

Limitless Dreams, Endless Opportunities

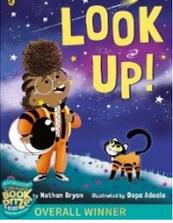
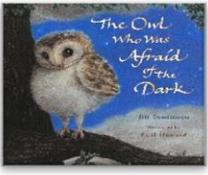
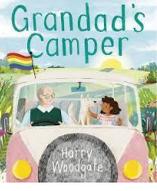
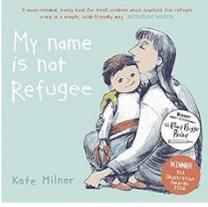
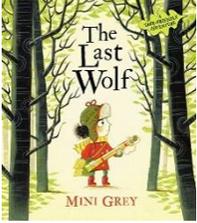


Year group overview

2024-2025

Year 2

Year 2 English and Maths Curriculum Overviews Year A

| Year A | Autumn | | Spring | | Summer | |
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| <p><i>High Quality Texts</i></p>  |  |  |  |  |  |  |
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|  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 |
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| Science | <p>London's Burning Everyday Materials</p> <p>Children can identify what an object is made from and link this to its properties. Children can explain which materials would be suitable for building houses. Children can sort materials based on their properties. Children can name materials that are stretchy/hard/strong. Children can identify materials that can be changed by squashing, bending, twisting and stretching.</p> | | <p>Ready, Steady, Go! Animals including humans</p> <p>Children are aware that animals, including humans, have offspring which grow into adults. Children can identify the basic needs of all humans and animals for survival. Children discuss the importance for humans of exercise, food, and hygiene. Children to name things we can do to stay healthy, including teeth.</p> | | <p>Remarkable Rainforests Living things and habitats/Plants</p> <p>Children can identify the difference between things that are living, things that are dead and things that have never been alive. Children understand how different animals are suited to their environments. Children can explain what a 'microhabitat' is. Children are able to explain and order a simple food chain. Children will observe and describe how seeds and bulbs grow into mature plants. Children to plant seeds to show how plants need water, light and a suitable temperature to grow and stay healthy</p> | |
| Geography | <p>London's Burning Revisit, name and locate countries and capitals of the UK Use simple compass directions around the school grounds</p> | | <p>Come Fly With Me Name and locate 7 continents and 5 oceans Identify key human and physical features of each continent Which continents and oceans did Amelia Earhart cross? Identify Kenya on a map Explain the changes in climate in Kenya Name 4 Kenyan animals Compare human and physical features of the Kenyan and UK landscapes</p> | | <p>Remarkable Rainforests Locate main rainforests on a map Explore the layers of vegetation in a rainforest Investigate the climate of the rainforest Explore reasons as to why the rainforest is under threat and measures taken to protect it Comparison between the human and physical features of the rainforest, our Spinney and Delamere Forest.</p> | |

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| History | London's Burning What London is like today. What London was like in 1666 before the fire started. What evidence there is about the fire and who Samuel Pepys is. The key events of the fire. How London has changed because of the fire. What is the same and what is different between the Fire of London and the Fire of Nantwich. | | Come Fly with Me Why people want to explore new places and make discoveries. Who was Amelia Earhart and why was she special. Where Amelia explored in 1939. The key events of Amelia's life. What happened to Amelia. How Amelia contributed towards aviation nationally and internationally. | | | |
| Art | Collage Matisse Identify and remember 5 facts about Henri Matisse Talk about the materials used and how they have been joined To independently weave a selection of materials to create a design using repeated patterns linked to observations and imagination Know the genre of Art studied | | Painting Hundertwasser Demonstrate their understanding of tints, tones, shade and hue in their final piece Show a range of painting techniques, e.g. layering, mixing media and adding Texture Mix primary colours to make secondary colours | | Drawing Henri Rousseau Develop their own Tiger mixed media drawing using direct observation and a range of media. Talk about how their work is similar to the work of Henri Rousseau | |
| Design Technology | | Mechanisms Fire Engines Explain what a mechanism is Label the main parts of the fire engine and explain how each part works Explain the meaning of the vocabulary, stable, strong, weak, flexible and stiff Design and make a vehicle consisting of wheels, axles and structure, which can be used to transport items | | Construction Design and make a kite Explain how a kite is used. Explain why a product needs testing before use. Confidently explain what stable, strong, weak, flexible and stiff mean Design and make a kite which works | | Food Design and Make a plant based salad Identify and name the parts of plants which can be eaten Grate, measure and mix a range of ingredients safely Make a salad using a least 4 different plants |

Discrete Curriculum Elements

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Music | <p>Enjoy moving to music by dancing, marching, or pretending to be animals or pop stars. Understand how songs can tell a story or share an idea. Explore singing notes of different pitches (high and low). Experiment with different vocal sounds, including rapping. Find a comfortable singing position. Start and stop singing by following a leader. Treat instruments with care and respect. Play a simple instrumental part that matches the music challenge. Keep time with the steady beat while playing. Follow musical instructions from a leader. Listen and respond by clapping back rhythms or creating your own. Sing and play back answers using one or two notes. Help create simple melodies using a few notes. Learn how to write and adjust musical notes in a composition. Choose and perform a favourite song, adding personal ideas. Record the performance and reflect on how it feels.</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>What do people believe about God (Christianity)</p> <p>Children know the difference between man made and natural. Retell the story of creation. Name the two parts of the bible.</p> | <p>How do people celebrate special times? (Christianity)</p> <p>Know what happens in a synagogue. Recall the main events of the Christmas story. Name 2 reasons why the Christmas story is important to Christians. Know why Christians say Christmas is good.</p> | <p>How do people decided what is right and wrong? (Christianity)</p> <p>Understand the difference between right and wrong. Know how people might describe what is right and wrong. Understand what a lie is and what the consequences may be. Know how to be kind to others.</p> | <p>Why do people mark Easter in different ways? (Christianity)</p> <p>Recall the main events of the Easter Story. Know the 5 main events in the Easter story. Entry into Jerusalem. Last super. Arrest Crucifixion Resurrection.</p> | <p>What does it mean to belong? How do groups express this differently? (Christianity)</p> <p>Know why the church is important to Christians. Identify things that belonging to the church and why they are important to Christians. Know what a vicar is and their daily duties.</p> | <p>Why are some places more important than others? (Judaism)</p> <p>Know what the world refugee means. Understand the Jewish people were refugees and why. Recall Gods promise to Abraham. What may be inside a synagogue.</p> |
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| <p>Physical Education</p> | <p>Games Health & Fitness Describe how the body feels before, during and after exercise. Carry and place equipment safely. Explain what they need to stay healthy.</p> <p>Ball Skills Perform a range of rolling, throwing, striking, kicking, catching and gathering skills. Pass and bounce a ball accurately to a partner over a variety of distances. Bounce and kick a ball whilst moving</p> | <p>Dance Health & Fitness Describe how the body feels before, during and after exercise. Carry and place equipment safely. Explain what they need to stay healthy.</p> <p>Dance Move safely and with confidence. Perform movement phrase or motif using transitions and a range of body parts and actions in response to stimuli. Link several movements together, talk about different stimuli as the starting point for creating dance phrases and short dances. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Move in time to music. Improve the timing of their actions. Watch, describe and evaluate performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others. Perform sequences of their own composition with coordination. Explore ideas, moods and feelings by improvising, and experimenting with actions.</p> | <p>Gymnastics Health & Fitness Describe how the body feels before, during and after exercise. Carry and place equipment safely. Explain what they need to stay healthy.</p> <p>Gymnastics Watch, copy, remember and repeat simple actions with control and co-ordination. Move safely and with confidence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Effectively use Rolls, Jumps, Vault, Handstands Log roll, Curled side roll (egg roll), Teddy bear roll (controlled) Rocking forward roll, Jumping jack Half turn jump, Cat spring. Standing kneeling, large body part balances, on apparatus and with a with a partner. Pike, tuck, star, straight, straddle shapes .Compete and Perform sequences of their own composition with coordination.</p> | <p>Team Games Position the body to strike or hit a ball with increasing control. Show a good awareness of others in running, chasing and avoiding games. Vary skills and show some understanding of simple tactics. Learn skills for playing striking and fielding games. Throw different types of equipment in different ways, for accuracy and distance.</p> | <p>Athletics Health & Fitness Describe how the body feels before, during and after exercise. Carry and place equipment safely. Explain what they need to stay healthy.</p> <p>Athletics: Running Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.</p> <p>Jumping Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.</p> <p>Throwing Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights.</p> | <p>Team Games Use kicking and dribbling skills in a game and know how to pass in different ways.</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> |
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| | | | | | | Investigate ways to alter their throwing technique to achieve greater distance. Compete/ Perform Perform learnt skills with increasing control. Compete against self and others. Evaluate Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others. | |
| Computing | SOW Fix it and Find it Programming a robot to get through a fire, use technology for find information of the fire of London. Blogging, programming, debugging. Research online, displaying info/adding photos. keyboard skills. Online safety- e safety online. | | SOW Animal top trumps Programming algorithms. Displaying data. Multimedia –reports. Simple film animation. Online safety- Kindness online | | SOW Shapes and safety. Programme a robot to follow a route. Quadblogging. Safety poster/talking posters. Investigate questions about Amelia Earhart. Data/sorting. Programming robots. Debugging. Online safety- online gaming | | |
| | To use logical reasoning to predict the behaviour of simple programs. To use technology purposefully to create, organise, store, manipulate and retrieve digital content. To recognise common uses of information technology beyond school. To know that not everyone is who they say they are on the internet. 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 To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. | | | | | | |
| Online Safety | 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. | | | | | | |
| PSHE + RSE | 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 | 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. To demonstrate and manage feelings in a positive and effective way. To set simple goals. | 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 increasing independence may bring. | Differences To know the names for the main parts of the body. To know similarities and differences between boys and girls. | 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. | Rights and Responsibilities To understand that everyone has rights and responsibilities as members of families and the wider community | |

