


Limitless Dreams, Endless Opportunities



Year group overviews
2022-2023
Year 2

Year 2 English and Maths Curriculum Overviews Year A

Year A	Autumn		Spring		Summer	
<p><i>High Quality Texts</i></p> 						
EdShed 	EdShed 	EdShed 	EdShed 	EdShed 	EdShed 	EdShed 

 Mathematics Curriculum Year 2	Numbers to 100 Addition and subtraction	Money Multiplication and Division	Multiplication and Division Statistics Length and height	Properties of shape Fractions	Position and direction Problem solving and efficient methods	Time Volume and temperature
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Science Everyday Materials 	History Fire of London (beyond living memory) 	Science Animals including humans 	Geography/History Contrasting Kenya to Knutsford 	Science Plants/Living Things and their habitats 	Geography Rainforests 
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Learning Adventure Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>Everyday Materials</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 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Why are some materials more suitable for building houses? With help, suggest some ideas and questions Think about what to collect as evidence Talk about whether comparisons and tests are fair or unfair. Make observations and comparisons using simple equipment</p>		<p>Animals including humans</p> <p>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.</p>		<p>Living things and habitats/Plants</p> <p>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 describe 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. 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.</p>	
Geography	<p>Revisit, name and locate countries and capitals of UK and describe simple compass directions</p>		<p>Contrasting Kenya to Knutsford</p> <p>To revisit world maps, atlases and globes to revise the United Kingdom and its countries Identify the countries, continents and oceans studied at this key stage. Identify seasonal and daily weather patterns in the United Kingdom and the location of the hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical and human features.</p>		<p>Rainforests</p> <p>Locate different rainforests in the world. To know the key geographical and human features of a rainforest Make simple comparisons between features of different places. Be able to identify and record some geographical similarities and differences of the area around school and Rainforests Use vocab linked to key physical features,</p>	

			Make simple comparisons between features of different places – Kenya,		including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	
History	Events beyond Living Memory Have an awareness of the past Identify similarities and differences between ways of The Fire of London and the Fire of Nantwich Key dates linked to both events Place both events on a chronological framework Know and remember the name of key individuals Sequence photographs etc. from different periods of their life Describe memories of key events in their lives Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos, accounts, stories		Lives of significant individuals Use a wide range of vocabulary Recall 5 facts about a historical figure and event studied. Explain how Amy Earhart has contributed towards aviation Describe key events in her life Compare different versions of the same event Compare pictures or photographs of people or events in the past Discuss reliability of photos, accounts, stories			
Art	Collage Matisse Learn about the work of Matisse Use a range of materials creatively to design and make products. Create and use a wide range of patterns and colours. Identify man-made and natural patterns. Choose for effect and purpose. Refer to Matisse art and make links and comparisons to own creations		Painting Hunderwasser Learn about the work of Hunderwasser. Create sketch books to record their observations and use them to review and revisit ideas Use colour appropriately to reflect mood Use more specific colour language e.g. tint, tone, shade, hue. Plan and create different effects and textures with paint according to what they need for the task. Continue to experiment with different textures e.g. use of sawdust.		Drawing Henri Rousseau Learn about the work of Rousseau Refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create. Refer to Rousseau art and make links and comparisons to own creations Discuss use of shadows, use of light and dark. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time, including single and groped objects.	
Design Technology		Mechanisms Fire Engines		Construction Design and make a kite	Food Design and Make potato salad	

		<p>To link fire engines to the Great Fire of London topic. Learn about materials and properties. Identify similarities and differences between materials which materials are suitable to create a fire engine To build structures, exploring how they can be made stronger, stiffer and more stable. Learn how to use hand tools safely and appropriately. Develop design ideas through discussion, observation, drawing and modelling. To join, assemble and combine materials and components.</p>		<p>Design, explore and select from a range of materials to make a kite. Then evaluate ideas against design. Knowledge of materials suitable to make kite. Understanding about the history of flight developments. History of kites. Make a simple drawing of design. With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately. Start to assemble, join and combine materials in order to make a product.</p>		<p>understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
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Discrete Curriculum Elements

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	<p>Listen to a variety of music from different styles, traditions and times and being to identify where in the world they are from. Start to recognise different styles of music and the instruments used. Begin to understand that pulse is the foundation of music upon which all the other dimensions are built. Understand musical language - pitch/rhythm/tempo/pitch and dynamics and how they fit into the music I am listening to. Begin to listen, with respect to other people's ideas and feelings towards music. Understand why we warm up our voices. To play an instrument and begin to recognise that music has a language e.g notation. Make up simple improvisations on my own.</p>					

	Freedom songs from South Africa as well as Winter time, festivals and Christmas time songs. Creating and performance using music and dance.		Rock music and movement. Learning about song structure.		Learning about mixed styles of music. Revision and deciding what to perform. Listen to Western Classical Music. The language of music.	
Religious Education	<p>Christianity What do people believe about God? Talk about stories in the Bible that describe what God is like for Christians & Jews eg Jews & Christians believe God is the creator who cares for all people.</p> <p>Begin to talk thoughtfully with respect to a range of spiritual questions, e.g. What happens when you die? Why do people worship? What do others think about God? (Use examples from different traditions/worldviews</p>	<p>Christianity Why do Christians celebrate Christmas? What can we learn Christians believe about Jesus from the Nativity story? Recall the main events from the Christmas Bible stories linking these stories with Christianity. For example, put six pictures in order to show what happened on the first Christmas Identify at least 4 aspects of how Christians celebrate Christmas, explaining why the event might be important to them Talk about who Christians say Jesus is e.g. called the Son of God; God made man. Begin to show curiosity and ask questions about at least 3 Christian stories (Christmas)</p>	<p>Christianity How do people decide what is right & wrong Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning. Begin to talk thoughtfully with respect to a range of spiritual questions ie How do people decide what is right and wrong?</p>	<p>Christianity How do Christians celebrate Easter at Church and at home? Why was the empty tomb good news for Christians Recall the main events from the Easter Bible stories linking these stories with Christianity. For example, recall and order the five key events that happened during Jesus' last week on Earth; entry into Jerusalem, Last Supper, arrest, crucifixion, and resurrection.</p>	<p>Christianity What does it mean when someone belongs to a Christian community? What do Christians mean by the word church? Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians. Describe at least three things a minister/church leader might do.</p>	<p>Judaism What can we find out about Judaism by exploring the synagogue? What is the role of the Rabbi? Is it similar or different to other leaders if religious/non-religious world views? Describe some of the things that happen at the synagogue and why Shabbat is important to some Jews. Describe at least three things a Rabbi might do eg take part in a naming ceremony.</p>
	<p>Judaism What do Jews and Christians believe about creation? Describe some of what happens at the synagogue & why Shabbat is important to Jews.</p>					
Physical Education	<p>Dance Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns</p>	<p>Team Games Understand how to kick and dribble equipment and apply to team games learnt,</p>	<p>Team Games Understand how to attack and defend and apply to team games learnt. Develop basic ball skills.</p>	<p>Gymnastics Understand about position and direction and apply to gymnastic performances.</p>	<p>Athletics Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance</p>	<p>Team Games Apply learnt throwing and catching skills to team games.</p>

<p>Computing</p>	<p>Programming: Give instructions to my friend (<i>using forward, backward and turn</i>) and physically follow their instructions. Tell you the order I need to do things to make something happen and talk about this as an algorithm. Program a robot to do a particular task. Watch a program execute and spot where it goes wrong so that I can debug it. Tell you the order I need to do things to make something happen and talk about this as an algorithm.</p>	<p>Multimedia Use technology to organise and present my ideas in different ways. Save and open files on the device I use. Use the keyboard on my device to add, delete and space text for others to read. .</p>	<p>Programming: Program a robot or software to do a particular task Use programming software to make objects move Tell you the order I need to do things to make something happen and talk about this as an algorithm. Watch a program execute and spot where it goes wrong so that I can debug it.</p>	<p>Technology in our Lives Tell you why I use technology in my home and community. Identify benefits of using technology including communicating with others. Start to understand that other people have created the information I use. Tell you what kind of information I could use to help me investigate a question. Start to understand a branching database</p>	<p>Programming: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions . Use logical reasoning to predict the behaviour of simple programs Identify the order I need to do things to make something happen and talk about this as an algorithm. Look at my friend's program and tell you what will happen. Watch a program execute and spot where it goes wrong so that I can debug it.</p>	<p>Handling Data Start to understand a branching database. Talk about the different ways I use technology to collect information Make and save a graph using the data I collect. I can talk about the data that is shown in my chart or graph</p>
<p>Online Safety</p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Talk about why it is important to be kind and polite online and in real life.</p>					
<p>PSHE + RSE</p>	<p>Others and me in my classroom To know that they belong to various groups and communities, such as family and school. To know who appropriate people are to tell, know how to tell appropriate people. To identify and respect the differences and similarities between people</p>	<p>Developing confidence To know that all people are different and how to respect and value difference in my community To understand the value of self-respect and how this links to my happiness To know that in school and in wider society, we can expect to be treated with respect and they should show respect to us, including those in positions of authority.</p>	<p>Keeping myself healthy To maintain a healthy lifestyle including the benefits of physical activity, rest healthy eating, basic hygiene and dental health. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health. To learn about growing and changing and new opportunities and responsibilities that</p>	<p>Differences To know the names for the main parts of the body. To know similarities and differences between boys and girls.</p>	<p>Keeping money safe To realise where money comes from, how to keep it safe and know that it can be used for different purposes, including spending and saving.</p>	<p>Rights and Responsibilities To understand that everyone has rights and responsibilities as members of families and the wider community</p>

		To demonstrate and manage feelings in a positive and effective way. To set simple goals.	increasing independence may bring.			
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