





## Year 2 Curriculum Overview – 2021-23

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	<p>‘A Walk on the Wild Side.....’</p> 		<p>‘All the way to Buckingham Palace...’</p>  <p>‘A Step Back in Time...’</p> 		<p>‘A Voyage to the Bottom of the Deep Blue Sea.....’</p> 	
Overview	<p>Study animal habitats around the world &amp; compare &amp; contrast how different species have adapted to different environments.</p>		<p>Compare the village of Steeple Morden to the city of London. Mapwork skills and key features of both localities.</p> <p>Travel back in time to explore key events in the past, beginning with the Great Fire of London in 1666.</p> <p>Look at the lives of significant historical figures and study the impact of their life &amp; work today.</p>		<p>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.</p> <p>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.</p> <p>Look at the different uses of materials, in particular focusing on the need to ‘Reduce-Reuse-Recycle.’</p>	

<b>Themed Days/ Special Events</b>	Visit to Woburn Safari Park  Harvest,  Remembrance,  Christmas Nativity Performance	Church Service – Easter / Lent Challenge  Easter Activity Morning & Easter Egg Hunt	‘Mexico’ Day  Sports Day  ‘Move Up Morning’
<b>Science</b>	<p><b>Working Scientifically:-</b> Perform simple, comparative tests. Identify, group and classify. Ask simple questions and recognize 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>		
	<p><b>Animals, including humans:-</b></p> <p>To identify &amp; name a variety of common animals including fish, amphibians, reptiles, birds &amp; mammals.</p> <p>To identify &amp; name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>To notice that animals, including humans, have offspring that grow into adults.</p> <p>Describe the basic needs of animals, including humans, for survival (water, food, air).</p> <p><b>Living Things and their Habitats:-</b></p>		<p><b>Materials:</b></p> <p>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>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b>Animals, including humans:-</b></p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>

	<p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>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.</p> <p>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><b>Geography</b></p>	<p><b>Geographical Skills and Fieldwork:-</b></p> <p>Use world maps, atlases and globes to identify the countries, continents &amp; oceans of the world.</p> <p><b>Locational Knowledge:-</b></p> <p>Name &amp; locate the world's 7 continents &amp; 5 oceans.</p> <p><b>Human and Physical Geography:-</b></p> <p>Identify hot &amp; cold areas of the world in relation to the Equator &amp; the North &amp; South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical features, e.g., mountain, river, lake, sea, ocean, valley, hill, vegetation, season &amp; weather.</p>	<p><b>Geographical Skills and Fieldwork:-</b></p> <p>Use world maps, atlases and globes to identify the countries of the UK.</p> <p>Use simple compass directions (N,S,E,W) &amp; locational &amp; directional language (e.g., near/far, left/right, to describe the location &amp; features of a route on a map.</p> <p>Use aerial photos and plan perspectives to recognise landmarks &amp; basic human &amp; physical features.</p> <p>Devise a simple map &amp; use &amp; construct basic symbols in a key.</p> <p>Use simple fieldwork &amp; observational skills to study the geography of the school grounds &amp; the key human &amp; physical features of its surrounding environment.</p>	<p><b>Geographical Skills and Fieldwork:-</b></p> <p>Use world maps, atlases and globes to identify the countries, continents &amp; oceans of the world.</p> <p><b>Place Knowledge:-</b></p> <p>To understand geographical similarities &amp; differences through studying the human &amp; physical geography of a small area of the UK &amp; a small area in a contrasting non-European country (Mexico) – link to Spanish language skills.</p>

		<p><b>Locational Knowledge:-</b></p> <p>Name, locate &amp; identify characteristics of the 4 countries, capital cities of the UK &amp; the surrounding seas.</p> <p><b>Human and Physical Geography:-</b></p> <p>Use basic geographical vocabulary to refer to key physical features, e.g., mountain, river, lake, sea, ocean, valley, hill, vegetation, season &amp; weather.</p> <p>Use basic geographical vocabulary to refer to key human features, e.g., river, mountain, hill, village, town, city, country &amp; mapwork vocabulary, e.g., key, symbol etc.</p>	
<p><b>History</b></p>	<p><b>Historical Interpretations:-</b></p> <p>Describe changes within living memory and aspects of change in national life.</p> <p>Describe events beyond living memory that are significant nationally or globally, e.g., World Wars – village</p> <p>Describe significant historical events, people and places in own locality.</p>	<p><b>Chronological Understanding:-</b></p> <p>Show an awareness of the past, using common words and phrases related to the passing of time.</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><b>History Enquiry:-</b></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>	

Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.

**Historical Interpretations:-**

Describe changes within living memory and aspects of change in national life.

Describe events beyond living memory that are significant nationally or globally, e.g., The Great Fire of London.

Describe significant historical events, people and places in own locality.

**Organisation and Communication:-**

Use a wide vocabulary of everyday historical terms.

Speak about how we find out about the past.

**Understanding of Events, People and Changes:-**

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, e.g., Samuel Pepys, Elizabeth I and Queen Victoria, Florence Nightingale and Mary Seacole, Christopher Columbus and Neil Armstrong, William Caxton & Tim Berners-Lee.

<b>Computing</b>	<b>E-Safety:-</b> use technology safely & keep personal information private.		
	<p><b>Using Computers:-</b></p> <p>Recognise common uses of IT in school and beyond.</p> <p>Learn how to use the internet and software with a theme of E-Safety that will continue through the year.</p> <p>Begin to learn how to take and use digital photography.</p>	<p><b>Coding:-</b></p> <p>Use logical reasoning to predict the behavior of simple programs.</p> <p>Create &amp; debug simple programs.</p> <p>Debug certain programs by using logical reasoning or predict the actions instructed by the code.</p> <p>Understand the need for precise &amp; unambiguous instructions.</p>	<p><b>Using Computers:-</b></p> <p>Recognise common uses of IT beyond school.</p> <p>Use technology to create, organize, store, manipulate &amp; retrieve digital content.</p> <p>Use technology to create digital content, comparing the benefits of different programs.</p>
<b>Art &amp; Design</b>	<p><b>Learning:-</b> Try out activities, making sensible choices about next steps. Select techniques to create a chosen product &amp; develop care &amp; control over materials &amp; their use. Give reasons for preferences when looking at Art &amp; Design work. Know that different works are made by different craftspeople from different cultures &amp; times.</p>		
	<p><b>Techniques:-</b></p> <p>Colour mixing – shades of colour.</p> <p><b>Artist Studies:-</b> Animals depicted in Art, e.g., Henri Rousseau</p> <p>African Landscapes – silhouette skylines</p>	<p><b>Techniques:-</b></p> <p>Printing – carbon, relief, press, fabric, rubbing.</p> <p>Experiment with different tools on rigid and flexible materials.</p> <p>Experiment with tone using pencils, chalks or charcoal. (Steeple Features / London Landmarks)</p> <p>Represent things observed, remembered or imagined using colour/tools.</p>	<p><b>Techniques:-</b></p> <p>Ocean Scenes - Develop techniques to join fabrics and apply decorations such as running or over stitch (fabric applique &amp; recycled materials).</p> <p>Textured collage from a variety of media by folding, crumpling, tearing materials. (Underwater Worlds – shoeboxes)</p> <p><b>Artist Studies:-</b></p>

		<p><b>Artist Studies:-</b> London landscapes - contrasting</p> <p><b>Monet, Pissarro, Turner, Pownall, Derain</b></p>	<p>Michelle Reader (1975-present) – re-uses waste materials to create sculptures.</p> <p>Jill Townsley – sculptures using different materials</p> <p><b>Sculpture:-</b> Treehouse Sculpture</p>
<b>Design Technology</b>	<p><b>Processes:-</b> Design purposeful, functional, appealing products based on design criteria. Generate, develop model &amp; communicate ideas through talking, drawing, templates, mock-ups &amp; ICT where appropriate. Choose appropriate tools, equipment, techniques &amp; materials from a wide range. Safely measure, mark out, cut and shape materials &amp; components using a range of tools. Evaluate &amp; assess products using design criteria.</p>		
	<p><b>Processes:-</b></p> <p><b>Food &amp; Nutrition:-</b></p> <p>Understand the need for a variety of food in a diet.</p> <p>Understand that all food has to be farmed, grown or taught.</p> <p>Use a wider range of cookery techniques to prepare food safely (Xmas Biscuits)</p>	<p><b>Processes:-</b></p> <p>Investigate different techniques for stiffening materials &amp; explore methods for enabling structures to remain stable.</p> <p>Explore &amp; use mechanisms, e.g., levers, sliders, wheels &amp; axles. (London Landmarks)</p> <p><b>Food &amp; Nutrition:-</b></p> <p>The Bread making Process – baking bread rolls</p>	<p><b>Processes:-</b></p> <p>‘Underwater Worlds’ – Shoebox Project</p> <p>Investigate different techniques for stiffening materials &amp; explore methods for enabling structures to remain stable.</p> <p>(Treehouse Sculpture)</p> <p><b>Food &amp; Nutrition:-</b></p> <p>Exploring Mexican cookery – making guacamole &amp; salsa.</p>
<b>Music</b>	<p>Charanga Units:- Learning about pulse, rhythm and structure. these will be adapted as</p> <p>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.</p>	<p>Recorder lessons.</p>	<p>Recorder lessons.</p>

<b>PE</b>	<b>Acquiring &amp; Developing Skills:-</b>  Dance: 'Amazing animals'  Games:- Throw and catch accurately. Invasion Games	<b>Acquiring &amp; Developing Skills:-</b>  Dance: 'Amazing animals'  Games:- Throw and catch accurately. Invasion Games	<b>Acquiring &amp; Developing Skills:-</b>  Gymnastics:- 'Ball, Wall and Tall'	<b>Acquiring &amp; Developing Skills:-</b>  Games:- Striking & Fielding Games.  Dance:-'Great Fire of London'	<b>Acquiring &amp; Developing Skills:-</b>  Tennis Skills	<b>Athletics:-</b>  Running, jumping, throwing
	Evaluate & improve performance, comparing performance to others.					
<b>Personal, Social, Health Education (PSHE)</b>	Rights, Rules, Responsibilities	My Emotions  Anti-bullying	Working together  Financial Capability	Relationship and Sex Education: What do children need from their families? Which stable, caring relationships are at the heart of families? What are my responsibilities now I am growing up?	Managing safety and risk	Digital lifestyles
<b>RE</b>	<b>Judaism</b>  Teshuvah  Why do Jewish families talk about repentance at New Year?	<b>Christianity</b>  Incarnation  Why does Christmas matter to Christians?	<b>Islam</b>  Mercy/ Compassion  How do some Muslims show Allah is compassionate and merciful?	<b>Christianity</b>  Salvation  Why does Easter matter to Christians?	<b>Judaism</b>  Torah/rabbi  Why is the Torah such a joy for the Jewish community?	<b>Christianity</b>  Gospel  What is the Good News Jesus brings?



	Harvest Remembrance					
<b>Languages:-</b>  <b>Spanish</b>	Greetings Numbers Days of the Week Cultural Knowledge:- Where is Spain & other Spanish speaking countries in the world?	Animals  Cultural Knowledge:- Xmas 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.