Year 2 Curriculum Overview

Year 2; Autumn			
T he Great Fire of London (History – Samuel Pepys)	Art Week (whole school theme)	Frozen Planet (geography)	Christmas (whole school theme)

Year Two: Spring			
Spring 1 Weeks 1-2	Spring 1 Weeks 3-6	Spring 2 Weeks 1-3	Spring 2 Weeks 4-5
Science Fortnight (whole school theme)	Australia History & Geography		Bookworms

Year Two: Summer		
Summer 1 Weeks 1-7	Summer 2 Weeks 1-4	Summer 2 Week 5-6
Mega Structures Geography locate the world's 7 continents and 5 oceans and the wonders of the world in these locations.	Jurassic Forest (science and history) Mary Anning / Habitats / Food Chains	Enterprise Fortnight (whole school theme ending in a Summer Fayre)

Year Two Autumn Term		
	As **Historians** we will be finding out about the way of life of people in the past. We will research how the Victorians lived and research the difference between the lives of the rich and the poor. We will start off by looking at our homes, our shops and the things we use to help us in daily life so that we understand how different things were in the past and compare with our own locality. We will look at the lives of significant individuals in the past who have contributed to national and international achievements - Mary Seacole and/or Florence Nightingale. We will find out about the lives of the poor and rich by visiting Beamish / Preston Park Victorian Street. We will be able to describe how different life was in the past with great examples.	**Investigate** Undertake investigations and enquiries, using various methods, media and sources. **Analyse** Compare, interpret and analyse different types of evidence from a range of sources. **Communicate** Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques. **Consider and respond** Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.
Art week	As artist we will be studying the work of Gainsborough. In particular the portrait of Mr and Mrs Smith	**Exploring and Developing Ideas** ○ Record from first-hand evidence, experience and imagination

	We will focus on …… and learn all about …… the children will discus the artists use of ……and we will be discussing how we feel about …….. We will interpret the art work studied by ……. 	
The Great Fire of London	As **Historians** we will be finding out about events beyond living memory that are significant nationally – Great Fire of London. As **Geographers** we will be learning to read maps, globes and atlases. We will be making our own street maps, but to do this we will first need to learn about keys, symbols and grid references. We will locate London, Stockton on Tees and other large cities the children have knowledge of on a map. We will be using basic geographical vocabulary to refer to key human features, including: city,	**Investigate** Undertake investigations and enquiries, using various methods, media and sources. **Analyse** Compare, interpret and analyse different types of evidence from a range of sources. **Communicate** Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques. **Consider and respond** Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

	town, village, factory, farm, house, office, port, harbour and shop As **artists** we will be using fire as a theme for both painting and collage we will research famous artist that used this theme. As **designers** we will generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and build structures, exploring how they can be made stronger, stiffer and more stable.	**Explore** Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media. **Create** Create and design work. **Improvise** Improvise, rehearse and refine in order to improve capability and the quality of artworks. **Present** Present, display and perform for a range of audiences in order to develop and to communicate ideas and to evoke responses. **Evaluate** Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.
Frozen Planet	As **Geographers** we will be learning to read maps, globes and atlases. We will be making locating the Polar Regions and the UK. We will be using basic geographical vocabulary to refer to key human features	**Fiction** ● Extended stories: The Little Polar Bear **Non-fiction** ● Explanation texts: How do polar bears survive in the Arctic? ● Instructions: how to make a warm drink ● Captions and labels

		● Contrasting locality: Antarctica (environment, weather, landscape, animals) ● Climate change and pollution (melting ice caps) ● Significant events: Titanic ● Significant people: Polar explorers
Christmas	As part of our celebrations around the Birth of Jesus. We will understand the meaning of Christmas and know the Christmas story. We will act sing and dance in our performance We will create a card and a calendar as gifts. We will make a placemat for our party and attend a carol service at the local church. We will collect for a charity and write our letters to Santa and cards to friends.	

Year Two Spring Term		
Science Fortnight	**As scientists we will be exploring the uses of everyday materials. We will be** identifying and comparing the uses of everyday materials. We will be finding out how shapes of solids can be changed by squashing, bending, twisting & stretching.	**Planning** Ask questions and decide how to find answers. Use first-hand experience and simple information to answer questions. Think about what might happen before deciding what to do. Recognise when a test or comparison is unfair. **Observing and presenting evidence** Follow simple instructions to control the risks to themselves and to others. Explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements. Communicate what happened in a variety of ways, including ICT. **Considering evidence and evaluating**

		Make simple comparisons and identify patterns and associations Compare what happened with what they expected to happen, and try to explain it, drawing on their knowledge and understanding Review their work and explain what they did to others
Australia	As **Geographers** we will be learning to read maps, globes and atlases. We will be studying the Australian climate and comparing it to the weather in a contrasting locality (i.e. UK). We will be researching and finding out about famous Australian landmarks for example: The Great Barrier Reef, Sydney Harbour, Ares Rock. We will be learning about Australian animals and their habitats. As **Historians** we will be finding out about the Aboriginal people and artwork. We will look at the lives of significant individuals in the past who have contributed to national and international achievements – Christopher Columbus As **artists** we will be creating our own Aboriginal artwork. Visit Captain Cook's museum. Parents showcase of topic work	**Investigate** Undertake investigations and enquiries, using various methods, media and sources. **Analyse** Compare, interpret and analyse different types of evidence from a range of sources. **Communicate** Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques. **Consider and respond** Consider, respond to and debate alternative viewpoints in order to take informed and responsible action. **Explore** Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media. **Create** Create and design work. **Improvise** Improvise, rehearse and refine in order to improve capability and the quality of artworks.

Bookworms	As Design Technologists we will be studying stiff and flexible sheet materials – we will be making books, exploring bindings and how to make the pages come to life using a variety of techniques. We will be studying the author and their work /the books they have written We will be reading ……..and presenting our work in the books we have made. As Artists we will draw images and sketches to complete the pages of our books. World Book Day	Subject Key Skills **Science and design technology** **Generate ideas** Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products. **Investigate, observe and record** Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement. **Design, make and improve** Apply practical skills to design, make and improve products safely, taking account of users and purposes. **Explain** Communicate and model in order to explain and develop ideas, share findings and conclusions. **Art, dance and drama** **Explore** Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media. **Create** Create, design, devise, compose and choreograph individual and collective work. **Improvise** Improvise, rehearse and refine in order to improve capability and the quality of artworks. **Present** Present, display and perform for a range of audiences in order to develop and to communicate ideas and to evoke responses. **Evaluate** Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works. **PSHE** **Reflect and evaluate** Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour. **Using communication** **Move with control** Move with ease, poise, stability and control in a range of physical contexts. **Present** Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses. **Evaluate** Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

Year Two Summer Term		
The Jurassic Forest	As **Historians** we will be studying events beyond living memory that are significant nationally and looking at the life of Mary Anning a significant person from the past. She found dinosaur bones in a place called Lyme Regis during Victorian times. We will be finding out about her discoveries and how her findings have helped scientists to work out what life on Planet Earth was like over 60 million years ago. As **Geographers** we will be studying a locality that is different to ours and asking how some of the physical features are different to that of our own location. To do this we will use maps, photographs and the internet. We will use geographical words to help us to describe what we see during our study of dinosaurs. As **Artists** we will be studying 3D media and print making. We will start off by looking at fossils, ferns and branches, taking rubbings of ferns and then creating a group collage of a Jurassic forest, with clay, impressed with dinosaur footprints. As **Designers** we will be studying textiles. Victorian fossil hunters used a sturdy	**Investigate** Undertake investigations and enquiries, using various methods, media and sources. **Analyse** Compare, interpret and analyse different types of evidence from a range of sources. **Communicate** Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques. **Consider and respond** Consider, respond to and debate alternative viewpoints in order to take informed and responsible action. Science and design technology

	shoulder bag. We will look at bags and then design and make our own. As **scientists** we will be looking at the habitats of different dinosaurs and we learn 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. We will be describing 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. Learning Lounge – dinosaur activities afternoon	
Mega Structures		

Enterprise	As enterprising people we will_____. We will take part in an enterprise Challenge, planning, designing and creating items that can be sold at the school summer Fair . The Summer fair	

Science, IT, PE		
Autumn Term Science	**Animals Including Humans – Autumn (1)** ● Offspring into adults ● Explain basic needs for survival (water, food & air) ● Need for exercise / nutrition / hygiene *Ask questions and decide how to find answers.* *Use first-hand experience and simple information to answer questions.* *Compare what happened with what they expected to happen, and try to explain it, drawing on their knowledge and understanding*	**Living Things & Habitats – Autumn (2)** ● Explain difference between living, dead & non-living (7 processes of life) *Ask questions and decide how to find answers.* *Use first-hand experience and simple information to answer questions.* *Think about what might happen before deciding what to do.* *Communicate what happened in a variety of ways, including ICT.*
Spring Term Science	**Uses of Everyday Materials** ● Identify/compare uses of everyday materials ● Find out how shapes of solids can be changed by squashing, bending, twisting & stretching **Skills** ● *Ask questions and decide how to find answers.* ● *Use first-hand experience and simple information to answer questions.* ● *Make simple comparisons and identify patterns and associations*	
Summer Term Science	**Living Things & Habitats (Summer 1)** ● Live in habitats (suited)	**Plants (Summer 2)** ● Growth from seed/bulb ● Requirements for growth (water, light & suitable temperature)

	● Habitats provide basic needs. Depend on each other. Study habitats/microhabitats ● Food chains (feeding only) *Ask questions and decide how to find answers.* *Compare what happened with what they expected to happen, and try to explain it, drawing on their knowledge and understanding*	*Ask questions and decide how to find answers.* *Recognise when a test or comparison is unfair.* *Think about what might happen before deciding what to do.* *Explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements.*
Autumn term IT	**E-Safety – Autumn (1)** Follow the school's expected safety procedures when encountering inappropriate content and/or comments e.g. minimizing the screen, switching the device to standby etc and reporting the incident to a trusted adult immediately *E-communication* ● Open, read and reply to class/groups messages. ● Contribute to class/group messages to identified recipients entering contact ● details accurately & adding an appropriate subject ● header/message/attachment. ● Send class/group SMS (text) messages to identified recipients for a particular purpose. Contribute appropriately to class/group/school online forums,	**Text and Graphics (Autumn (2)** ● Enter & edit text accurately using word processing tools. ● Highlight text in order to format font style ● Save entered & amended text to an appropriate location using a suitable file name. ● Use simple tools within graphics packages to generate images and edit captured /imported images for a particular purpose ● Capture quality digital still images using a range of devices. Combine text & graphics to sequence/re-tell a simple narrative using a pre-prepared document/presentation template. **Digital Research** ● Describe both ICT and non-ICT strategies they use as an individual to locate information, evaluating the effectiveness of each. ● Conduct simple searches & us appropriate navigation tools e.g. keyword searches, menus, indexes, hyperlinks, to locate information for a particular purpose and intended outcome. ● Access identified websites using provided bookmarks within a favourites toolbar/menu/home screen.

	surveys, blogs, websites & social networking pages for a particular purpose & audience	Enter simple website addresses accurately into Internet browsers to access identified websites e.g. the school Learning Platform.
Spring Term IT	**Digital Media (Spring 1)** ● Record sounds of different kinds. ● Compose, import & edit musical phrases /pieces using pre-recorded samples & their own recorded sounds. ● Use appropriate features of animation software to capture & sequence a series of images to create a simple stop frame animation. ● Add simple audio & titles to their animation using video editing software. ● Capture digital video from a range of devices & import into video editing software. ● Use video editing tools to select, crop & re-order their scenes on a timeline. Add simple audio, titles & pre-set themes to their imported content using video editing software.	**Coding (Spring 2)** ● Create algorithms for a given simple task. ● Plan and create simple programs that accomplish specific goals, some of which include the simple use of repetition. ● Debug simple programs. ● Use logical reasoning to predict the behaviour of simple programs. ● Begin to use logical reasoning to detect and correct errors in simple algorithms and programs. ● Make programmable toys carry out instructions for a specific purpose. ● Solve simple problems using programmable toys.
Summer Term IT	**Models and Simulations (Summer 2)** ● Explore a range of computer models of situations or objects which are familiar and which vary in complexity. ● Use appropriate tools within a computer simulation to achieve a specific outcome.	**Data Handling (Summer 2)** ● Use graphing software to create/edit simple pictograms, pie charts & bar graphs based on given & collected data. ● Use graphs & charts to answer simple enquiries and draw conclusions. ● Navigate a simple database and discuss the information it contains, saving & retrieving their work. ● Use a simple database to enter data and save a new

	Use appropriate tools to explore the effect of making choices in a computer simulation	record. Use the sorting tools within a database to answer to simple lines of enquiry.
Autumn Term PE	Gym – Autumn 1	Games 1 (Unit 1) – Autumn 2
Spring Term PE	Dance – Spring 1	Gym – Spring 2
Summer Term PE	Outdoor and Adventurous – Summer 1	Sports Day / Challenges and Competition – Summer 2