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| Year 2 – Curriculum Overview 1:2 | | | | | | |
| Subject | Autumn 1  Toys | Autumn 2 – Who do you think you are? | Spring 1  Flight | Spring 2  Poles Apart | Summer 1  Wonder woman | Summer 2  Get out of my swamp |
| Vocabulary | Old, New, Chronology, Victorian, Modern, Materials, Wood, Tin, Plastic, Digital, Puppets, Rocking Horse, Hopscotch, Skipping, Tic Tac Toe, Diablo, Marbles, Rag Dolls, Hoop and stick, Yoyo’s, Footballs, Tug of war, Whip and Top | Family, Address, Relatives, Town, House, Semi-detached, bungalow, Flat, Detached, Garden, Bedroom, Hobbies, Clubs, Community, Mosque, Church, Library, Celebrations, Culture, Divali, Local Services – Hairdressers, Shop, Post Office, Colley Gate, Cradley, Halesowen, White Friars, Hales Owen | Aeroplane, Wings, Aerodynamic, Engine, Hot Air Balloon, Concorde, Twin Prop, RAF, Cosford, Hanger, UK Airport, Pilot, Baggage, Hostess, Passport, Britain, Scotland, England, Wales, Northern Ireland, Rockets, Wright Brothers | Northern Lights, Expedition, Glacier, Iceberg, Ice Cap, Arctic, Antarctic, Inuit, Continent, Arctic Circle, Antarctic, Climate, Climate Change, Beluga Whale, Robert Falcon Scott, Ernest Shackleton, | Nurse, NHS, Mother Teresa, Marie Curry, Hospital, Hospice, Nobel Prize, Emmeline Pankhurst, Mary Seacole, Kingston, Army, Florence Nightingale, Achievement, Legacy, Protest, Museum, Ocean, Continent, Queen Victoria, Elizabeth 1 | Ecosystems, Biomes, Wetland, Water, Swamp, Soils, Minerals, Marsh, Salt-water, Bog, Reeds, Vegetation, Bullrushes, Migration, Landscape, Camouflage, Oxygen, Flood, Alligator, Crocodile, Snake, Fish, Hunting, Steve Irwin, Conservation |
| Science | 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 | | 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 micro-habitats  * Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food    GDS: Could a hedgehog survive without hibernation | | 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 | 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 |
| History | * To find out about the past using a range of sources * To ask and answer questions from the past * Place objects in chronological order using a series of time periods * To describe characteristic of old and new objects | * Identify and talk about similarities and differences between old and new * Begin to identify some of the different ways the past is represented * Recognise their own lives are different from the lives of people in the past * Significant historical events, people and places in their own locality | * Recognise why people did things why events happened and what happened as a result * Use related time Vocabulary * Place events in chronological order * To ask and answer questions from the past | * Begin to communicate what they have learned in a variety of ways * Recognise why people did things, why events happened and what happened as a result * To find out about the past using a range of sources * Describe the characteristics of old and new objects | * Comparison of significant individuals * Identify differences between lives at different times * Have knowledge and understanding of main events and people from the past * Lives of significant individuals and their contributions including a comparison of times | |
| Geography | * Make observations about features which give a place character * Use simple fieldwork and observational skills to study the geography of their school and its grounds and the human and physical features of its surrounding environment * Use aerial photos to recognise landmarks and basic human ad physical features | | * Use simple compass directions N, S, E and W and locational language * Understand geographical similarities and differences through studying the human and physical geography of a small area of UK and of a small area of a contrasting non-EU country. * Use aerial photos to recognise landmarks and basic human ad physical features | * Use simple geographical vocab with some accuracy * Use world map, atlases and globes to identify UK, countries, continents and oceans studied at this key stage * Begin to ask and respond to simple geographical questions | * To investigate weather patterns in the UK and the location of hot/cold areas of the world in relation to the equator and N/S poles * Use world atlases and globes to identify the UK, countries, continents and oceans studied at this key stage * Describe and compare human and physical features of a place | |
| ICT | **Digital Literacy**  Presenting information word/publisher, changing font, size and colour | **Computer Science**  Questioning, show information, use yes/no questions, construct binary tree, use a database  Questioning Unit 2.4 (Purple mash) | **Information Technology**  Super Slideshows  Research, create and present slides. | **Digital Literacy**  Use repeat timer commands, debug, explore actions of different objects, complex programme to retell a story | **Information Technology**  Perfect Posters  Basic skills, making, editing and evaluating.  Online safety Unit 2.2 (Purple mash) | **Information Technology**  Let’s Animate Creating animations. Developing backgrounds and characters. Animating a character on a background |
| Music | * Play and create rhythmic patterns * Recognise instruments in pieces of music. * Discuss the elements; rhythm, pitch, tempo, dynamics and pulse. | * Sing new melodies with accurate pitch. * Perform with others for a musical production. * Combine music and dance. * Understand the importance of warming up the voice. | * Recognise simple structure in a piece of music. * Sing, play, improvise and compose rock music. * Sequence sounds to create an effect. * Listen to and appraise songs. | * Recognise musical repetitions in melodies. * Use symbols to represent sounds. * Follow directions to play instruments. * Explore the structures of songs. * Sing and perform songs. | * Recognise and describe changes in pitch. * Create long/short sounds on instruments.   - Demonstrate understanding  of the difference between  pulse and rhythm.  - Join in and stop as appropriate when playing with others. | * Recognise simple notation and play a range of tuned instruments. * Play a simple accompaniment. * Respond to music cues * Perform own rhythms and melodies. |
| PE | **Multi – Skills**  -Choose skills for a particular modified simple game  Work as a team in relays to  -Begin to travel, send and receive a ball with variety of equipment in different way | **Gym/Dance**   * Explore basic gym actions and shapes using changes of speed, level and direction. * Know how to carry and place equipment copy and create basic movements for simple sequences | **Health Related Fitness**   * Develop balance, agility, and co-ordination * Recognise and describe what it feels like during different types of exercise * Explore basic fitness levels | **Team Games – 1nvasion Games**   * Explore and use skills and actions as directed in the game they are playing * Participated in modified versions of invasion games * Recognise good quality of performance | **Team Games – Striking and Fielding**  Explore and use skills and actions as directed in the game they are playing   * Participated in modified versions of invasion games * Recognise good quality of performance | **Athletics**   * To improve individual performances in running, jumping and throwing. * Develop the idea of competing against self to beat previous bests. |
| Art/DT | DT  -Design functional, appealing products for themselves and others based on a design criteria.  -Generate, and communicate their ideas through talking, drawing, templates and ICT.  -Select from and use tools and equipment to perform practical tasks e.g. cutting, shaping, finishing  -Select from and use a wide range of materials and components including construction materials and textiles, according to their characteristics. | Art  -Deliberately choose from a range of materials creatively to design and make a painting.  -Use painting to develop and share their ideas, experiences and imagination.  -Develop, using care and control, a range of art and design techniques using colour, pattern, form and space.  -Know about the work of specific artists, crafts makers and designers. (self-portraits/family portraits)  -Explain similarities and differences between disciplines and artistic practices  -make comments about their own and the work of others. | Art  -Deliberately choose from a range of materials creatively to design and make products.  -Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  -Using increasing care and control, develop a range of art and design techniques using colour, texture, line, shape, form and space  -Know about the work of specific artists; Impressionists.  -Explain similarities and differences between disciplines and artistic practices  - Express clear preferences about the work or artists and give reasons for these. | Art  -Deliberately choose from a range of materials creatively to design and make products.  -Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  -Using care and control, develop a range of art and design techniques using colour, pattern, texture, line, shape, form and space  -Know about the work of specific artists, crafts makers and designers. (Robert Mcaffee/Robin Street-Morris)  -Explain similarities and differences between disciplines and artistic practices  - Express clear preferences about the work of others. Give reasons for these. | DT  -Use the basic principles of a healthy and varied diet to prepare dishes.  -Understand where food comes from.  Generate, develop and communicate their ideas through talking, drawing, mock-ups and models ICT.  -Select from and use appropriate tools and equipment to perform practical tasks e.g. cutting, mixing, -explore and evaluate a range of existing products  -Evaluate their ideas and products against a design criteria. | DT  -Design purposeful, functional and appealing products for other users based on design criteria.  -Generate, develop, model and communicate their ideas through mock-ups and IT  -Select from and use a wide range of materials, components including construction materials according to their characteristics.  -Build structures, exploring how they can be made stronger, stiffer and more stable.  -Evaluate their ideas and products against design criteria |
| RE | 7. What can stories teach us? The tortoise and the hare. How stories can be made up but contain Truth. The Good Samaritan. Living life like the Good Samaritan. Ordinary heroes in everyday life. The story of Guru Nanak and Malak Bhago. What does it mean? | 8. What was Muhammad like? The story of Muhammad. His first revelation – the Night of Power. Islam and the Qur’an. The example of Muhammad. The thirsty camel. The angry woman. What do these stories tell us about what Muhammad was like? | 9. What is prayer? Different ways of thanking and of praising people. Different ways of praising God. Christian praise in music. Praising God in how we live life – the Clown of God. Muslim praise of God five times a day. Raising their own questions about prayer. Capture pupils’ thoughts about prayer. | 10. Why is Purim celebrated? Introduction to Judaism. Trigger artefacts. The belief in a living God. The light that wouldn’t go out. The story of Queen Esther. The celebration of Purim. Why is Purim celebrated? Revisit – Why is Easter celebrated? | 11. Are there signs of God? Are there signs of God in the natural world? The Bible creation story (Gen 1:131,2:1-4). Observe symmetry, beauty, pattern, regularity in the world. Explore Qur’an statements about signs (ayats) of God. Are there signs of God? | 12. Why is the church important to many Christians? Explore the idea of having a special place – a place of security, where you feel at peace. Visit a local church. Symbols of belief, of God’s presence. Capture pupils own questions and thoughts. |