





Year 2 Curriculum Overview

Subject	Autumn Term First Half	Autumn Term Second Half	Spring Term First Half	Spring Term 2 Second Half	Summer Term First Half	Summer Term Second Half
<p>Science</p>  	<p style="text-align: center;"><i>Use of everyday materials</i></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>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>		<p style="text-align: center;"><i>Animals including humans</i></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>		<p style="text-align: center;"><i>Living things and their habitats</i></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>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p style="text-align: center;"><i>Plants</i></p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	
<p>Geography</p>   	<p><u>What is special about Stafford?</u> We will:</p> <p>Learn all about the human and physical features of Stafford town.</p> <p>Develop skills in using maps.</p> <p>Describe the differences between cities, towns and villages.</p> <p>Carry out fieldwork in our local area.</p>		<p><u>What's the weather like today?</u> We will:</p> <p>Consolidate our locational knowledge of the UK - its 4 countries, capital cities and seas.</p> <p>Explore weather patterns in the UK.</p> <p>Link weather with seasons.</p> <p>Reflect on how weather affects people's lives.</p>		<p><u>Where shall we go on holiday?</u> We will:</p> <p>Re-visit continents and oceans, seas and hot and cold places in relation to the Equator and North and South Poles.</p> <p>Use our knowledge to make choices about the places we would like to visit on holiday, thinking about both human and physical features.</p>	


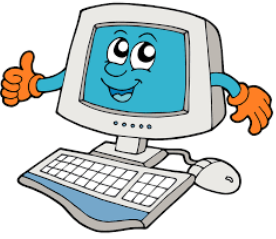
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<p><u>History</u></p> 		<p><u>What toys did our grandparents play with?</u></p> <p>We will learn about changes in toys and games within living memory and beyond.</p> <p>We will compare toys that we play with today to those that may have been played by our grandparents.</p> <p>We will understand what older toys were used for and be able to place artefacts in order of age.</p>		<p><u>Who was the lady with the Lamp?</u></p> <p>We will learn all about the life of a significant individual from the past - Florence Nightingale. We will learn about the impact she has had and how hospitals are different now. We will also explore another significant nurse - Mary Seacole and compare her to Florence.</p>		<p><u>How have holidays changed?</u></p> <p>We will discover how holidays have changed over time and the role that the Wright brothers had in causing this change. We will look in further detail at aeroplane flights and the Wright brother's relationship with it..</p>
<p><u>Art / D and T</u></p> 	<p><u>The Visual Elements</u></p> <p>Skills: Looking at pattern, line, shape, colour, tone, space, form in art and using in their own work. Collage, drawing, painting.</p> <p>Knowledge: Matisse, Cezanne, Miro, The Visual Elements.</p>	<p><u>Parks</u></p> <p>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.</p>	<p><u>Portraits</u></p> <p>Skills: Observation, drawing, oil pastels, mark making, collage, proportion.</p> <p>Knowledge: Pablo Picasso, Proportions of the Face, Walsall Art Gallery Visit.</p>	<p><u>Lorries- moving vehicle</u></p> <p>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.</p>	<p><u>Under the Sea</u></p> <p>Skills: Observation, drawing, imagination, oil pastel resist, collage, clay modelling.</p> <p>Knowledge: Lucy Cousins - Illustrator, making shades of the same colour.</p>	<p><u>Puppets</u></p> <p>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.</p>
<p><u>PE</u></p> 	<p><u>Multi-Skills (Agility, Balance, Co-ordination)</u></p> <p>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.</p>	<p><u>Dance</u></p> <p>Children build on their movement patterns to music and learn and create different dance routines working on their own or as part of a class.</p>	<p><u>Gymnastics</u></p> <p>Children develop travels, rolls and basic balances and learn to create gymnastics sequences using them both on their own and with a partner.</p>	<p><u>Introduction to Cricket</u></p> <p>We will further develop children's ability to bat, bowl, and field appropriately and then apply them in modified Cricket games. This will give them an opportunity to sample team sports</p>		<p><u>Traditional Summer Athletics</u></p> <p>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.</p>

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					before starting key stage 2.	
<p>RE</p> 	<p><u>Theme: What did Jesus teach?</u> Key Question: Is it possible to be kind to everyone all of the time? Religions: Christianity</p>	<p><u>Theme: Christmas – Jesus as gift from God</u> Key Question: Why do Christians believe God gave Jesus to the world? Religions: Christianity</p>	<p><u>Theme: Prayer at home</u> Key Question: Does praying at regular intervals help a Muslim in his/her everyday life? Religions: Islam</p>	<p><u>Theme: Easter – Resurrection</u> Key Question: How important is it to Christians that Jesus came back to life after his crucifixion? Religions: Christianity</p>	<p><u>Theme: Community and Belonging</u> Key Question: Does going to a mosque give Muslims a sense of belonging? Religions: Islam</p>	<p><u>Theme: Hajj</u> Key Question: Does completing Hajj make a person a better Muslim? Religions: Islam</p>
<p>MUSIC</p> 	<p><u>Hands, Feet, Heart</u> 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</p>	<p><u>What a Performance!</u> We will be applying our understanding to a range of different songs that we will sing with confidence and expression in our Christmas performance.</p>	<p><u>I Wanna Play In A Band!</u> 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</p>	<p><u>Zootime</u> We will listen to Zootime which has a reggae style and compose and perform our own version.</p>	<p><u>Friendship Song</u> Our musical learning will focus on songs about friendship. We will compose our own tune to reflect the theme of friendship.</p>	<p><u>Reflect, Rewind and Replay</u> 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.</p>
<p>PSHE</p>	<p><u>Being me in my world</u> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment</p>	<p><u>Celebrating difference</u> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends</p>	<p><u>Dreams and Goals</u> Achieving realistic goals Perseverance Learning strengths Learning with others</p>	<p><u>Healthy Me</u> Motivation Healthier choices Relaxation The Difference between needs and wants</p>	<p><u>Relationships</u> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation</p>	<p><u>Changing Me</u> Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>

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	<p>Valuing contributions Choices Recognising feelings</p>	<p>Gender diversity Celebrating difference and remaining friends</p>	<p>Group co-operation Contributing to and sharing success</p>	<p>Knowing that money needs to be looked after</p>	<p>Expressing appreciation for special relationships</p>	
<p>Computing</p> 	<p><u>The Secret code (E-Safe)</u> 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.</p>	<p><u>Text and Graphics together (Creative)</u> 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</p>	<p><u>My Online Community (E-Safe)</u> 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.</p>	<p><u>Organising data (Creative)</u> 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.</p>	<p><u>Stop! Motion 2D (Creative)</u> 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.</p>	<p><u>Predicting - Testing Testing! (Computer Scientist)</u> 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.</p>