

Year 2

Curriculum Overview 2024-25



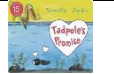
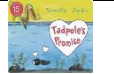
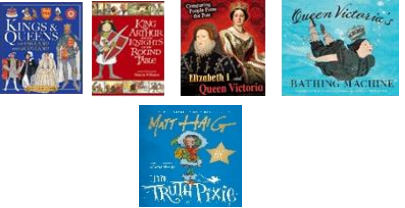
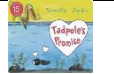
AUTUMN TERM

Writing:	Maths:	Reading:	Science:
What the Lady Bird Heard Lost and Found The Great Explorer The Lighthouse Keeper's Lunch Welcome home, Bear Greta and the Giants The Forgotten Forest Rosa Parks	This term, pupils' learning will focus on: Number Place Value (within 10, read, write, and compare numbers to 100) Addition and subtraction (building up to adding two 2-digit numbers, estimating, and comparing, partitioning numbers into hundreds, tens, and ones)	Skills we will be focusing on: Word reading (reading the majority of words on sight, quickly and accurately, including Year 2 high frequency words.) Vocabulary (linking new meaning to known words) Retrieval (key information from the text to answer simple questions about what has been read, who, what, where, when, how questions) Explain choice and viewpoint (linking to own experience, expressing whether they like/dislike characters or events) Inference (making simple inferences about characters' thoughts, feelings, behaviour, and actions using what they say and do, inferring basic points)	Human survival This project teaches pupils about the basic needs of humans for survival, including the importance of exercise, nutrition, and good hygiene. They learn how human offspring grow and change over time into adulthood.
Genres of writing taught: Retell Recount Instructions Diary writing Letter Writing Skills we will be focusing on: Creating story maps. Describing characters and settings. Using fronted adverbial openers with no comma. Using questions openers and question sentences. Using expanded noun phrases. Using exclamatory sentences. Using exciting openers. Writing command sentences. Using a range of co-ordinating and subordinating conjunctions. Using commas in a list. Using capital letters for proper nouns. Using apostrophes to show contraction	Measurement Length & Height (cm,m, problem solving, order and compare) Mass, capacity, and temperature (g,kg, ml, litres, four operations with mass and capacity)		Habitats This project teaches pupils about habitats and what a habitat needs to provide. They explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter.

History:	Geography:	RE & PSHE:	PE:
The Great Fire of London To understand the difference between primary and secondary sources. To compare London in the past and present. To understand how to put people, events and objects in order of when they happened. To use evidence to give reasons why an event in the past may have happened. To identify changes within the past and their impact. To identify key events in a period of history	The United Kingdom To name and locate the four countries that make up the UK and its surrounding seas. To identify capital cities and main characteristics of the four countries in the UK (England, Wales, Scotland, Northern Ireland) To understand what human and physical geography is. To identify and compare the physical and human geographical features between Birmingham and another locality. To use maps to identify physical and human geography. To use geographical language to describe a locality and explain its features. To understand how paths, roads air and sea link different cities and countries. To plan a route using different transport links.	PSHE There are 2 topics we will be exploring from the 'Relationships' strand this term: What is the same and different about us? How we are unique? How we are similar or different to others? Celebrating similarities & differences - disability What is bullying? How words and actions can affect how people feel Name-calling, hurtful teasing, excluding others is unacceptable. How to respond and seek help RE: Pupils will be learning about world religions and their teachings via following dispositions • Living by rules • Being Temperate, Self Disciplined and Seeking • Responding to suffering • Sharing and Being Generous	Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day. In the first half term, our topics will be: • Dance (move imaginatively responding to music, work as part of a group to create and perform) • Hit Catch Run (develop hitting skills with a variety of bats, feeding/bowling skills, hit and run to score points in games) In the second half term, our topics will be: • Dance (perform using more sophisticated formations, use the stimuli to copy, repeat and create dance actions) • Hit Catch Run (score runs in the different hit, catch and run games, work in teams to field, begin to play the role of wicketkeeper and backstops).

Computing:	Art & Design:	Music	Design & Technology:
Pupils will be completing two computing units this half term: Information technology around us Digital Photography	Children will understand what portrait means and how these are created. They will explore a feature of a portrait (the eye). Children will explore and experiment creating lines of different thicknesses and shapes. They will use a variety of drawing tools to draw facial features. Children will know what a portrait it. They will be able to talk about proportion and be able to plot features in correct positions on a given face. Children will further develop their understanding of proportion and be able to use this effectively to plot a variety of facial features (eyes and nose) Children will further develop their understanding of proportion and be able to use this effectively to plot a variety of facial features (nose and mouth) Children will add tone and colour to their portrait of Mary Seacole using pastels. They will be able to discuss the appropriateness of the colour chosen for specific features.	Pupils will be completing one Charanga music unit this term: Hands, Feet, Heart Ho! Ho! Ho!	Mechanisms -Wheels and axles Identify how wheels and axles produce movement. Explore the number and type of axles and wheels. Incorporate wheels and axles into their products. Describe the properties of the materials that I have used. Add suitable designs to reflect the purpose

SPRING TERM

Writing:	Maths:	Reading:	Science:								
We will be writing using the following as a stimulus: <table border="1" style="width: 100%; text-align: center;"> <tr> <td> The Queen's Hat</td><td> The King's Pants</td><td> Superworm</td><td> Instructions for making a hedgehog house</td></tr> <tr> <td> Lifecycle of a Frog</td><td> Lifecycle of a butterfly</td><td> Tadpole's Promise</td><td> Get Up Elizabeth</td></tr> </table> Skills we will be focusing on: - Creating a story map. - Describing characters and settings. - Using fronted adverbials as openers without a comma. - Using a range of conjunctions (but, because, so, that, and, or, when, if) - Writing expanded noun phrases - Using commas in a list. - Using apostrophes to show contractions. - Using a title with a question. - Using Present tense verbs used correctly. - Using appropriate organisational features. - Writing an Introduction with a question. - Using capital letters, full stops, question marks and exclamation marks accurately. - Using command sentence / Imperative verbs as openers. - Use -ly adverbs at the start of the sentence. - Used wider range of time words to create order. - Using language for effect.	 The Queen's Hat	 The King's Pants	 Superworm	 Instructions for making a hedgehog house	 Lifecycle of a Frog	 Lifecycle of a butterfly	 Tadpole's Promise	 Get Up Elizabeth	This term, pupils' learning will focus on: Measurement Money – Mass and Temperature. counting in pounds and pence, comparing amounts, finding change, two step problems) Pictograms – Reading and interpreting pictograms. Multiplication & Division (grouping, multiplication symbols, arrays, sharing, doubling, and halving, 2,5,10 times table) Geometry Shape (recognising 2D and 3D shapes, drawing shapes, sorting shapes, symmetry)	Books we will be enjoying:  Skills we will be focusing on: Word reading (reading accurately and with fluency, using known phonics strategies, common exception words and spelling patterns, reading the majority of words on sight) Vocabulary (discussing new and favourite words and phrases, giving reasons) Retrieval (finding important details and facts from non fiction texts, using information to ask and answer questions/compile a report/set of instructions/explanation text) Inference (giving reasons for characters thoughts, feelings, behaviour, and actions, linking character's behaviour to events in the text, answering questions and modifying answers as the story progresses)	 Animal survival This project teaches pupils about growth in animals by exploring the life cycles of some familiar animals. They build on learning about the survival of humans by identifying the basic needs of animals for survival, including food, water, air, and shelter.
 The Queen's Hat	 The King's Pants	 Superworm	 Instructions for making a hedgehog house								
 Lifecycle of a Frog	 Lifecycle of a butterfly	 Tadpole's Promise	 Get Up Elizabeth								

Geography:	History:	RE & PSHE:	PE:
<u>Continents & Oceans</u> Name and identify continents (7) and oceans (5). To understand the differences between countries and continents. Use maps to locate key countries within the seven continents. To understand the differences between seas and oceans. North and South Pole/Equator – how these effect climate. To know the threats that face our oceans and some of the ways we can help to protect them. To use aerial photographs and maps to locate features of a place. To identify and name coastal features.	Florence Nightingale To draw simple conclusions from the information that I have found out. To ask questions about the past using 5W's and how. To talk about why Florence Nightingale is famous. To use a range of sources to help find the answers to questions about the past. To recount and describe the main events from a significant event in History. To describe the differences between nursing in 1855 and now.	PSHE There are 2 topics we will be exploring from the 'Living in the wider world' and Health and wellbeing' strands this term: • What jobs people do? How jobs help people earn money Ranges of jobs people do How people have different strengths and interests Using the internet and digital devices in everyday lives • What helps us to stay safe? Rules and restriction that help us to stay safe Identifying unsafe situations (including online) Resisting pressure to do something that makes them feel unsafe How not everything they see online is true Seeking help RE: Pupils will be learning about world religions and their teachings via following dispositions • Creating Unity and Harmony • Participating and Willing to Lead • Caring for Others, Animals, and the Environment • Being Merciful and Forgiving	Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day. In the first half term, our topics will be: • Gymnastics (performing basic actions with control and at different speeds and levels, develop flexibility in a range of shapes and balances) • Run Jump Throw (throw and handle a variety of objects, develop power, agility, co-ordination and balance, negotiate obstacles with increasing control) In the second half term, our topics will be: • Gymnastics (developing body management through floor exercises, use core strength to link elements, use rhythm while performing a sequence) • Run Jump Throw (improve running and jumping movements over a sustained period, make connections to healthy active lifestyles, jump for distance and height)

Computing:	Music:	Art & Design:	Design & Technology:
Pupils will be completing two computing units this half term: Programming – Robot algorithms Pictograms	Pupils will be completing two Charanga music units this term: I want to play in a band Zootime These units will focus on the use of: - Voice, recorders/ glockenspiels/keyboards, and improvisation	Pupils will develop their knowledge of what abstract art is. They will be able to identify examples of primary and secondary colours and begin to create their own fire inspired art using a range of primary and secondary ready mixed colours. Pupils will learn how to mix primary colours together to make a secondary colour of choice. Pupils will use this skill to create an abstract fire inspired piece. Pupils will explore the colours found in manmade objects and use their knowledge of colour mixing to recreate different tints and tones of the colours found in these objects.	Textiles - Templates and joining techniques Identify different forms of textiles/fabric e.g. felt, velvet, cotton. To describe textiles by the way they feel. To identify why fabrics are chosen based on their properties (i.e. wool is used because it is soft and warm). To use certain fabrics based on their suitability to product. To understand why templates are used. To use different fabrics and materials in collages. To use a needle and thread To use a running stitch to join fabrics.

SUMMER TERM

Writing:

Maths:

Reading:

Science:

Books we will be studying:



Genres of writing taught:

- Retells
- Letters
- Instructions
- Poems
- Postcards
- Riddles
- Recount
- Non-Chronological Reports

Skills we will be focusing on:

Using expanded noun phrases to describe characters and settings

Including fronted adverbials but without commas

Using emotive language to describe and explain

Starting each new line in a poem with a capital letter

Using the five senses to describe characters thought and feelings

Using a range of openers.

Writing in the progressive present tense.

Writing in the progressive past tense.

Adding the suffix -ly to change a word from an adjective to an adverb and use as a sentence opener.

Using a comma to separate adjectives when describing a noun.

Using conjunction 'or'.

Using apostrophes to show singular possession.

Using genre specific features.

Fractions - Recognise pairs of fractions that add up to a whole, count in halves, count in quarters count in thirds, find fractions of whole numbers.

Measurement

Time – tell and write time to 5-minute intervals, sequence events of the day by looking at analogue clocks and pictures draw hands on an analogue clock, find the duration of time to a 5-minute interval, able to compare time in hours and minutes.

Children will revise and revisit different topics throughout the Summer term.

Books we will be enjoying:



Skills we will be focusing on:

Word reading (reading fluently with intonation, expression, and regard for punctuation)

Vocabulary (understanding the meaning of words and adding them to their own vocabulary, read to understand with meaning)

Retrieval (checking words that they have decoded to ensure that they fit within the text they have already read)

Inference (answering why and which questions, giving reasons for the behaviour/ actions of a character based on clues from the text)



Use of materials

This project teaches pupils about the uses of everyday materials and how materials' properties make them suitable or unsuitable for specific purposes. They begin to explore how materials can be changed.



Plant survival

This project teaches pupils about the growth of plants from seeds and bulbs. They observe the growth of plants first hand, recording changes over time and identifying what plants need to grow and stay healthy.

Geography:	History	RE & PSHE:	PE:
Birmingham comparison to Africa/Antarctic To identify the North Pole/South Pole/equator on a map. To describe how climate is affected by countries position on the world map and where it sits in relation to the equator. To describe the human and physical features of a non-European country. To compare and contrast the physical geography of 2 places with differing climates. To compare and contrast the human and physical geography of a non-European city with a city in the UK (Birmingham)	Explorers To understand the chronology of expeditions in the past. To describe events from the past. To describe events from the past. To use information I have found out about the past to describe the differences between then and now To identify differences and similarities between people and events that have happened in different periods. . To explain how these discoveries impacted us today.	PSHE: There are 2 topics we will be exploring from the 'Health and wellbeing' strand this term: What helps us to grow and stay healthy? The different things that help our bodies to be healthy The impact of too much sugar The benefits of physical activity and sleep Screen time Keeping safe in the sun How do we recognise our feelings? Recognising, naming, and describing a range of feelings How feelings affect people in their bodies and their behaviour Managing feelings and seeking help RE: Pupils will be learning about world religions and their teachings via following dispositions - Being Attentive to the sacred as well as the precious - Being Reflective and Self Critical - Being Imaginative and Exploratory - Appreciating Beauty	Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day. In the first half term, our topics will be: Send and Return (track the path of a ball over a net and move towards it, hit and return a ball with some consistency, play simple net/wall games throwing, catching and sending over a net) Attack Defend Shoot (send and receive a ball using feet, link combinations of skills e.g. dribbling and passing) In the second half term, our topics will be: OAA (Outdoor Adventurous Activities) (as a pair navigate space, use and explore unusual equipment to develop motor skills, co-ordination and problem solving) Attack Defend Shoot(select and apply a small range of simple tactics, work with others to build basic attacking play)

Computing:	Music:	Art & Design:	Design & Technology:
Pupils will be completing two computing units this half term: Making music Programming quizzes	Pupils will be completing two Charanga music units this term: • Friendship song • Reflect, Rewind, Replay These units will focus on the use of: • Voice, recorders, glockenspiel, keyboards, improvisation • Composing, sound design, and graphic notation	<u>Painting</u> To use a variety of printing tools. To experiment with pressing, rotating, rolling, rubbing and stamping. To make printing blocks (polystyrene prints) MONOPRINT To arrange shapes to make a printing block (string prints) MASKING OUT To use repeating, overlapping and rotating to develop a print. To make my own printing blocks and experiment with different materials To print onto fabric	<u>Food - Healthy and varied diet</u> To identify food groups and sort onto the Eatwell plate and identify that this makes up a healthy diet. To understand where a range of food comes from (plant or animal). To identify the part of the plant that we eat To describe the properties of food ingredients: taste, smell, texture and consistency. To use tools with help to prepare food safely. (cut, slice, peel and grate – new skills Y2). To measure ingredients using cup, tsp, tbsp. To prepare a dish that contains a variety of food and is healthy. To identify basic food hygiene practices.