

## Year 2 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Project Title</b>	Street Detectives	Movers and Shakers	Coastline	Wriggle and Crawl	Land Ahoy	Beachcombers
<b>Literacy Texts</b>	<p>Paddington goes to Town Little Red Riding Hood The Elves and the Shoemaker</p> <p>Narrative dialogue Letters Diary</p>	<p>Man on the Moon Greta and the Giants Rosa Parks – Lisbeth Kaiser</p> <p>Adventure Narrative Historical Biography Non chronological report Poetry</p>	<p>Katie Morag Stories Two Grandmothers Seaside poems Captain James Cook</p> <p>Narrative retell Non chronological report Poetry</p>	<p>Superworm The Bumble Bear The Boy who Lost his Bumble</p> <p>Newspaper reports Non-chronological reports Adventure narrative Poetry</p>	<p>The Adventures of Sinbad the Sailor Grace Darling the Female Pirate Harry Paye The Pirate that lives next door The Troll Explanations NCR Bios Narrative Diary recount</p>	<p>Snail and the Whale Sharing a Shell Sally and the Limpet</p> <p>Instructions Narrative Invitation/postcard Poetry</p>
<b>Numeracy</b>	<p>W1-3 Number PV W4-8 + and –</p>	<p>W9/10 Measurement: money W11 x and ÷ W12 Consolidation</p>	<p>W1-4 Number X and ÷ W5/6 Statistics</p>	<p>W7/8 Geometry: properties of shape W9-12 Fractions</p>	<p>W1/2 Measurement: length and height W3/4 Geometry: position and direction W5/6 Consolidation and problem solving</p>	<p>W7/8 Measurement: time W9-11 Measurement: Mass, capacity and temperature W12 Consolidation</p>
<b>Science</b>	<p style="text-align: center;"><b>Plants</b></p> <p><u>Linked science investigation:</u> How do plants grow in winter?</p> <p><b>1 Year 2 Enquiry</b> Observe closely, using simple equipment. <b>1 Year 2 Enquiry</b> Gather and record data to help in answering questions.</p>	<p style="text-align: center;"><b>Animals including Humans</b></p> <p><u>Linked science investigation:</u> How do germs spread?</p> <p>Science investigation: Animals, including humans <b>1 Year 2 Enquiry</b> Identify and classify. <b>1 Year 2 Enquiry</b> Use their observations and</p>	<p style="text-align: center;"><b>Use of everyday materials</b></p> <p><u>Linked science investigation:</u>  Will it degrade?</p> <p><b>Synopsis</b> Children observe the differences between the degradable properties of alive, dead and never been</p>	<p style="text-align: center;"><b>Living things and their habitats</b></p> <p><u>Linked science investigations:</u> Do insects have a favourite colour? Do snails have noses? What is the life cycle of the ladybird? Where do snails live?</p> <p>Habitats; Animals,</p>	<p style="text-align: center;"><b>Use of everyday materials</b></p> <p><u>Linked science investigations:</u> Why do boats float? Can you find treasure?</p> <p>Everyday materials; Working scientifically</p> <p><b>1 Year 2 Enquiry</b> Perform</p>	<p style="text-align: center;"><b>Living things and their habitats</b></p> <p><u>Linked science investigations:</u> How many arms does an octopus have?</p> <p>Working scientifically; Living things and their habitats; Animals, including humans</p>

**1 Year 2 Habitats** Identify and name a variety of plants and animals in their habitats, including microhabitats.  
**1 Year 2 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.

ideas to suggest answers to questions.  
**1 Year 2 Animals** Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

alive materials when they are placed in a jar of salty water for six weeks.  
Science investigation: Living things and their habitats  
**1 Year 2 Enquiry** Identify and classify.  
**1 Year 2 Enquiry** Use their observations and ideas to suggest answers to questions.  
**1 Year 2 Enquiry** Gather and record data to help in answering questions.  
**1 Year 2 Habitats** Explore and compare the differences between things that are living, dead, and things that have never been alive.

including humans;  
Working scientifically  
**3 Year 2 Enquiry** Ask simple questions and recognise that they can be answered in different ways.  
**3 Year 2 Enquiry** Observe closely, using simple equipment.  
**1 Year 2 Enquiry** Perform simple tests.  
**3 Year 2 Enquiry** Use their observations and ideas to suggest answers to questions.  
**4 Year 2 Enquiry** Gather and record data to help in answering questions.  
**3 Year 2 Habitats** Identify and name a variety of plants and animals in their habitats, including microhabitats.  
**1 Year 2 Habitats** 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.  
**6 Year 2 Animals** Notice that animals, including

simple tests.  
**1 Year 2 Enquiry** Gather and record data to help in answering questions.  
**1 Year 2 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.  
**1 Year 2 Materials** Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  
**1 Year 2 Aims Breadth** Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics  
**2 Year 2 Aims Breadth** Develop understanding of

**1 Year 2 Enquiry** Ask simple questions and recognise that they can be answered in different ways.  
**1 Year 2 Enquiry** Observe closely, using simple equipment.  
**1 Year 2 Habitats** Explore and compare the differences between things that are living, dead, and things that have never been alive.  
**1 Year 2 Animals** Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  
Habitats; Living and non-living things; Food chains; Basic needs of animals; Working scientifically  
**2 Year 2 Enquiry** Perform simple tests.  
**5 Year 2 Enquiry** Identify and classify.  
**2 Year 2 Enquiry** Use their observations

				<p>humans, have offspring which grow into adults.</p> <p><b>3 Year 2 Animals</b> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them</p>	<p>and ideas to suggest answers to questions.</p> <p><b>2 Year 2 Enquiry</b> Gather and record data to help in answering questions.</p> <p><b>1 Year 2 Habitats</b> 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><b>7 Year 2 Habitats</b> Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p><b>1 Year 2 Materials</b> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
<b>Geography</b>	Fieldwork in the local area; Human and physical features; Using and making	Historical landmarks; Significant places	Maps, globes and atlases; World seas and oceans; Human	Fieldwork <b>1 Year 2 Fieldwork</b> Use	Using and making maps; Locational knowledge;	Coastal features <b>1 Year 2 Features</b> Use

<p>maps; Aerial images</p> <p><b>2 Year 2 Features</b> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>5 Year 2 Fieldwork</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p><b>8 Year 2 Fieldwork</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>5 Year 2 Aims Breadth</b> Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p><b>1 Year 2 Aims Breadth</b> Are competent in the</p>	<p><b>1 Year 2 Features</b> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>2 Year 2 Aims Breadth</b> Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p>and physical features; Locational language; Compass directions; Physical processes – erosion; Changes over time; Tourism</p> <p><b>1 Year 2 Location</b> Name and locate the world's seven continents and five oceans.</p> <p><b>1 Year 2 Location</b> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p><b>2 Year 2 Features</b> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p><b>4 Year 2 Features</b> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p><b>1 Year 2 Fieldwork</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>1 Year 2 Aims Breadth</b> Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p>	<p>Directions</p> <p><b>1 Year 2 Location</b> Name and locate the world's seven continents and five oceans.</p> <p><b>2 Year 2 Location</b> Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.</p> <p><b>1 Year 2 Features</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North &amp; South Poles.</p> <p><b>1 Year 2 Features</b> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p><b>2 Year 2</b></p>	<p>basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p><b>1 Year 2 Fieldwork</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>
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	<p>geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>		<p><b>1 Year</b>  <b>2 Fieldwork</b> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p><b>4 Year</b>  <b>2 Fieldwork</b> Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p><b>9 Year</b>  <b>2 Fieldwork</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p><b>3 Year</b>  <b>2 Fieldwork</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key</p>		<p><b>2 Fieldwork</b> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p><b>2 Year</b>  <b>2 Fieldwork</b> Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p><b>4 Year</b>  <b>2 Fieldwork</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p><b>1 Year</b>  <b>2 Fieldwork</b> Use simple fieldwork and observational skills</p>	
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			<p>human and physical features of its surrounding environment.</p> <p><b>1 Year</b></p> <p><b>2 Aims Breadth</b> Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p> <p><b>3 Year</b></p> <p><b>2 Aims Breadth</b> Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p><b>1 Year</b></p> <p><b>2 Aims Breadth</b> Are competent in the geographical skills needed to: collect, analyse and communicate with a</p>		<p>to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>1 Year</b></p> <p><b>2 Aims Breadth</b> Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	
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			<p>range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>			
<p><b>History</b></p>	<p>Changes within living memory; Significant people; Places and events in the local area</p> <p><b>3 Year 2</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>1 Year 2</b> Learn about events beyond living memory that are significant</p>	<p>Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions; memorials; Significant people – <b>Captain James Cook</b>, Christopher Columbus,</p>	<p>Jobs in the past; Significant people – Captain Cook</p> <p><b>3 Year 2</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>3 Year 2</b> Learn about the lives of significant individuals in the past who have contributed to national and</p>		<p>Significant historical people – Captain James Cook, Grace Darling; Famous pirates</p> <p><b>1 Year 2</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>4 Year 2</b> Learn about the lives of significant individuals in the</p>	

	<p>nationally or globally.</p> <p><b>3 Year 2</b> Learn about significant historical events, people and places in their own locality.</p>	<p>Claude Monet, Elizabeth Fry, Emmeline Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, <b>Mary Anning</b>, Neil Armstrong, Paul Cezanne, Queen Victoria, Roald Amundsen, Rosa Parks, Vasco da Gama, Vincent van Gogh, William Shakespeare</p> <p><b>1 Year 2</b> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>6 Year 2</b> Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>13 Year 2</b> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p><b>1 Year 2</b> Learn about significant historical events, people and places</p>	<p>international achievements. Some should be used to compare aspects of life in different periods.</p>		<p>past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p><b>2 Year 2 Aims Breadth</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	
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		<p>in their own locality.</p> <p><b>1 Year</b> <b>2 Aims Breadth</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b>12 Year</b> <b>2 Aims Breadth</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>				
DT	<p>Making models; Baking; Making signs; Designing buildings</p> <p><b>2 Year 2 Design</b> Design purposeful, functional, appealing products for</p>		<p>BEACH HUT companion project This project teaches children about making and strengthening structures, including different ways of joining materials.</p>	<p>Origins of food; Selecting natural materials</p> <p><b>2 Year 2 Make</b> Select from and use a range of tools and equipment to perform practical tasks</p>	<p>Mechanisms; Structures</p> <p><b>1 Year</b> <b>2 Design</b> Design purposeful, functional, appealing products for</p>	<p>Finger puppets</p> <p><b>3 Year 2 Make</b> Select from and use a range of tools and equipment to perform practical tasks (for example,</p>

	<p>themselves and other users based on design criteria.</p> <p><b>2 Year 2 Design</b> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><b>2 Year 2 Make</b> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p><b>5 Year 2 Make</b> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>1 Year 2 Food</b> Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p><b>1 Year</b></p> <p><b>2 Aims Breadth</b> Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p>		<p>Structures – strengthening and joining</p> <p><b>3 Year 2 Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p><b>3 Year</b></p> <p><b>2 Design</b> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><b>1 Year 2 Make</b> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p><b>1 Year 2 Make</b> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>(for example, cutting, shaping, joining and finishing).</p> <p><b>1 Year 2 Make</b> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>1 Year</b></p> <p><b>2 Evaluate</b> Evaluate their ideas and products against design criteria.</p> <p><b>1 Year 2 Food</b> Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p><b>1 Year</b></p> <p><b>2 Aims Breadth</b> Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p>	<p>themselves and other users based on design criteria.</p> <p><b>1 Year</b></p> <p><b>2 Design</b> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><b>1 Year 2 Make</b> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p><b>2 Year 2 Make</b> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>1 Year</b></p> <p><b>2 Evaluate</b> Evaluate their ideas and products against</p>	<p>cutting, shaping, joining and finishing).</p> <p><b>2 Year 2 Make</b> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>1 Year</b></p> <p><b>2 Aims Breadth</b> Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p>
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			<p><b>1 Year</b></p> <p><b>2 Evaluate</b> Evaluate their ideas and products against design criteria.</p> <p><b>3 Year</b></p> <p><b>2 Technical</b> Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p><b>2 Year</b></p> <p><b>2 Aims Breadth</b> Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p>		<p>design criteria.</p> <p><b>1 Year</b></p> <p><b>2 Technical</b> Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</p>	
<p><b>Art</b></p>	<p>Famous local artists; Creating views from the local area ANTONY GORMLEY</p> <p><b>2 Year 2</b> Use a range of materials creatively to design and make products.</p> <p><b>1 Year 2</b> Learn about the work of a range of artists, craft makers and designers,</p>	<p>Still life; Colour study; Compositions</p> <p><b>2 Year 2</b> Use a range of materials creatively to design and make products.</p> <p><b>1 Year 2</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and</p>	<p>Materials and techniques</p> <p><b>3 Year 2</b> Use a range of materials creatively to design and make products.</p> <p><b>1 Year 2</b> Learn about the work of a range of artists, craft makers and designers, describing the</p>	<p>Observational drawing; Model making</p> <p><b>2 Year 2</b> Use a range of materials creatively to design and make products.</p> <p><b>1 Year</b></p> <p><b>2 Aims Breadth</b> Produce creative work, exploring their ideas and recording their</p>	<p>Observational drawing; Printing</p> <p><b>1 Year 2</b> Use a range of materials creatively to design and make products.</p> <p><b>2 Year 2</b> Develop a wide range of art and design techniques in using colour, pattern,</p>	<p>Sketchbooks; 3-D modelling; Sand art; Seascapes</p> <p><b>6 Year 2</b> Use a range of materials creatively to design and make products.</p> <p><b>1 Year 2</b> Use drawing, painting and sculpture to develop and share their ideas,</p>

	describing the differences and similarities between different practices and disciplines, and making links to their own work.	space. <b>2 Year 2</b> Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <b>2 Year 2 Aims Breadth</b> Produce creative work, exploring their ideas and recording their experiences. <b>3 Year 2 Aims Breadth</b> Evaluate and analyse creative works using the language of art, craft and design.	differences and similarities between different practices and disciplines, and making links to their own work.	experiences.	texture, line, shape, form and space. <b>2 Year 2</b> Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <b>1 Year 2 Aims Breadth</b> Produce creative work, exploring their ideas and recording their experiences.	experiences and imagination. <b>1 Year 2</b> Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <b>2 Year 2 Aims Breadth</b> Produce creative work, exploring their ideas and recording their experiences.
<b>RE</b>	Christianity – What did Jesus teach?	Christianity – Jesus as a gift from God	Judaism – Passover  Islam – Prayer at home	Christianity – Easter	Judaism – The covenant  Islam – Community and Belonging	Judaism – Rights of Passage and good works  Islam - Hajj
<b>PSHE</b>	Being Me in My World - Jigsaw	Celebrating differences - Jigsaw	Dreams and Goals- Jigsaw	Healthy Me- Jigsaw	Relationships- Jigsaw	Changing Me- Jigsaw
<b>Music</b>	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind And Replay