



## Curriculum Overview 20-21

### Year Group: Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Fiction – Narrative – Different stories by the same author; Narrative – Stories with a familiar setting; diary; narrative – Significant stories ; extended stories; description, narrative; traditional tales.  Non-Fiction – Non- chorological report; Letter; information texts ; recount, explanation; Instructions  Poetry – Structured poetry – Kennings; performance poems; Visual Poems					
<b>Maths</b>	See White Rose scheme overview: <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Year-2-Lesson-by-Lesson-Overview.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Year-2-Lesson-by-Lesson-Overview.pdf</a>					
<b>History</b>	N/A	Why was Guy Fawkes significant?  This topic will enable children to talk about Guy Fawkes’ national historical significance and the cause and consequences of his actions. They will begin by placing him on a timeline along with units from Year 1 using the term “a long time before”. Using secondary sources of stories and pictures, the children will learn the sequence of events leading up to	Why was Rosa Parks significant?  This topic will enable children to recognise the significance of Rosa Parks and her actions. They will begin by placing the event on the ongoing timeline. Using secondary sources of recounts and stories, the children will make simple observations about different types of people and beliefs within a society. They will look at the cause and consequences of the Montgomery Bus	N/A	Why was the Great Fire of London significant?  This topic will enable children to recognise The Great Fire of London as a national significant event. They will begin by placing the event on the ongoing timeline then they will learn the cause and consequences of the fire through secondary sources, in particular Samuel Pepys’ diary. Through the topic,	N/A

		<p>the gunpowder plot and how the plan was stopped. They will discuss what happened as a result of Guy Fawkes' plot and how we celebrate his failure today. By the end of the unit the children will be able to give a simple historical account of Guy Fawkes and his actions using historical vocabulary.</p>	<p>Boycott and make comparisons to life today. By the end of the unit the children will be able to explain why Rosa Parks is significant, including why she did what she did and how it changed society.</p>		<p>the children will identify similarities and differences between ways of life then and now and recognise the impact of this on the event. By the end of the unit the children will be able to give a simple historical account of The Great Fire of London using specific vocabulary and historical terms.</p>	
<b>Geography</b>	<p>What is the difference between a city and a country?</p> <p>Be able to name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Know the difference between a city and a country. Be able to use simple compass directions (North, South, East and West) and</p>			<p>What is beyond the coast?</p> <p>Be able to locate the world's oceans on a map and know where they are in relation to the Equator, South Pole and North Pole.</p> <p>Be able to describe these locations using locational and directional language.</p> <p>Using fieldwork and observational skills, they will be</p>		<p>How does Lagos compare to the UK?</p> <p>Be able to locate Lagos on a map and know where it is in relation to the Equator, South Pole and North Pole.</p> <p>Be able to compare the climate of the UK and Lagos, focusing on which one is colder and which one is hotter/why this is.</p> <p>Be able to locate its surrounding seas and oceans.</p>

	<p>locational and directional language [for example, near and far; left and right], to describe the location of features in the UK.</p> <p>Be able to use, atlases, aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in the UK.</p>			<p>able to identify the key features of a beach (both physical and human).</p> <p>Through fieldwork, they will also be able to identify the key features of a coast, a harbour and/or a cliff.</p>		<p>Know the key geographical features (both physical and human) of Lagos including cities, rivers, seasons, mountains, vegetation, weather, jobs, and languages.</p> <p>Be able to compare and contrast these features with those of the UK.</p>
<b>Science</b>	<p>Life Cycles</p> <p>notice that animals, including humans, have offspring which grow into adults</p>	<p>Animals including humans</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<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</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Habitats</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of</p>	<p>Food chains</p> <p>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</p>	<p>Plants</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>

				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		
<b>Computing</b>	See ICT with Mr P overview Covered across the year, across subjects					
<b>Art</b>	<u>What is the difference between a city and a country?</u>  Houses, draw multi media portrait of their house. Discussion around how cities are made up of individual buildings. Continuous line drawing of a street. Looking at urban landscape artists. Local artist Jen Orpin and modern	<u>Why was Guy Fawkes significant?</u>  Watch some you tube film of enormous fireworks displays. Make depictions of fireworks using chalk pastels, cut tissue paper snowflakes in fire colours, blow paintings or brusho "explosions" Design a pattern for our own rocket. Decorate and construct a paper rocket to launch with a straw.	<u>Why was Rosa Parks significant?</u>  Look at the work of modern black artists including Chris Ofili	<u>What is beyond the coast?</u>  Looking at cartoon drawing especially Disney Talk about how cartoons exaggerate certain features to convey feelings. Practise drawing cartoons in felt tip. Create a diorama which includes with our own cartoon character	<u>Why was the great fire of London significant?</u>  Looking at a range of landscapes from different times and in different media that depict the great fire. Look at the architecture of homes at the time. Create a watercolour wash using colour mixing in fire colours. Cut and collage to make flames. Add felt tip drawn depictions of tudor	<u>How does Lagos compare to the U.K.?</u>  Looking at the work of Yinka Shonibare. Looking at traditional design of Kente cloth from West Africa. Paint a selection patterns onto paper strips. Weave paper strips together. Use foam printing blocks to add a personal symbol.

	cityscape artist Laura Jordan				houses to the foreground. Create a clay treacle pot	
<b>Design and Technology</b>		<p>Textiles</p> <p>What kind of hand puppet should I make?</p> <p>Start to generate ideas by drawing on their own and other people's experiences.</p> <p>Begin to develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Understand how to identify a target group for what they intend to design and make</p>		<p>Construction</p> <p>Can we create a moving sculpture to brighten our playground?</p> <p>Model their ideas in card or paper Follow a design and adapt if necessary</p> <p>Be able to cut paper and card safely and accurately with scissors</p> <p>Join parts of their model using glue and string or thread</p>		<p>Food technology</p> <p>What kind of baked potato should we have at our picnic?</p> <p>Know that all food comes from animals or plants.</p> <p>Know that food must be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Know how to name and sort some foods into the 5 food groups of the 'eat well plate'.</p> <p>Know that everyone should eat at least five portions of fruit or vegetables a day.</p>

		<p>based on a design criteria.</p> <p>Develop their ideas through talk and drawings and label parts.</p> <p>Begin to select tools and materials; use correct vocabulary to name and describe them.</p> <p>Demonstrate how to cut, shape and join fabric to make a simple product.</p> <p>Use basic sewing techniques (running stitch).</p> <p>Start to choose and use appropriate finish techniques to improve the appearance of their product.</p> <p>Evaluate the work against their design criteria.</p> <p>Start to evaluate their products as they are developed, identifying strengths and possible</p>		<p>Understand that card can be strengthened by adding an extra layer</p> <p>Be able to safely punch holes in their model using either a drawing pin or hole punch</p>		<p>Demonstrate how to prepare simple dishes hygienically, and with a heat source (fully supervised).</p> <p>Know how to use some food preparation techniques (such as peeling, grating, slicing).</p>
--	--	---	--	---	--	---

		changes they might make. With confidence talk about their ideas, saying what they like and dislike about them.				
<b>Music and Drama</b>	<p>Little Red Riding Hood BBC learning</p> <p>1. Controlling sounds through singing and playing – performance skills a) How the combined musical elements of pitch, duration, dynamics, tempo, texture and silence can be organized within musical structures and used to communicate different moods and effects b)</p>	<p>Why was Guy Fawkes significant? Drama</p> <p><i>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to</i> improvise and work in role, creating and sustaining roles both individually and when working with others</p> <p>Develop characters through expressions, dialogue and interaction with other</p>	<p>Why was Rosa Parks significant?</p> <p>Drama/music</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Learn and sing traditional African slave songs. Discuss reasons for slave songs and meanings.</p> <p><i>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to</i> improvise and work in role, creating and sustaining</p>	<p>Under the sea</p> <p>Creating and developing musical ideas: composing skills</p> <p>a) Improvise, developing rhythmic and melodic material when performing</p> <p>b) Explore, choose, combine and organize musical ideas within musical structures</p> <p>3. Responding and reviewing – appraising skills</p> <p>a) Analyse and compare sounds</p> <p>Play tuned and untuned instruments with control and rhythmic accuracy</p> <p>How the combined musical</p>	<p>Why was the Great Fire of London significant? Drama</p> <p><i>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to</i> improvise and work in role, creating and sustaining roles both individually and when working with others</p> <p>Develop characters through expressions, dialogue and interaction with other characters; movement, use of voice and facial expressions.</p>	<p>Music/PSHE/Geography</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>To listen with concentration and understanding to a range of high quality live and recorded music.</p> <p>Listen to Buster and Pong's recycling song. Sing and learn. Analyse <b>structure – verse, chorus, bridge.</b> Link with literacy – in groups write a verse</p>

	<p>Play tuned and untuned instruments with control and rhythmic accuracy c) Practise, rehearse and present performances with an awareness of the audience 2. Creating and developing musical ideas: composing skills a) Improvise, developing rhythmic and melodic material when performing b) Explore, choose, combine and organize musical</p>	<p>characters; movement, use of voice and facial expressions.</p> <p>Develop the language and social skills needed for cooperation and collaboration;</p> <ul style="list-style-type: none"> <li>• use exploratory language to try out ideas;</li> <li>• extend their ideas as they share these with others;</li> <li>• stretch their language as they talk critically and constructively;</li> <li>• support and build on each other's contributions;</li> <li>• take their turns in discussion.</li> </ul>	<p>roles both individually and when working with others</p> <p>Develop characters through expressions, dialogue and interaction with other characters; movement, use of voice and facial expressions. Develop the language and social skills needed for cooperation and collaboration;</p> <ul style="list-style-type: none"> <li>• use exploratory language to try out ideas;</li> <li>• extend their ideas as they share these with others;</li> <li>• stretch their language as they talk critically and constructively;</li> <li>• support and build on each other's</li> </ul>	<p>elements of pitch, duration, dynamics, tempo, texture and silence can be organized within musical structures and used to communicate different moods and effects.</p> <p>Listen to Celtic Woman's Full Fathom Five. Introduce and use <b>pentatonic</b> scale to create melodies and gentle sea sounds. Introduce OSTINATO and DRONE. choose appropriate untuned percussion as sound effects.</p>	<p>Develop the language and social skills needed for cooperation and collaboration;</p> <ul style="list-style-type: none"> <li>• use exploratory language to try out ideas;</li> <li>• extend their ideas as they share these with others;</li> <li>• stretch their language as they talk critically and constructively;</li> <li>• support and build on each other's contributions;</li> <li>• take their turns in discussion.</li> </ul> <p>Explore Great Fire story using drama techniques of hot-seating, conscience-alley, thought-tracking, improvisation and freeze-frame to understand and reflect on this</p>	<p>for class rap. Lesson on rhyming words and rhythm/scanning. Create recycle raps and think about <b>pulse</b> so it will fit into whole class rap. Re-cap on year 1 writing rhythms to doo and doo-day.</p>
--	--	--	---	--	--	---



	<p>ideas within musical structures</p> <p>3. Responding and reviewing – appraising skills a) Analyse and compare sounds b) Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</p> <p>4. Listening, and applying knowledge and understandings a) To listen with attention to detail and</p>	<p>Explore Gunpowder Plot story using drama techniques of hot-seating, conscience-alley, thought-tracking, improvisation and freeze-frame to understand and reflect on this</p>	<p>contributions; • take their turns in discussion.</p> <p>Explore Rosa Parks story using drama techniques of hot-seating, conscience- alley, thought-tracking, improvisation and freeze-frame to understand and reflect on this.</p>			
--	--	---	---	--	--	--

	<p>to internalize and recall sounds with increasing aural memory b) How the combined musical elements of pitch, duration, dynamics, tempo, texture and silence can be organized within musical structures and used to communicate different moods and effects</p>					
	<p>Links with literacy – comprehension questions on each episode, with emphasis on inference. Learn and sing songs, add</p>					

	instruments to demonstrate focus eg. Rhythm, pitch, dynamic. Revisit and consolidate year 1 teaching.					
<b>RE</b>	How should we care for others and the world and why does it matter?	How and why do we celebrate special and sacred times?	Who is a Muslim and what do they believe ? Who is Jewish and what do they believe	How can we learn from sacred books?		
See progression document for further detail						

**PE**

Dance: mini beasts

To move safely and creatively in space

- To show different types of travel showing good timing and use of levels
- To develop ideas using a stimulus
- To focus on timing and performing in unison
- To turn actions into travelling movements
- To use different levels in travelling movements
- To use different pathways in travelling movements
- To work well in pairs showing good cooperation skills and give useful peer feedback
- To show use of level, direction and unison when creating and performing in pairs
- To understand what makes a good performance
- To improve our own performance based on feedback

Dance: Under the Sea

To move safely and creatively in space

- To show different types of travel showing good timing and use of levels
- To develop ideas using a stimulus
- To focus on timing and performing in unison
- To turn actions into travelling movements
- To use different levels in travelling movements
- To use different pathways in travelling movements
- To work well in pairs showing good cooperation skills and give useful peer feedback
- To show use of level, direction and unison when creating and performing in pairs
- To understand what makes a good performance
- To improve our own performance based on feedback

Dance: Fire of London

- To move safely and creatively in space
- To show different types of travel showing good timing and use of levels
- To develop ideas using a stimulus
- To focus on timing and performing in unison
- To turn actions into travelling movements
- To use different levels in travelling movements
- To use different pathways in travelling movements

	<ul style="list-style-type: none"> <li>• To work well in pairs showing good cooperation skills and give useful peer feedback</li> <li>• To use a prop as a stimulus for creative and imaginative actions</li> <li>• To show use of level, direction and unison when creating and performing in pairs</li> <li>• To understand what makes a good performance</li> <li>• To improve our own performance based on feedback</li> </ul>
<b>PE</b>	<p>Gymnastics: Pathways – straight, zigzag and curving</p> <p>Perform a variety of gym moves in straight lines. Change direction using different types of turns 90, 180 and 270 degrees.</p> <p>Create a sequence of where you work in zig zag pathways. Show a variety of gymnastic moves at different levels.</p> <p>Demonstrate zig zag and straight pathways in your sequence work. Perform with control and adaptations to your original work.</p> <p>Select and demonstrate moves which fit well with the objective of performing in a curved pathway. Perform a sequence of moves which are in curved motion.</p> <p>Travel backwards and sideways to form a sequence. Link your movements seamlessly through good transitional movements.</p> <p>Perform a variety of moves on floor and apparatus using different pathways.</p> <p>Gymnastics: Spinning, turning and twisting</p> <p>Spin on different patches. Devise a sequence of balances and spins.</p> <p>Perform a twist and then roll. Change the pathway after each roll by spinning.</p> <p>Twist in flight. Change the point of contact in balances by leading into the next balance by twisting.</p> <p>Twist while in inversion. Use the apparatus to counter balance.</p> <p>Work in pairs to counter balance another or use the apparatus to both counter balance against. Work efficiently in synchronisation to perform different balances and twists.</p>

	<p>Create a sequence of work which has a clear start and controlled movements linked with twists, spins and turns. Perform a routine which mirrors that of a partner.</p> <p>Gymnastics: stretching, curling and arching</p> <p>Travel forwards, backwards and sideways in curled positions. Take up a curled position within flight. Support your own body weight on different body parts whilst in curled positions.</p> <p>Stretch in balance. Execute arches on front and back. Jump stretching to make the longest possible shape you can whilst in flight.</p> <p>Stretch and curl within the same action. Create a sequence with seamless transitions between stretches and curls.</p> <p>Stretch whilst stepping and taking weight on hands. Stretch and curl whilst taking weight at high levels and in inversion.</p> <p>Use small apparatus to stretch, curl and hold a bridge. Make front and back supports showing a variety of ways of travelling into and out of those supports.</p> <p>Perform a sequence with clear starting and finishing positions and involving curling, stretching and arching.</p>					
<b>PE</b>	Outdoor games: Fundamentals	Outdoor games: Invasion	Outdoor games: Striking & Fielding	Outdoor games: Target Games	Outdoor games: Throwing & Catching	Outdoor games: Net & Wall Games
See progression document for further detail on outdoor games						
<b>PSHE</b>	<p><b>Being me in my world</b></p> <p>I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal</p>	<p><b>Celebrating difference</b></p> <p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</p>	<p><b>Dreams and goals</b></p> <p>I can choose a realistic goal and think about how to achieve it</p>	<p><b>Healthy me</b></p> <p>I know what I need to keep my body healthy</p> <p>I can show or tell you what relaxed means and I know some things that</p>	<p><b>Relationships</b></p> <p>I can identify the different members of my family, understand my relationship with each of them and know why it is</p>	<p><b>Changing me</b></p> <p>I can recognise cycles of life in nature</p> <p>I can tell you about the natural process of growing from young to old and</p>

	<p>I understand the rights and responsibilities for being a member of my class and school</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences</p> <p>I understand how following the Learning Charter will help me and others learn</p>	<p>I understand that bullying is sometimes about difference</p> <p>I can recognise what is right and wrong and know how to look after myself</p> <p>I know some ways to make new friends</p> <p>I can tell you some ways I am different from my friends</p>	<p>I can persevere even when I find tasks difficult</p> <p>I can recognise who it is easy for me to work with and who it is more difficult for me to work with</p> <p>I can work cooperatively in a group to create an end product</p> <p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I know how to share success with other people</p>	<p>make me feel relaxed and some that make me feel stressed</p> <p>I understand how medicines work in my body and how important it is to use them safely</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p> <p>I can decide which foods to eat to give my body energy</p> <p>I can make some healthy snacks and explain why they are good for my body</p>	<p>important to share and cooperate</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>I can identify some of the things that cause conflict with my friends</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I can express my appreciation for the people in my special relationships</p>	<p>understand that this is not in my control</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like</p> <p>I can identify what I am looking forward to when I am in Year 3</p>
--	---	---	--	---	--	---