

# Year 2 Curriculum Overview



Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>The Famous Five</b>	<b><u>A Memorable Experience</u></b> A trip to the cinema		<b><u>A Memorable Experience</u></b> A visit to Reading Abbey		<b><u>A Memorable Experience</u></b> Attend a workshop	
	<b><u>An Innovative Challenge</u></b> Make a 3d Tudor house		<b><u>An Innovative Challenge</u></b> Create a painting of a highland cow		<b><u>An Innovative Challenge</u></b> Create a 3d model of the Newtown area	
	<b><u>A Book to Read</u></b> Vlad and the Great Fire of London by Kate Cunningham		<b><u>A Book to Read</u></b> Katie in Scotland by James Mayhew		<b><u>A Book to Read</u></b> Fantastically great women who saved the planet by Kate Pankhurst	
	<b><u>Something to Investigate</u></b> Find out how many houses were burnt in the great fire of London		<b><u>Something to Investigate</u></b> What did Reading Abbey look like before it was destroyed?		<b><u>Something to Investigate</u></b> What did the area on Newtown look like 100 years ago	
	<b><u>Parental Involvement</u></b> Harvest Festival and Carols by Candlelight		<b><u>Parental Involvement</u></b> World book week drop in		<b><u>Parental Involvement</u></b> Sports day	
<b>Maths is taught using White Rose as a basis for lessons. Where possible children learn using concrete resources and practical situations.</b>						
<b>Maths</b>	Number and place value within 100. Addition and subtraction within 100	Money Multiplication and division	Money Multiplication and division Statistics	Shape Fractions Measure- length	Position and direction Problem solving Time	Measure- mass, capacity Temperature Investigations
<b>Reading</b>	<b>Reading is taught using high quality texts which aim to expose the children to a variety of genres and authors. Lessons involve reading and discussion with a strong focus on oracy. Children learn about: retrieval, skimming and scanning, understanding vocabulary and style and inference. Each week children will answer comprehension questions in a written form.</b>					
	<b><u>Novels</u></b> Diary of a Killer Cat by Anne Fine The Return of the Killer Cat: 2 by Anne Fine Beaver Towers by Nigel Hinton The owl who was afraid of the dark By Jill Tomlinson		<b><u>Novels</u></b> Fantastic Mr Fox by Roald Dahl Nim's Island by Wendy Orr Mr Majeika by Humphrey Carpenter Into the Forest by Anthony Browne		<b><u>Novels</u></b> The Hodgeheg by Dick King-Smith The Sheep Pig by Dick King-Smith Come down Golden by Diana Noonan  <b><u>Short picture books to teach reading-</u></b> Hey little ant by Hannah and Phillip Hoose	

	<p><b><u>Short picture books to teach reading-</u></b>  Town mouse and country mouse  by Susanna Davidson  The spectacular city  by Teresa Heapy  Wolves  by Emily Gravett  The Trouble with Trolls  By Jan Brett  Vlad and the Great Fire of London  by Kate Cunningham  Who was Samuel Pepys  By Paul Harrison  A bear called Paddington  by Michael Bond</p>	<p><b><u>Short picture books to teach reading-</u></b>  Katie in Scotland  by James Mayhew  The sound collector poem  by Roger McGough  Hamish the hairy haggis  by A K Paterson  India, incredible India  by Jasbinder Bilan  The storm whale  by Benji Davis  The Three Little Wolves and the Big Bad Pig By  Eugene Trivizas</p>	<p>Fantastically Great Women Who Saved the Planet  by Kate Pankhurst  Flat Stanley  by Jeff Brown  The Amazing Travels of Ibn Battuta  by Fatima Sharafeddine  Grandad’s Island  By Benji Davies  Dinosaurs and all that rubbish  by Michael Foreman  Amelia Earhart: Little People, Big Dreams  by Isabel Sanchez Vegara</p>			
<b>Writing</b>	<p><b>Writing is taught using high-quality texts as the ‘root’. Over the year children will study a variety of texts spanning a wide range of genres, providing opportunities for writing in different ways. The unit will culminate in a longer, independent piece of writing.</b></p>					
	<p><i>The Journey Home</i>  Frann Preston-Gannon</p>	<p><i>The Great Fire of London</i>  Emma Adams</p>	<p><i>The Bear Under the Stairs</i>  Helen Cooper</p>	<p><i>The Bear and the Piano</i>  David Litchfield</p>	<p><i>The Dragon Machine</i>  Helen Ward</p>	<p><i>Toys in Space</i>  Mini Grey</p>
	<p><i>The Goldilocks Project</i>  Anthony Browne,  Lauren Child &amp; Leigh  Hodgkinson</p>	<p><i>Jim and the Beanstalk</i>  Raymond Briggs</p>	<p><i>Dear Earth</i>  Isabel Otter &amp; Clara  Anganuzzi</p>	<p><i>Grandad’s Camper</i>  Harry Woodgate</p>	<p><i>A Walk in London</i>  Salvatore Rubbino</p>	<p><i>The Owl and the Pussy-cat</i>  Edward Lear</p>
<b>Phonics</b>	<p><b>Phonics are taught throughout year 2. Children are grouped according to their needs and then regularly assessed as they learn and progress. Lessons follow the RWI scheme which rigorously teaches all the phonics necessary for fluent speaking, reading and writing.</b></p>					
<b>Science</b>	<p><b>Science is taught using the Plymouth Science Scheme. Children cover all aspects of science and learn about the processes of investigation as well as learning how science, both in the past and in the future are vital for the survival of our planet.</b></p>					
<b>Science</b>	<p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>• What are the main stages of the human life cycle?</li> <li>• Are these stages the same for all animals?</li> </ul>	<p><b><u>Living Things</u></b></p> <ul style="list-style-type: none"> <li>• What is the difference between things that are living, have died or</li> </ul>	<p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>• What are the different parts of a plant?</li> <li>• What is the function of each plant part</li> <li>• How do seeds grow into mature plants?</li> <li>• What is the life-cycle of a flower?</li> </ul>	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>• Where do materials come from?</li> </ul>		

	<ul style="list-style-type: none"> <li>• What do humans need to survive?</li> <li>• What do other animals need to survive?</li> <li>• Why is exercise important?</li> <li>• Why is eating healthy foods important?</li> <li>• <b>What makes a food healthy?</b></li> </ul>	<p>who have never been alive?</p> <ul style="list-style-type: none"> <li>• Where do animals and humans live?</li> <li>• <b>Why are habitats important for survival?</b></li> <li>• What is a microhabitat? <b>Why are some habitats being destroyed?</b></li> </ul>	<ul style="list-style-type: none"> <li>• What do plants need to grow?</li> <li>• <b>Why are some plants in danger?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can you describe the properties of most everyday materials?</li> <li>• Why are certain materials more useful than others for particular uses?</li> <li>• How can materials be changed?</li> <li>• <b>How can we avoid wasting materials?</b></li> </ul>
<b>History</b>	<p><b><u>How did London change as a result of the Great Fire of 1666?</u></b></p> <ul style="list-style-type: none"> <li>• How do we know what happened during the Great Fire of London?</li> <li>• What happened during the Great Fire of London?</li> <li>• What was life like during the Great Fire of London?</li> <li>• What does evidence tell us about King Charles role during the fire?</li> <li>• How did the area of Pudding Lane change as a result of the fire?</li> <li>• How did London change after the fire?</li> </ul>	<p><b><u>What makes Reading Abbey important?</u></b></p> <ul style="list-style-type: none"> <li>• What and where is the Abbey?</li> <li>• What was the Abbey used for?</li> <li>• What was life in the Abbey like?</li> <li>• How did the Abbey change Reading?</li> <li>• How did the Abbey become ruins?</li> <li>• What are the Abbey ruins used for now?</li> </ul>	<p><b><u>What can we learn from great explorers?</u></b></p> <ul style="list-style-type: none"> <li>• What is an explorer? (Ibn Batutta)</li> <li>• How did the Wright brothers change the world?</li> <li>• Why do we still remember Amelia Earhart?</li> <li>• What makes Mae Jemison’s journey significant?</li> <li>• How hard is it to journey to the South Pole? (Preet Chandi)</li> <li>• Answer EQ</li> </ul>	
<b>Geog</b>	<p><b><u>What makes the United Kingdom special?</u></b></p> <ul style="list-style-type: none"> <li>• What are the four countries in the United Kingdom?</li> </ul>	<p><b><u>How are hot and cold places different?</u></b></p> <ul style="list-style-type: none"> <li>• Where are hot and cold places located on a map?</li> </ul>	<p><b><u>What makes New Town a good place to live?</u></b></p> <ul style="list-style-type: none"> <li>• What does local mean to me?</li> </ul>	

	<ul style="list-style-type: none"> <li>• What are the physical features of the United Kingdom?</li> <li>• What is life like in a village in the UK?</li> <li>• What are the capital cities of the United Kingdom?</li> <li>• What is it like to live in a capital city? (London)</li> <li>• What are the similarities and differences between village life and city life?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What is the difference between weather and climate?</b></li> <li>• What are the physical features of hot and cold places?</li> <li>• What are the human features of hot and cold places?</li> <li>• How are animals different in hot and cold places?</li> <li>• What are the similarities and differences between India and Scotland?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the physical features of our local area?</li> <li>• What are the key buildings and places in our community?</li> <li>• What are homes like in our local area?</li> <li>• What has changed over time and what has stayed the same?</li> <li>• How does our school serve our community?</li> </ul>
<b>Art</b>	<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>• How do artists find inspiration for artwork from their environment?</li> <li>• What can I collect from my environment to inspire me?</li> <li>• How can you use drawing exercises to record the things you have collected?</li> <li>• What kinds of materials could be used to create varied mark making and drawings of natural objects?</li> <li>• Can you use the techniques I have learnt to create an image inspired by the Great Fire of London?</li> </ul>	<p><b><u>Exploration and expression, mark making, abstract art</u></b></p> <ul style="list-style-type: none"> <li>• How can I respond verbally and visually to an expressive painting?</li> <li>• How can I use colour mixing and mark making to make an expressive painting?</li> <li>• What different kinds of brushwork were used by old masters- Van Gogh and Cezanne?</li> <li>• How can the skills I have picked up be applied to my own still life painting?</li> <li>• When our work made through the half term is displayed can I reflect on the outcomes?</li> </ul>	<p><b><u>Natural and Manmade Forms, Invention, Narrative</u></b></p> <ul style="list-style-type: none"> <li>• What I can see and record in photos and films through close looking and drawing?</li> <li>• What are the relationships between drawing, looking and mark making when drawing?</li> <li>• What is a mono print?</li> <li>• How do I make my own monoprint using carbon copy paper?</li> <li>• How do I make a mono print that explores playful narrative or invention?</li> </ul>
<b>DT</b>	<p><b>DT is taught using our own projects designed to link with one of the other curriculum subjects. Using creativity and imagination, children will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. A design process will be followed for each project starting with the design brief through to research, design, making and evaluation.</b></p>		
	<p><b><u>Structures and Mechanisms</u></b></p> <p>Design a cart to carry 4 lots of 50ml containers of water</p>	<p><b><u>Textiles</u></b></p> <p>Design a flag to represent what the UK means to you</p>	<p><b><u>Food</u></b></p> <p>Make a spicy dip or chutney suitable for a Hindu festival</p>
<b>Music</b>	<p><b>Music is taught using the Kapow units of study as a starting point. Children learn about Rhythm, tone and pitch and are introduced to musical notation and composition. They are given opportunities to sing, play instruments and to listen to and respond to a broad spectrum of music. Music is enriched during assemblies, workshops and visits from professional musicians.</b></p>		

<b>Music</b>	<b><u>African call and response song: Animals</u></b> <ul style="list-style-type: none"><li>How can instruments take us on a safari?</li></ul>		<b><u>Orchestral instruments: Traditional stories</u></b> <ul style="list-style-type: none"><li>Why don't we always need words to tell a story?</li></ul>		<b><u>Myths and legends</u></b> <ul style="list-style-type: none"><li>How can we make music last forever?</li></ul>	
<b>PE 1</b>	<b><u>Ball Skills</u></b> <ul style="list-style-type: none"><li>How can we propel balls across the ground and through the air?</li><li>How can we receive balls using our hands and feet?</li></ul>	<b><u>Sending and receiving</u></b> <ul style="list-style-type: none"><li>How can we propel different sized balls across the ground and through the air?</li><li>How can we receive balls using our hands and feet?</li><li>How do we work together to keep the ball?</li></ul>	<b><u>Target games</u></b> <ul style="list-style-type: none"><li>How can I make sure that when I aim the ball hits a target?</li><li>How do I change what I do with different balls and different targets?</li></ul>	<b><u>Sports day practice</u></b> <ul style="list-style-type: none"><li>How I improve my running speed?</li><li>What can I do to jump higher?</li><li>How do I throw a ball more effectively?</li></ul>	<b><u>Net and wall games</u></b> <ul style="list-style-type: none"><li>How do I hold a racquet correctly?</li><li>What is the ready position?</li><li>How do I return a ball over the net?</li></ul>	<b><u>Striking and fielding</u></b> <ul style="list-style-type: none"><li>How can I work together in a team?</li><li>What can I do to help my team win?</li><li>How do we keep a score?</li></ul>
<b>PE 2</b>	<b><u>Gymnastics</u></b> <ul style="list-style-type: none"><li>Which gymnastic actions can we do on the floor or on the apparatus</li><li>What are the different ways of travelling across the floor?</li><li>What different body parts can be used for balancing?</li><li>How could we work with a partner to create a sequence?</li><li>What could we do to make the sequence more interesting using different levels, speeds and directions?</li><li>Can we help others to improve their work?</li></ul>		<b><u>Dance</u></b> <ul style="list-style-type: none"><li>How could we move to express an idea, mood or character?</li><li>How can we travel in interesting ways in relation to a stimulus?</li><li>What could we do to help keep in time to the music?</li><li>What could we do to create more interest in our dances?</li><li></li></ul>		<b><u>Yoga</u></b> <ul style="list-style-type: none"><li>Can we practise mindfulness?</li><li>How is mindfulness and awareness achieved?</li><li>How can flexibility, balance and strength be improved?</li><li>How can we connect the mind to the body?</li></ul>	<b><u>Fitness</u></b> <ul style="list-style-type: none"><li>What are the benefits of keeping fit?</li><li>Why is it good to be challenged?</li><li>Why should we get regular exercise?</li></ul>
<b>RE</b>	<b><u>Christianity</u></b> <ul style="list-style-type: none"><li>What do Christians believe in God and why?</li><li>What is the story of Jesus and how do Christians remember him?</li></ul>		<b><u>Judaism</u></b> <ul style="list-style-type: none"><li>What might a Jewish way of life look like?</li><li>What role does the synagogue play in the life of a Jew?</li></ul>		<b><u>Non- Religious world Views</u></b> <ul style="list-style-type: none"><li>What are religions and world views and how do we find out about them?</li><li>What do different religions and world views have in common?</li></ul>	

	<ul style="list-style-type: none"> <li>• What did Jesus teach his followers and how did he teach?</li> </ul>		<ul style="list-style-type: none"> <li>• How and where did Judaism start?</li> <li>• What important things are remembered at Shabbat, Rosh Hashanah and Pesach?</li> </ul>		<ul style="list-style-type: none"> <li>• What happens in families where there is no religion?</li> </ul>	
<b>Life Skills</b>	<u>Thinking of others</u> <ul style="list-style-type: none"> <li>• Who looks after us?</li> <li>• What is a family</li> <li>• Is it ok to be different?</li> </ul>	<u>Keeping safe, fit and healthy</u> <ul style="list-style-type: none"> <li>• What keeps us healthy?</li> <li>• Who helps to keep us safe?</li> <li>• How do we look after ourselves?</li> </ul>	<u>Respect and Tolerance</u> <ul style="list-style-type: none"> <li>• What makes us special?</li> <li>• What is a 'Protected Characteristic?' (gender, race, religion, age and disability)</li> <li>• Why must we take responsibility for our actions?</li> <li>• How can we learn to co-operate?</li> <li>• How do we respect our world?</li> </ul>	<u>Morals, choices, rights and democracy</u> <ul style="list-style-type: none"> <li>• What is a community?</li> <li>• <b>How do we care for our community?</b></li> <li>• Why do we have laws and rules?</li> </ul>	<u>Living and growing</u> <ul style="list-style-type: none"> <li>• What do all living things need to thrive?</li> <li>• What is the life cycle?</li> <li>• What happens at each stage?</li> <li>• What do we need at each stage?</li> </ul>	<u>Moving on</u> <ul style="list-style-type: none"> <li>• What have you enjoyed about this year?</li> <li>• What did you find challenging?</li> <li>• What are you looking forward to next year?</li> <li>• Do you have any worries?</li> </ul>
<b>Computing</b>	<b>Computing is taught in our IT suite using Purple Mash. Children continue to learn to navigate devices using the keyboard and mouse whilst ensuring that they are keeping themselves safe on-line.</b>					
<b>Computing</b>	<u>Keeping safe</u> <ul style="list-style-type: none"> <li>• Why must I be careful when creating a self-image and identity when online?</li> <li>• Health, well-being and lifestyle</li> </ul>	<u>Typing across the years</u> <ul style="list-style-type: none"> <li>• Can I get faster and more accurate when using the keyboard?</li> </ul>	<u>Keeping safe</u> <ul style="list-style-type: none"> <li>• What do I need to do to make sure I keep my account private and secure?</li> <li>• How do I search effectively and safely for information?</li> </ul>	<u>Presenting Ideas</u> <ul style="list-style-type: none"> <li>• How could I present my ideas in different ways using different programs?</li> </ul>	<u>Keeping safe and coding</u> <ul style="list-style-type: none"> <li>• How do I manage what I find online safely?</li> <li>• How do I use coding to give instructions?</li> </ul>	

	<ul style="list-style-type: none"><li>• What is an 'online reputation'?</li></ul>				
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