

New Town Primary School



Year Two Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths Year 2	Number and place value within 100 Addition and Subtraction within 100	Money Multiplication and division	Money Multiplication and division Statistics	Properties of shape Fractions Measurement-length	Position and direction Problem solving methods Time	Measurement-Mass, capacity and temperature Investigations
English Reading Year 2	<p><u>Class reader:</u> Diary of a Killer Cat by Anne Fine</p> <p><u>Books to teach reading:</u> Chickens can't see in the dark by Kristina Littern</p> <p>Town mouse and country mouse by Susanna Davidson</p> <p>The spectacular city by Teresa Heapy</p> <p>The owl who was afraid of the dark – Jill Tomlinson</p>	<p><u>Class reader:</u> Beaver Towers by Nigel Hinton</p> <p><u>Books to teach reading:</u> The smartest giant in town by Julia Donaldson</p> <p>The Trouble with Trolls Jan Brett</p> <p>Vlad and the Great Fire of London by Kate Cunningham</p> <p>Who was Samuel Pepys – Paul Harrison</p>	<p><u>Class reader:</u> Fantastic Mr Fox by Roald Dahl</p> <p><u>Books to teach reading:</u> The day the crayons quit by Drew Daywalt</p> <p>Katie in Scotland by James Mayhew</p> <p>The sound collector poem by Roger McGough</p> <p>Hamish the hairy haggis by A K Paterson</p>	<p><u>Class reader:</u> Nim's Island by Wendy Orr</p> <p><u>Books to teach reading:</u> The colour monster by Anna Llenas</p> <p>The storm whale by Benji Davis</p> <p>How to help a hedgehog and protect a polar bear by Jess French</p> <p>The three javelinas by Susan Lowell</p> <p>The Three Little Wolves and the Big</p>	<p><u>Class reader:</u> The Hodgeheg by Dick King-Smith</p> <p><u>Books to teach reading:</u> Hey little any by Hannah and Phillip Hoose</p> <p>Fantastically Great Women who Saved the Planet by Kate Pankhurst</p> <p>The Cat in the Hat – Dr Suess</p> <p>The Boy who grew dragons by Andy Shepherd</p>	<p><u>Class reader:</u> Come down Golden by Diana Noonan</p> <p><u>Books to teach reading:</u> My hair by Hannah Lee</p> <p>The Amazing Travels of Ibn Battuta by Fatima Sharafeddine</p> <p>The Red Tree by Shaun Tan</p> <p>Grandad's Island Benji Davies</p>

	Wolves by Emily Gravett Grandpa's garden by Stella Fry	Beegu by Alexis Deacon A bear called Paddington by Michael Bond	India, incredible india by Jasbinder Bilan	Bad Pig Eugene Trivizas Mr Majeika by Humphrey Carpenter Into the Forest by Anthony Browne	Flat Stanley by Jeff Brown Where the wild things are by Maurice Sendak	Dinosaurs and all that rubbish by Michael Foreman Amelia Earhart: Little People, Big Dreams by Isabel Sanchez Vegara
English Writing Year 2	Text One: Stardust Outcome: Narrative Text Two: The great fire of London Outcome: Non-fiction diary	Text One: The day the crayons quit Outcome: Persuasive Letter Text Two: Planned personal experience Outcome: Recount	Text One: The owl who was afraid of the dark Outcome: Narrative Text Two: No Chronological Report – Singapore Outcome – Non-chronological report	Text One: How to make a bird feeder Outcome: Instructions Text Two: Year 2 trip Outcome: Recount	Text One: The crow's tale Outcome: Narrative Text Two: The building boy Outcome: Setting Description	Text One: Desk Diddler Outcome: Poetry Text Two: Traditional tale with a twist – Little Red Riding Hood Outcome: Character description
Science Year 2	During this term, we will observe and describe how seeds and bulbs grow into mature plants. We will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	During this term, we will notice humans, have offspring which grow into adults. We will find out about and describe the basic needs of humans, for survival. We will learn the importance of exercise, eating the right amounts of	During this term, we will explore and compare the differences between things that are living, dead, and things that have never been alive. We will identify that most living things live in habitats to which they are	During this term, we will continue to explore habitats and will describe how different habitats provide for the basic needs of different kinds of animals. We will identify and name a variety of animals in their habitats, including	During this term, we will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. We will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	

		different types of food, and hygiene for humans	suited and describe how different habitats provide for the basic needs of different kinds of plants. We will identify and name a variety of plants in their habitats, including microhabitats.	microhabitats. We will learn 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.	
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Curriculum Theme	The UK	The Great Fire of London	Hot and Cold Scotland and India	Our Patch Reading Abbey	Our Patch	Great Journeys
A memorable experience	A trip to the cinema		A visit to Reading Abbey		Author Visit	
An innovative challenge	Make a 3D Tudor house		Create a canvas of a highland cow		Create a 3D layout of a map of the area surrounding New Town Primary School	
A book to read	Vlad and the Great Fire of London by Kate Cunningham		Katie in Scotland by James Mayhew		Fantastically Great Women who Saved the Planet by Kate Pankhurst	
Something to investigate	How many houses were completely burned during the Great Fire of London		What did Reading Abbey look like prior to its destruction		How has the area around New Town Primary School changed in the last 100 years	
Parental engagement	Harvest festival and carols by candlelight		World book week reading drop ins		Sports day	

Geography	<p>During the term, we will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. We will use world maps, atlases and globes to identify the United Kingdom and its countries. We will use simple compass directions and locational and directional language to describe the location of features and routes on a map. We will use appropriate vocabulary to describe human and physical geographical features.</p>	<p>During this term, we will learn to understand geographical similarities and differences through studying the human and physical geography of Scotland and India. We will study the 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</p>	<p>During this term, we will use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment. We will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features around us; devise a simple map; and use and construct basic symbols in a key.</p>
History	<p>During this term, we will be learning all about The Great Fire of London. We will be learning about key people from this event including Samuel Pepys and King Charles II. We will investigate how St Paul's cathedral changed after the fire.</p>	<p>During this term, we will learn where Reading Abbey is and what it was used for. We will study what life was like in the Abbey and how the Abbey changed Reading. We will study how the Abbey became ruins and what the Abbey ruins are used for now.</p>	<p>During this term, we will study a range of great explorers. We will learn how the Wright brothers changed the world and why we still remember Amelia Earhart. We will investigate how hard it is to journey to the South Pole.</p>
Art	<p>Painting and mixed media- Life in Colour We will investigate how mixing a wider range of colours contributes to different effects. We will explore surface texture when selecting and combining materials to make a mixed media final piece.</p>	<p>Craft and Design – Map it Out Responding to a design brief, we will learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.</p>	<p>Sculpture- Clay We will be exploring the way clay can be shaped and joined. We will learn about the sculpture of Rachel Whiteread and create our own clay house tile in response.</p>
DT	<p>Preparing food (food) We will be examining a range of fruit and vegetables with key questions in mind. We will learn about food hygiene practices and also have opportunities to use simple utensils to prepare food. We will develop an understanding of making healthy food</p>	<p>Templates and joining Techniques (Textiles) We will be examining a range of existing fabric products with key questions in mind. We will learn how we can use templates in different ways to make pattern pieces. We will have opportunities to experiment with</p>	<p>Wheels and Axles (Mechanisms) We will be examining a range of wheeled products with key questions in mind. We will use construction kits to practice making a product that moves. We will learn how to mark out, hold, cut and join materials and</p>

	choices. Finally, we will design, make and evaluate a healthy salad.	different joining techniques. Finally, we will design, make and evaluate a Scottish sporran.	components correctly. Finally, we will design, make and evaluate a moving car.					
PE	Gymnastics In this unit we will learn explore and develop basic gymnastic actions on the floor and using apparatus. We will develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. We will develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. We will learn to work safely with and around others and whilst using apparatus. We will be are given opportunities to provide feedback to others and recognise elements of high quality performance.		Dance We explore space and how our body can move to express and idea, mood, character or feeling. We will expand our knowledge of travelling actions and use them in relation to a stimulus. We will build on our understanding of dynamics and expression. We will use counts of 8 consistently to keep in time with the music and a partner. We will also explore pathways, levels, shapes, directions, speeds and timing. We will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.		Yoga We will learn about mindfulness and body awareness. We will begin to learn poses and techniques that will help us to connect our mind and body. We will improve our well being by building strength, flexibility, co-ordination and balance. Our learning includes breathing and meditation through fun and engaging activities. We will work independently, with a partner and small group.		Fitness We will take part in a range of activities to develop components of fitness. We will begin to explore and develop agility, balance, co-ordination, speed and stamina. We will be given the opportunity to work independently and with others. We will develop perseverance and show determination to work for longer periods of time.	
	Ball skills In this unit we will develop our fundamental ball skills such as throwing, catching,	Sending and receiving In this unit we will develop our sending and receiving skills including throwing	Target Games We will develop our understanding of the principles of defending and attacking for target	Invasion Games We will develop their understanding of the principles of defending and attacking for	Net and wall We will develop our understanding of attacking and defending principles in net games such as	Athletics We will develop skills required in athletic activities such as running at different speeds,		

	<p>rolling, hitting a target, dribbling with both hands and feet and kicking. We will look to perform these skills with increasing control and accuracy using co-ordination and balance. We will have the opportunity to work independently, in pairs and small groups.</p>	<p>and catching, rolling, kicking, tracking and stopping a ball. We will also use equipment to send and receive a ball. We will be given opportunities to work with a range of different sized balls. We will apply our skills individually, in pairs and in small groups and begin to organise and self-manage our own activities. We will build on our knowledge of sending and receiving by applying our skills in different situations.</p>	<p>games. We will develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. We will apply our skills individually, in pairs and in small groups and begin to organise and self-manage our own activities. We will understand the importance of abiding by rules to keep ourselves and others safe, learn how to score points and use simple tactics.</p>	<p>invasion games. We will use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. We will have the opportunity to play uneven and even sided games. We will learn how to score points in these types of games and learn to play to the rules.</p>	<p>using a ready position to defend our court and placement of a ball into space. We will use and develop skills such as throwing, catching, tracking and hitting a ball. We will learn how to score points in these types of games and how to play to the rules. We will work independently, with a partner and in a small group and begin to self-manage our own games, showing respect and kindness towards their teammates and opponents.</p>	<p>jumping and throwing. In all athletic based activities, we will engage in performing skills and measuring performance, competing to improve on own score and against others. We will be given opportunities to work collaboratively as well as independently. We will learn how to improve by identifying areas of strength as well as areas to develop.</p>
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<p>RE</p>	<p><u>For each religion taught, the following will be covered:</u></p> <p>God Who is God? What is the name of the God in each religion?</p> <p>Special Places (Place of Worship) What is your special place? What are the special places of worship for each religion? What is the Holy book of the religion called?</p> <p>Symbols and Meanings What is a symbol? What are the special symbols for each religion? Do the symbols have a significant meaning?</p> <p>Special Festivals and celebrations What is a festival? What festivals do you celebrate? What festivals are celebrated in the religion?</p>				
	<p><u>Judaism</u></p>		<p><u>Sikhism</u></p>		<p><u>Buddhism</u></p>
<p>Computing</p>	<p>Online safety We will learn how to refine searches using the Search tool and how to share work electronically using the display boards. We will gain knowledge and understanding about sharing more globally on the Internet.</p>	<p>Effective searching We will gain a better understanding of searching the Internet. We will create a leaflet to help someone search for information on the Internet.</p>	<p>Spreadsheets We will use copying, cutting and pasting shortcuts as well as totalling tools in spreadsheets. We will explore the capabilities of a spreadsheet in adding up coins to match the prices of objects. We will learn to add and edit data in a table layout and to use</p>	<p>Presenting data / ideas We will explore how a story can be presented in different ways. We will learn to make a quiz about a story or class topic and to make a fact file on a non-fiction topic. We will also learn to make a presentation to the class.</p>	<p>Coding We will begin to understand what an algorithm is and to create a computer program using an algorithm. We will create a program using a given design. We will learn what 'debugging' means and develop an understanding of the need to test and debug a program repeatedly.</p>

			the data to manually create a block graph.			
Life Skills	<p>Thinking of others We will be learning about friendships and how to communicate and be inclusive. We will learn about all different kinds of families and marriages. We will learn about acts of kindness and how charities work and we will learn about diversity among ourselves and others.</p>	<p>Keeping safe, fit and healthy We will be learning about the importance of eating well, getting rest and sleep and how to keep healthy routines to care for ourselves bodies. We will also learn about medical professionals who help us stay healthy and how to identify people who will help keep us safe outside of school.</p>	<p>Respect and Tolerance We will be learning about what makes us special, how it is important to take responsibility for our actions both at school and at home and how it is important to cooperate when working or playing in a group.</p>	<p>Morals Choices Rights and Democracy We will be learning about our community, our school rules and responsibilities. We will learn about how and laws and rules are made and why it is important to follow them.</p>	<p>Living and Growing We will be learning about reproduction and the biological differences between male and female and that both are needed for reproduction. We will learn how our body changes over time and what we need to do to keep healthy. We will learn how the body changes with exercise.</p>	<p>Moving on We will be learning about changes and challenges in a new class or phase. We will learn about new and higher expectations and when and where to ask for help.</p>
Music	The above will be learnt through Charanga: <u>Exploring Simple Patterns</u>	The above will be learnt through Charanga: <u>Focus on Tempo and Dynamics</u>	The above will be learnt through Charanga: <u>Exploring Feelings Through Music</u>	The above will be learnt through Charanga: <u>Investing a Musical Story</u>	The above will be learnt through Charanga: <u>Music that Makes You Dance</u>	The above will be learnt through Charanga: <u>Exploring Improvisation</u>