Year Two Curriculum Overview 2023-2024

YEAR TWO	Autumn Term		Spring Term		Summer Term	
English - Poetry	**Zebra Question by Shel Silverstein** Riddles and List Poem	**Night Sounds by Berlie Doherty** Senses poem	**Father and I in the Woods by David McCord** Shape poems	**From a Railway Carriage by Robert Louis Stevenson** Rhyming 'Bird's – Eye View' poem	**Fox by Kathy Henderson** Descriptive poem	**The Owl and the Pussycat by Edward Lear** Two verses for a narrative poem
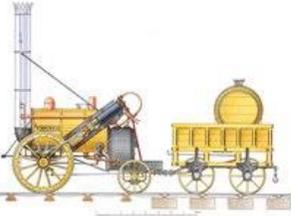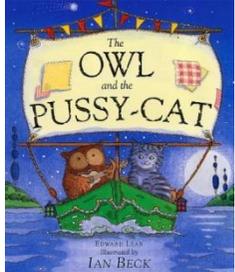
YEAR TWO	Autumn Term		Spring Term		Summer Term	
English	**Rascally Cake by Jeanne Willis** **The Little Three Monkeys by Quentin Blake** Humorous fiction Narrative **The Greedy Zebra by Mwenye Hadithi** Fable/Narrative **The Queen's Handbag by Steve Antony**	**The Dragon Machine by Helen Ward (extended unit)** Fantasy fiction	**Once Upon a Wild Wood by Chris Riddell (extended unit)** Twist on a traditional tale - narrative	**Meerkat Mail by Emily Gravett** Narrative **Tin Forest by Helen Ward** Fantasy Narrative **The Day the Crayon's Quit by Oliver Jeffers** Letter writing	**The Last Wolf** Fairytale	**The Tear Thief by Carol Ann Duffy** Fantasy fiction **Sam's Sandwich by David Pelham** Humorous narrative **Bog Baby by Jeanne Willis** Fantasy fiction **The Crow's Tale by Naomi Howarth** Narrative
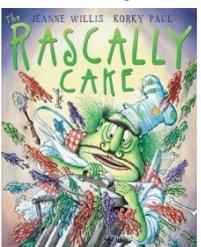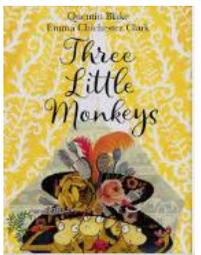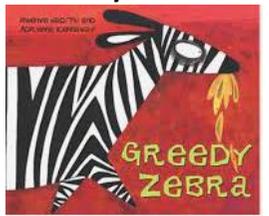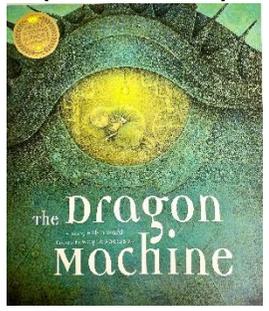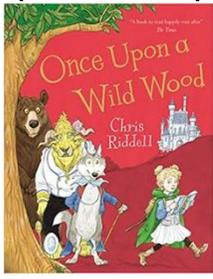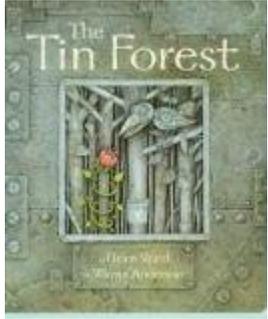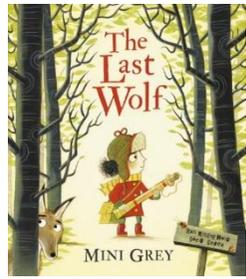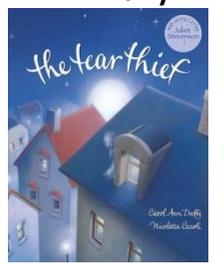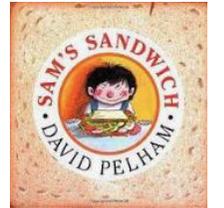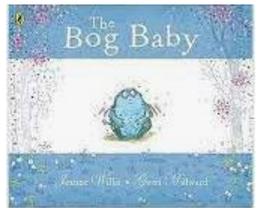
YEAR TWO	Autumn Term		Spring Term		Summer Term	
Maths	**Place Value**	**Addition and subtraction**	**Multiplication and division**	**Geometry: Properties of shapes**	**Measurement: Length and height**	**Measurement: Time**
		Addition	Multiplication	Properties of 3D shapes		
		Subtraction	Division			
	Addition and subtraction	**Geometry: Properties of shapes**	**Statistics**	**Fractions**	**Geometry: Position and direction**	**Measurement: Mass, capacity and temperature**
	Addition	Properties of 3D shapes		Fractions	Geometry: Position and direction	YEAR 2 Measurement: Mass, capacity and temperature
	Subtraction					
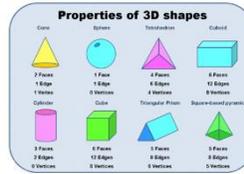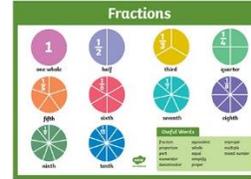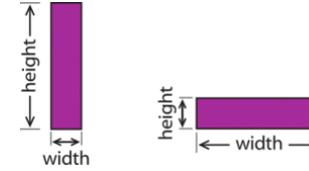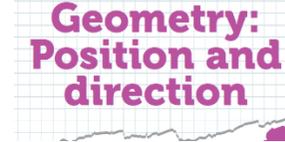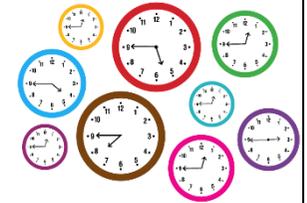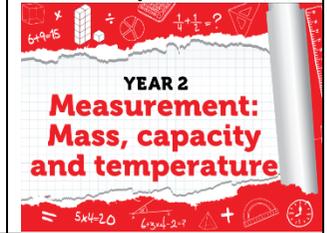
	Autumn Term	Spring Term		Summer Term
YEAR TWO				
Science	**Animals, including humans** • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	**Use of 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	**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	**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 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
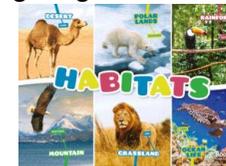
YEAR TWO	Autumn Term	Spring Term	Summer Term
History	**Has the NHS always been here to help me?** • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	**Local Study** • Significant historical events, people and places in their own locality.	**How have seaside holidays in the UK changed over time?** • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

| YEAR TWO	Autumn Term	Spring Term	Summer Term
Geography	**Would you prefer to live in a hot or cold place?** **Fieldwork:** school grounds - name and locate the world's seven continents and five oceans - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country - identify seasonal and daily weather patterns in the United Kingdom and the location of 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 features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - 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 - 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.	**Why is our world wonderful?** **Fieldwork:** school grounds - name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - 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 - use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - 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 - 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	**What is it like to live by the coast?** **Fieldwork:** coastal town or local village - name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - 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 - use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - 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 - 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

Computing	**Mandatory Skills:** • I can save, share and retrieve my digital work. • I can use technology to organise and present my ideas. **Information Technology:** • I can use design and formatting to enhance my digital work. • I can create with technology. E.g. Video, animation, 3D **Digital Literacy:** • I can give examples of how technology is used to communicate beyond school. • I understand that somethings online may upset me and that I cannot trust everyone online. (Self Image) • I can use online services to communicate safely. (Online Relationships) • I understand that once something it posted you lose control if it and know how to get help if I need to. (Online Reputation) • I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. (Online Bullying) • I can use a search engine and I am aware that not everything I read online is true. (Online Bullying) • I know the rules of using technology at home or in school. (Health well being) • I can explain what personal information is and understand the need for passwords to protect it. (Privacy and Security)	**Information Technology:** • I can create digital content using more than one app or piece of software to enhance it. • I can use technology to organise and present my ideas in different ways. **Digital Literacy:** • I can share my work with other others.	**Digital Literacy:** • I can explain how other people's online identity can be different to their identity in real life. • I can describe ways in which people might make themselves look different. • I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. • I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/country). • I can give examples of how I might use technology to communicate with others I don't know well. • I can explain how information put online about me can last for a long time. • I know who to talk to if I think someone has made a mistake about putting something online. • I can give examples of bullying behaviour and how it could look online. • I understand how bullying can make someone feel. • I can talk about how someone can/would get help about being bullied online or offline. • I can use keywords in search engines. (DL) I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). • I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). • I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. • I can explain why some information I find online may not	**Mandatory Skills:** • I can save, share and retrieve my digital work. • I can use technology to organise and present my ideas. **Computer Science:** • I can plan out an algorithm with a sequence of commands to carry out specific tasks. • I can identify 'bugs' in computer programs and use the term debug in context. • I can create a simple repeat loop. • I can create a simple game program. • I can predict the outcome of a sequence of blocks in Scratch. **Information Technology:** • I can use design and formatting to enhance my digital work. • I can create with technology. E.g. Video, animation, 3D **Digital Literacy:** • I know the rules of using technology at home or in school. (Health wellbeing) • I can explain what personal information is and understand the need for passwords to protect it. (Privacy and Security)	**Information Technology:** • I can create digital content using more than one app or piece of software to enhance it. • I can begin to use design and formatting to enhance my digital work. • I know how to save and share my digital work.	**Information Technology:** • I can use design and formatting to enhance my digital work. • I can save, share and retrieve my digital work. • I can create with technology. E.g. Video, animation, 3D. • I can collect and record data purposefully. • I can use technology to organise and present my ideas. **Digital Literacy:** • I can give examples of how technology is used to communicate beyond school. • I am aware that content online is owned by the person that created it. (Copyright)

YEAR TWO	Autumn Term		Spring Term		Summer Term	
Art/ Design Technology	**Painting** **Artist Link – Wassily Kandinsky or L.S. Lowry** • Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. • Talk about the similarities and differences between different artists, craft makers or designers. • Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.	**Construction and Textiles LS Lowry Village / Gingerbread Men** • Propose more than one idea for their product. • Use ICT to communicate ideas. • Use drawings to record ideas as they are developed. • Add notes to drawings to help explanations. • Discuss their work as it progresses. • Select and name the tools needed to work the materials. • Explain which materials they are using and why. • Start to use technical vocabulary. • Cut out shapes which have been created by drawing round a template. • Join materials in a variety of ways. • Decorate using a variety of techniques. • Know some ways of making structures stronger. • Show how to stiffen some materials. • Know how to make a simple structure more stable. • Attach wheels to a chassis using an axle. Know some different ways of making things move in a 2-D plane.	**Textiles** **Artist Link – Complex weaving or Gustav Klimt** • Show confidence in working creatively e.g. with a range of media on different scales. • Recognise the styles of artists, craft makers or designers and use this to inform their own work. • Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet.	**Cooking and Nutrition Fruit Smoothies** • Cut, peel, grate, chop a range of ingredients. • Work safely and hygienically. • Know about the Eatwell Plate. • Understand where food comes from.	**Sculpture** **Artist Link – Manipulating materials** • Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. • Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. • Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. • Adapt and make changes to their work and the tools they use as it develops. • Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.	**Mechanisms** **Moving on a 2D plane** • Propose more than one idea for their product. • Use ICT to communicate ideas. • Use drawings to record ideas as they are developed. • Add notes to drawings to help explanations. • Discuss their work as it progresses. • Select and name the tools needed to work the materials. • Explain which materials they are using and why. • Start to use technical vocabulary. • Cut out shapes which have been created by drawing round a template. • Join materials in a variety of ways. • Decorate using a variety of techniques. • Know some ways of making structures stronger. • Show how to stiffen some materials. • Know how to make a simple structure more stable. Know some different ways of making things move in a 2-D plane.

YEAR TWO	Autumn Term			Spring Term			Summer Term		
Personal, Social and Health Education	**Families and Friends**	**Safe Relationships**	**Respecting ourselves and others**	**Belonging to a community**	**Media literacy and digital resilience**	**Money and work**	**Physical health and mental well-being**	**Growing and changing**	**Keeping safe**
	The importance of making friends What being lonely feels like and how to get help	Managing secrets Learning how to resist pressure and knowing where to get help from Recognising hurtful behaviour: assertiveness and impulsive behaviours	Recognise things we have in common and differences Playing and working cooperatively Recognise the importance of sharing opinions	Belonging to a group Different roles and responsibilities Recognising similarities and diversity in the community	How we use the internet in our daily life Managing online content and information	What money is and why we need it Exploring the difference between needs and wants Ways of looking after money	The importance of sleep The importance of medicines and keeping healthy Keeping teeth healthy How to manage feelings and ask for help	Changes when we growing older Naming body parts Moving into another class or year	How to keep safe in different environments Risk and safety at home What an emergency is and what to do when there is one
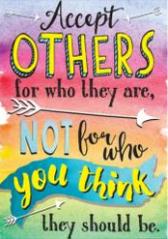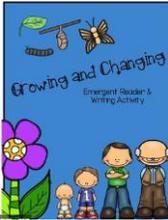
YEAR TWO	Autumn Term		Spring Term		Summer Term	
Music	**Musical Me** • Singing and playing untuned instruments at the same time. • Playing a melody from letter notation. • Repeating a melody by ear. • Choosing appropriate dynamics and timbre for a piece of music.	**Orchestral Instruments** • Performing a story using vocal and instrumental sound effects. • Recognising timbre changes. • Improvising vocal sound effects for a story. • Creating a tune to describe a character.	**Myths and legends** • Singing songs from memory with confidence and accuracy. • Recognising structural features. • Layering instrumental and vocal sounds and patterns within a given structure.	**African call and response** • Recognising playing a short rhythm from simple notation. • Suggesting improvements to their work. • Relating music to feelings. • Creating short sequences of sound on a given idea.	**Dynamics, timbre, tempo and motifs** • Performing a melodic motif musically. • Listening for and recognising instrumentation. • Creating a melodic motif from a set of five notes.	**British songs and sounds** • Singing with confidence and expression. • Using musical vocabulary to describe the music they hear. • Creating and making improvements to a soundscape.
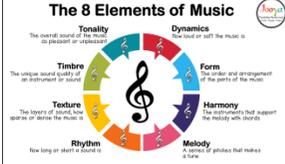
	Autumn Term		Spring Term		Summer Term	
YEAR TWO	**Dance**	**Tag Games**	**Dodgeball**	**Gymnastics**	**Cricket**	**Athletics**
Physical Education						

	• To explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of the dance. • compose and perform dance phrases that express and communicates moods, ideas and feelings. Choosing and varying simple compositional ideas. • watch and describe dance phrases and whole dances and use what they have learnt to improve their own work. • recognise and describe how different dances activities make them feel. • understand the importance of warming up and cooling down.	• To improve the way they coordinate and control their bodies and a range of equipment. • remember, repeat and link combinations of skills. • choose, use and vary simple tactics. • recognise good quality in performance. • use information to improve their work. • recognise and describe what their bodies feel like during types of activity •	• make simple moves with increasing control • kick a ball, not always with accuracy • understand the importance of stopping a ball in different ways • begin to be able to work within a team • start to link skills and actions within simple games • begin to understand some concepts of game e.g. opponent, team mate • begin to show some understanding of simple tactics	• To remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. • choose, use and vary simple compositional ideas in the sequences they create and perform. • improve their work using information they have gained by watching, listening and investigating. • recognise and describe what their bodies feel like during different types of activity. • lift, move and place apparatus safely.	• To improve the way they coordinate and control their bodies and a range of equipment. • remember, repeat and link combinations of skills. • choose, use and vary simple tactics. • recognise good quality in performance. • use information to improve their work. • recognise and describe what their bodies feel like during types of activity	• demonstrate the five basic jumps, showing control at take-off and landing. • run showing a change of pace. • throw with increasing accuracy and coordination into targets set at different distances. • demonstrate a range of throwing actions using a variety of equipment. • watch, copy and describe what they and others have done. • recognise and describe what their bodies feel like during different types of activity.

YEAR TWO	Autumn Term		Spring Term		Summer Term	
Religious Education	**Christianity (God)** Does how we treat the world matter?	**Christianity (Jesus)** Why do Christians say Jesus is the 'Light of the World?'	**Hindu Dhama** Why might people express their devotion?	**Islam** shutterstock.com • 290643002 Why do Muslims believe it is important to obey God?	**Christianity (Church)** What unites the Christian community?	**Hindu Dharma** **Judaism** What aspects of life really matter?
Languages	**Fruits** **In this unit the children will learn how to:** • Name and recognise up to 10 fruits in Spanish. • Attempt to spell some of these nouns. • Ask somebody in Spanish if they like a particular fruit. • Say what fruits they like and dislike.		**Musical Instruments** **In this unit the children will learn how to:** • Name ten instruments in Spanish. • Match all the new Spanish words to the appropriate picture. • Remember the words for at least five instruments and their correct gender in Spanish, unaided. • To say that they play an instrument, of their choice correctly in Spanish.		**Vegetables** **Vegetables in Spanish** **In this unit the children will learn how to:** • Name and recognise up to 10 vegetables in Spanish. • Attempt to spell some of these nouns (including the correct article) • Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.	