refer to key physical features, e.g., mountain, river, lake, sea, ocean, valley, hill, vegetation, season & weather. Use basic geographical vocabulary to refer to key landmarks & mapwork vocabulary, e.g., key, symbol etc.</p>		

	<p>Use world maps, atlases and globes to identify the countries, continents & oceans of the world. Name & locate the world's 7 continents & 5 oceans.</p> <p>Human and Physical Geography:- Identify hot & cold areas of the world in relation to the Equator & the North & South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical features - mountain, river, lake, sea, ocean, valley, hill, vegetation, season & weather.</p>	<p>Use simple fieldwork & observational skills to study the geography of the school grounds & the key human & physical features of its surrounding environment.</p> <p>(Steeple vs London)</p>	<p>Place Knowledge:-</p> <p>To understand geographical similarities & differences through studying the human & physical geography of a small area of the UK & a small area in a contrasting non-European country.</p>
<p>History</p> <p>Autumn 2</p> <p>Spring 2</p> <p>Summer 2</p>	<p>Chronological Understanding:-</p> <p>Show an awareness of the past, using common words and phrases related to the passing of time.</p> <p>Organisation and Communication:-</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Speak about how we find out about the past.</p> <p>Historical Interpretations:-</p> <p>Describe changes within living memory and aspects of change in national life. (How have you changed)</p>	<p>Historical Interpretations:-</p> <p>Describe events beyond living memory that are significant nationally or globally - The Great Fire of London</p> <p>Understanding of Events, People and Changes:-</p> <p>Discuss the lives of significant people in the past who have contributed to national or international achievements and use some to compare aspects of life in different periods - Samuel Pepys, Elizabeth I and Queen Victoria, Florence Nightingale.</p>	<p>History Enquiry:-</p> <p>Describe significant historical events, people and places in own locality.</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Describe changes within living memory and aspects of change in national life.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show knowledge and understanding of key features of events.</p>
<p>Art</p>	<p>Learning:- Try out activities, making sensible choices about next steps. Select techniques to create a chosen product & develop care & control over materials & their use. Give reasons for preferences when looking at Art & Design work. Know that different works are made by different craftspeople from different cultures & times.</p>		
	<p>Technique:- Collage</p> <p>To develop art techniques: line, shape, form and space: Self-portraits.</p> <p>To develop art techniques: Colour and pattern – shades of colour: African Landscapes – silhouette skylines</p> <p>Artist Studies:- Joseph Cornell: represents significant times, days or events in his life, (like a</p>	<p>Technique:- Printing</p> <p>Experiment with tone using pencils, chalks or charcoal. (Steeple Features / London Landmarks)</p> <p>Choose one landmark and print using ink and rollers.</p>	<p>Techniques:- Textile</p> <p>Ocean themed sewing - Develop techniques to join fabrics and apply decorations such as running or over stitch (fabric applique & felt)</p>

	scrap book page the children might create from a day out)		
Design Technology	Processes:- Design purposeful, functional, appealing products based on design criteria. Generate, develop model & communicate ideas through talking, drawing, templates, mock-ups & ICT where appropriate. Choose appropriate tools, equipment, techniques & materials from a wide range. Safely measure, mark out, cut and shape materials & components using a range of tools. Evaluate & assess products using design criteria.		
	Mechanisms and control:- moving part Christmas decoration. Running Santa / elf. Mechanism makes cup 'run along' through taught elastic and 2 bottle top lids.	Structures:- recycled fish Michelle Reader (1975-present) – re-uses waste materials to create sculptures. 'A bellyful of plastic' Jill Townsley – sculptures using different materials	Materials and Textiles:- 'Underwater Worlds' – Shoebox Project Investigate different techniques for stiffening materials & explore methods for enabling structures to remain stable. Textured collage from a variety of media by folding, crumpling, tearing materials.
Food & Nutrition	Fruit faces. Understand the need for a variety of food in a diet. Understand that all food has to be farmed, grown or taught. Use a wider range of cookery techniques to prepare food safely.	Flying saucers. Understand the need for a variety of food in a diet. Understand that all food has to be farmed, grown or taught. Use a wider range of cookery techniques to prepare food safely.	
Computing	Online Safety:- use technology safely & keep personal information private.		
	Using Computers:- Recognise common uses of IT in school and beyond. Learn how to use the internet and software with a theme of E-Safety that will continue through the year.	Using computers:- Recognise common uses of IT beyond school. We will begin to learn how to take and use digital photography. Use technology to create, edit, save & retrieve digital content. Use technology to create digital content, comparing the benefits of different programs.	Coding:- Use logical reasoning to predict the behavior of simple programs. Create & debug simple programs. Debug certain programs by using logical reasoning or predict the actions instructed by the code. Understand the need for precise & unambiguous instructions.
Music	Listen to a range of live and recorded music. Understand the terms pulse, rhythm, structure with a piece of music. Understanding of the melody of a song. Practice, rehearse and present performances to audiences.		
	Charanga Units:- Learning about pulse, rhythm and structure.	Recorder lessons.	Charanga Units combined with playing the recorder.

PE	Acquiring & Developing Skills:- Games:- Team skills. Games:- Throw and kick accurately at a target.	Acquiring & Developing Skills:- Dance: 'Amazing animals' Games:- Throw and catch overarm accurately in a game.	Acquiring & Developing Skills:- Gymnastics:- 'Ball, Wall and Tall' Games:- Hopping and Skipping.	Acquiring & Developing Skills:- Dance:-'Great Fire of London' Games:- Invasion games (Stop the shot)	Acquiring & Developing Skills:- Gymnastics:- Under the sea (Twinkle) Games:- Tennis Skills	Athletics:- Sports Day skills:- Running, jumping, throwing
	Evaluate & improve performance, comparing performance to others.					
Personal, Social, Health Education (PSHE)	Rights, Rules, Responsibilities	My Emotions Anti-bullying	Working together Financial Capability	Relationship and Sex Education	Managing safety and risk	Digital lifestyles
RE	Judaism Teshuvah Why do Jewish families talk about repentance at New Year? Harvest Remembrance	Christianity Incarnation Why does Christmas matter to Christians?	Islam Mercy/ Compassion How do some Muslims show Allah is compassionate and merciful?	Christianity Salvation Why does Easter matter to Christians?	Judaism Torah/rabbi Why is the Torah such a joy for the Jewish community?	Christianity Gospel What is the Good News Jesus brings?
Languages:- Spanish	Greetings Numbers Days of the Week Cultural Knowledge:- Where is Spain & other Spanish speaking countries in the world?	Animals Cultural Knowledge:- Christmas traditions in Spain.	Colours Cultural Knowledge:- Landmarks	Classroom objects Cultural Knowledge:- Easter Traditions	Months / Birthdays Family Members Cultural Knowledge:- Birthday Celebrations	Food Hobbies Cultural Knowledge:- Traditional Spanish dishes.