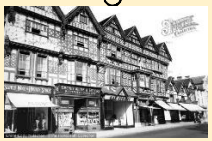
Year 2 Curriculum Overview

Subject	Autumn Term First Half	Autumn Term Second Half	Spring Term First Half	Spring Term Second Half	Summer Term First Half	Summer Term Second Half
Science  	Use of everyday 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. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		Animals including humans Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		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. Identify and name a variety of plants and animals in their habitats, including microhabitats. Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	
Geography   	What is special about Stafford? We will: • learn all about the human and physical features of Stafford town. • develop skills in using maps. • describe the differences between cities, towns and villages.		What will I see on a visit to London? We will: • expand our locational knowledge by further exploring the countries which make up the UK, • know the capital cities of the UK countries, • explore the human and physical features of London.		What's life like in Kenya? We will: • develop our knowledge of continents and oceans. • explore the physical and human features of Kenya and make a comparison between a region in this country and Stafford.	

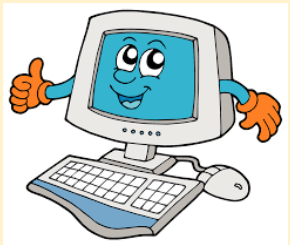
Year 2 Curriculum Overview

	• carry out fieldwork in our local area.		reflect on why a capital city is different to other cities.		develop our skills in using atlases and globes.	
History   		<u>What's the story of our high street?</u> We will: Explore what Stafford's high street looks like now and how it has changed over time. Learn how people used to shop when online deliveries were not possible. Learn the names of buildings on the high street that were and were not around 50 years ago.		<u>Why does Stafford have a castle?</u> We will: • Explore how Stafford castle has changed over the years and discover when and why it was built. • Learn how the Castle is related to the Battle of Hastings.		<u>What happened during the great fire of London?</u> We will: • Look into great detail at the significant event of the great fire of London. • Learn how the fire started and understand why if it happened today, it would not be as severe. • Explore Samuel Pepys' life and learn how he has helped others to learn about the fire.
Art / D and T 	<u>The Visual Elements</u> Skills: Looking at pattern, line, shape, colour, tone, space, form in art and using in their own work. Collage, drawing, painting. Knowledge: Matisse, Cezanne, Miro, The Visual Elements.	<u>Parks</u> We will look at play equipment in a park and work out what makes it strong, stable, attractive, work and original. Using these success criteria, we will design, make and evaluate a piece of park equipment of our own from recycled materials.	<u>Portraits</u> Skills: Observation, drawing, oil pastels, mark making, collage, proportion. Knowledge: Pablo Picasso, Proportions of the Face, Walsall Art Gallery Visit.	<u>Lorries- moving vehicle</u> We will evaluate toy cars to see how they are made. We will investigate the different parts of a lorry so we know how to make our lorry look realistic. We will learn about fixed and rotating axels. We will design and build a lorry with a working axel. To be successful our lorry must move straight, be realistic, be strong and be original.	<u>African Art</u> Skills: Observation, drawing, imagination and pattern, oil pastel resist, collage, printing, colour mixing. Knowledge: Paul Klee – Artist inspired by African masks and architecture.	<u>Puppets</u> We will research about puppets – the history and how they are made. We will then design an animal puppet to link with our KUW. We will make a simple pattern, then cut out and sew our puppet together adding features. We will make sure our puppet is realistic, strong, works and is original.

Year 2 Curriculum Overview

PE 	Multi-Skills (Agility, Balance, Co-ordination) Children build on their acquired knowledge of agility, balance and co-ordination, with a stronger emphasis on throwing and catching skills. Children then use these skills and put them into small invasion type games and learn some basic principles of attacking and defending.		Dance Children build on their movement patterns to music and learn and create different dance routines around a class dance based on the 'Lion King'.	Gymnastics Children develop travels, rolls and basic balances and learn to create gymnastics sequences using them both on their own and with a partner.	Striking / fielding skills We will further develop children's ability to bat, bowl, and field appropriately and then apply them in modified games. Children will learn basic tactics related to these games.	Traditional Summer Athletics Children will draw on the fundamental skills they've acquired throughout Key Stage 1, and look to apply them to Athletics events including relay races, sprint races, ball throw, long jump events.
RE 	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religions: Christianity	Theme: Christmas – Jesus as gift from God Key Question: Why do Christians believe God gave Jesus to the world? Religions: Christianity	Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/her everyday life? Religions: Islam	Theme: Easter – Resurrection Key Question: How important is it to Christians that Jesus came back to life after his crucifixion? Religions: Christianity	Theme: Community and Belonging Key Question: Does going to a mosque give Muslims a sense of belonging? Religions: Islam	Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religions: Islam
Music 	Hands, Feet, Heart Hands, Feet, Heart is inspired by music from South Africa. As well as learning to sing, play, improvise and compose with this song, we will listen and appraise different styles of South African music	What a Performance! We will be applying our understanding to a range of different songs that we will sing with confidence and expression in our Christmas performance.	I Wanna Play In A Band! Our learning is based around a rock song. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, we will listen and appraise classic Rock songs. We will think about the historical context of music and apply our school value of Teamwork	Zootime We will listen to Zootime which has a reggae style and compose and perform our own version.	Friendship Song Our musical learning will focus on songs about friendship. We will compose our own tune to reflect the theme of friendship.	Reflect, Rewind and Replay We will think about the history of music in context, listen to some Western Classical music and place the music from the Y2 units we have worked through, in their correct time and space. We will continue to build our musical language.

Year 2 Curriculum Overview

PSHE 	Being me in my world Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Celebrating difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Dreams and Goals Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Healthy Me Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Computing 	The Secret code (E-Safe) Pupils will start by understanding what a password is and why we need them. Pupils will then learn about reasons for keeping passwords safe and how to create a secure password. The pupils will then analyse some password strengths before creating their own secure passwords.	Text and Graphics together (Creative) Pupils learn some of the basic features of a publishing program (MS Publisher). The pupils learn to use and combine a variety of software to design and create digital and printed media by inserting images and editing text font, size and colour. As a result of the unit the pupils will produce an outcome that applies their new skills. In Years 3 and 4 pupils will apply these skills to producing some cross-curricular outcomes that further demonstrate the application of their skills	My Online Community (E-Safe) In this unit pupils first think about what we mean by community before thinking who their online community might involve. Pupils will learn that computers can be used to communicate with people close and far. Pupils will think about what responsibilities they have when using the online community such as thinking about the words used in messages they send.	Organising data (Creative) This unit builds on from Year 1 collecting data as the pupils will look at how to interpret the data they have in different charts. Pupils will learn how to collect their own set of data using a voting software program. Using the collected data, the pupils will look at how they can present their findings by organising the data.	Stop! Motion 2D (Creative) In this unit pupils will learn the principles of animation whilst looking at some examples. Pupils will look at how animations have developed from simple flipbooks to computerised. The importance of small-scale movements will be demonstrated to the children whilst seeing how the onion-skin can be used when creating their own animations. Pupils will then create their own 2D animation including thinking about backgrounds and sprites.	Predicting - Testing Testing! (Computer Scientist) This unit builds on Year 1 and the understanding of accuracy when creating algorithms. Pupils will use their knowledge of giving instructions to programmable toys to then predict the movements of a given algorithm. Pupils will predict before testing and debugging algorithms for the programmable cars.