



Curriculum Overview 2022-23

Year Group: Year 2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| English (see Writing progress on grid for more details). | Rags to riches story. Recount/information. Poetry – Traditional tale based. | Wishing tale. Recount. Performance poetry. | Change tale. Information. Performance poetry. | Finding tale. Recount. Performance poetry. | Beat the monster story. Information/persuasion. Poetry – magic theme. | Fear story. Explanation. Poetry – animals. |
| Maths | See White Rose scheme overview: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Year-2-Lesson-by-Lesson-Overview.pdf | | | | | |
| History | 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 the gunpowder plot and how the plan was | 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 Boycott and make comparisons to life today. By the end of the unit the children will be able to | 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, the children will identify similarities and | | N/A |

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| | | <p>stopped. They will discuss what happened as a result of Guy Fawkes' plot and how we celebrate his failure today.</p> <p>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>explain why Rosa Parks is significant, including why she did what she did and how it changed society.</p> | <p>differences between ways of life then and now and recognise the impact of this on the event.</p> <p>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> | | |
| Geography | <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.</p> <p>Be able to use simple compass directions (North, South, East and West) and locational and directional language</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 able to identify the key features of a beach</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>Know the key geographical features (both physical and human) of Lagos including cities, rivers, seasons, mountains, vegetation,</p> |

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| | <p>[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>(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>weather, jobs, and languages.</p> <p>Be able to compare and contrast these features with those of the UK.</p> |
| Science | <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 different kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their</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> | <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> |

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| | | | habitats, including microhabitats | | | |
| Computing (see ICT with Mr P overview for further details - covered across the year, across subjects). | Digital Literacy – Managing Online Information. Online Reputation. | Digital Literacy – Online Bullying. | Digital Literacy – Copyright and Ownership. Privacy and Security. Coding – My Robot Helper. | Digital Literacy – Health, Wellbeing and Lifestyle. | Digital Literacy – Online Relationships. | Digital Literacy – Self image and Identity. Coding – Knock Knock Joke Programme in Scratch. |
| Art | <u>What is the difference between a city and a country?</u> Houses, draw multi media portraits of their house. Discussion around how cities are made up of individual buildings. Continuous line drawing of a street. Looking at urban landscape artists. Look at local artist @inkystudio . | <u>Why was Guy Fawkes significant?</u> Watch some YouTube films 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 and Lynette Yiadom-Boakye. Create a figure painting in their style. | <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>What is beyond the coast?</u> Looking at cartoon drawings, especially Disney. Talk about how cartoons exaggerate certain features to convey feelings. Practise drawing cartoons in felt tip. Create a diorama which includes our own cartoon character. | <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. Create a repeating pattern. Use foam printing blocks to add a personal symbol. |

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| | | | | houses to the foreground. Create a clay treacle pot. | | |
| Design and Technology | | <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 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</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>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>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>Demonstrate how to prepare simple dishes hygienically, and with a heat source (fully supervised).</p> <p>Know how to use some food preparation</p> |

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| | | <p>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 changes they might make. With confidence talk about their ideas, saying what they like and dislike about them.</p> | | | | techniques (such as peeling, grating, slicing). |
| Music and Drama | Little Red Riding Hood BBC learning | <p>Why was Guy Fawkes significant?</p> <p>Music</p> | Why was Rosa Parks significant? | <p>Why was the Great Fire of London significant?</p> <p>Drama</p> | Under the sea | <p>Music/PSHE/Geography</p> <p>To experiment with,</p> |

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| | <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) Play tuned and untuned instruments with control and rhythmic accuracy c) Practise, rehearse</p> | | <p>Drama/music</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>We will learn about Florence Price, the first African American female composer to have her music performed in public by a professional orchestra.</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><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>Develop the language and social skills needed for cooperation and collaboration; • use exploratory language to try out ideas; • extend their ideas as they share these with others; • stretch their language as they talk</p> | <p>Creating and developing musical ideas: composing skills a) Improvise, developing rhythmic and melodic material when performing b) Explore, choose, combine and organize musical ideas within musical structures 3. Responding and reviewing – appraising skills a) Analyse and compare sounds Play tuned and untuned instruments with control and rhythmic accuracy 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>Listen to Celtic Woman's Full Fathom Five. Introduce and</p> | <p>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 structure – verse, chorus, bridge. Link with literacy – in groups write a verse for class rap. Lesson on rhyming words and rhythm/scanning. Create recycle raps and think about pulse so it will fit into whole class rap. Re-cap on year 1 writing rhythms to doo and doo-day.</p> |
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| | <p>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 ideas within musical structures 3. Responding and reviewing – appraising skills a) Analyse</p> | | <p>Develop the language and social skills needed for cooperation and collaboration; • use exploratory language to try out ideas; • extend their ideas as they share these with others; • stretch their language as they talk critically and constructively; • support and build on each other's 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>critically and constructively; • support and build on each other's contributions; • take their turns in discussion.</p> <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>use pentatonic scale to create melodies and gentle sea sounds. Introduce OSTINATO and DRONE. choose appropriate untuned percussion as sound effects.</p> | |
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| | <p>and compare sounds b) Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary 4. Listening, and applying knowledge and understandi ngs a) To listen with attention to detail and to internalize and recall sounds with increasing aural memory b) How the combined musical</p> | | | | | |
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| | <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>Links with literacy – comprehension questions on each episode, with emphasis on inference. Learn and sing songs, add instruments to demonstrate focus eg. Rhythm, pitch, dynamic. Revisit and consolidate year 1 teaching.</p> | | | | | |
| RE | Who is a Muslim and what do they believe? | How and why do we celebrate special and | Who is Jewish and what do they believe? | How and why do we celebrate special and sacred | How should we care for others and why does it matter? | How can we learn from sacred books? |

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| | | sacred times? (Eid focus) | | times? (Passover focus) | | |
| | See progression document for further detail | | | | | |

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| Dance and Gym | Gym Pathways – straight, zigzag and curving | Dance Space – where? Level, direction, pathway, personal space, general space, formations | Gym Spinning, turning and twisting | Dance Expression & Relationship – who? Solo, duet, trio, quartet, group, props | Gym Stretching, curling and arching | Dance Rhythm, beat, pulse & Unison through Nigerian Bata Dance |
| Outdoor Games | KS1 PE Fundamentals all year. See progression document for further detail on outdoor games | | | | | |
| PSHE | Being me in my world I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal I understand the rights and responsibilities for being a member of my class and school I can listen to other people and contribute my own ideas about rewards and consequences I understand how following the Learning Charter will help me and others learn | Celebrating difference I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I understand that bullying is sometimes about difference I can recognise what is right and wrong and know how to look after myself I know some ways to make new friends I can tell you some ways I am different from my friends | Dreams and goals I can choose a realistic goal and think about how to achieve it I can persevere even when I find tasks difficult I can recognise who it is easy for me to work with and who it is more difficult for me to work with I can work cooperatively in a group to create an end product I can explain some of the ways I worked cooperatively in my group to create the end product I know how to share success with other people | Healthy me I know what I need to keep my body healthy I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed I understand how medicines work in my body and how important it is to use them safely I can sort foods into the correct food groups and know which foods my body needs | Relationships I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate 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 I can identify some of the things that cause conflict with my friends I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret | Changing me I can recognise cycles of life in nature I can tell you about the natural process of growing from young to old and understand that this is not in my control I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate |

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| | | | | <p>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>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>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> |
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