

Warren Wood Primary Academy
Year 2 curriculum overview

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	The Great Fire of London		Healthy Superheroes and Vile Villains (Toys)	Secret Garden	Africa	
Key Question (Intent)	How has our past formed the world we see today?		What is unique about me?	Is a plant man-made or natural?	How does the UK compare to other (non-European) countries?	
English (core texts)	The Great Fire of London: Anniversary Edition Toby and the Great Fire of London		Inside the Villains Eliot, the Midnight Superhero Traction Man series	Katie and the Sunflowers Plants and me	Anna Hibiscus Lila and the secret of the rain African Animals	
Writing genres	Newspaper entry Non-chronological report Diary entry		Narrative (adventure) Informal letter	Instructions Poetry	Non-chronological reports Persuasive writing (adverts)	
Curriculum writing opportunities	Explanation Adverts		Autobiography/biography Comic strip stories	Biography – famous artist (Van Gogh) Narrative – fairy tale (link to Jack and the Beanstalk)	Letters/postcards Narratives – fables/folklore/Tinga tales	
Maths (WhiteRose)	Recap Year 1 skills Place Value Addition and subtraction Shape		Money Multiplication and division	Length and height Mass, capacity and temperature	Fractions Time Statistics Position and direction	
Science	<p>Everyday Materials & Scientists and inventors</p> <p>I can 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>I can describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>I can perform simple comparative tests.</p> <p>I can use my observations and ideas to suggest answers to questions noticing similarities, differences and patterns.</p>		<p>Animals inc humans</p> <p>I can understand that animals, including humans, have offspring which grow into adults.</p> <p>I can describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>I can identify, group and classify.</p>	<p>Plants</p> <p>I can observe and describe how seeds and bulbs grow into mature plants.</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>I can use simple equipment to observe changes over time.</p> <p>I can gather and record data to help in answering questions including from secondary sources of information.</p> <p>I can ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum.</p>	<p>Living things and their habitats</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>I can 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>I can identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>I can 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>	
History	<p>Events beyond living memory</p> <p>I know some reasons why people did things, why events happened and what happened as a result.</p> <p>I can describe similarities and differences between life in the past and now.</p> <p>I can compare two versions of a past event and say how they are similar and different.</p> <p>I can use a source –to ask questions (why, what, who, how, where) and find answers.</p> <p>I can communicate my knowledge and understanding through: writing (recounts and reports), drama and role play, drawing, class display</p>		<p>Changes within living memory</p> <p>I can sequence photographs etc from different periods of my life.</p> <p>I can describe memories of key events in my life.</p>			
Geography	<p>Geographical Knowledge & Fieldwork Unit</p> <p>I can 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>Geographical Knowledge & Fieldwork Unit</p> <p>I can name and locate the world's seven continents and five oceans</p> <p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>I can understand geographical similarities and differences through studying the human and physical</p>	

Warren Wood Primary Academy
Year 2 curriculum overview

	<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop I can 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 I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map I can 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</p>		<p>geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country I can 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 I can 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</p>			
Art Inc. Artist	<p style="text-align: center;">Artist: David Best</p> <p>I can investigate tone by drawing light/dark lines, patterns and shapes. I can join recycled, manmade and natural materials using techniques I know. I can select tools and give a reason for my choice. I can name and mix secondary colours and a range of tones. I can create texture with paint through tool techniques and adding materials to paint. I can recognise and name the techniques in artworks. I can describe an art work.</p>	<p style="text-align: center;">Artist: Roy Lichenstein</p> <p>I can control a range of mediums to create a range of marks: pencils, rubbers, crayons, pens, pastels, chalk, and ink. I can describe different patterns and textures and apply them to my drawing. I can create repeated pattern with print and recognise pattern in the environment. I can create texture with paint through tool techniques and adding materials to paint. I can name an artist, craft maker or designer and describe their work.</p>	<p style="text-align: center;">Artist: Abdoulaye Konate</p> <p>I can create texture with paint through tool techniques and adding materials to paint. I can create repeated pattern with print and recognise pattern in the environment. I can explore sculpture with a range of malleable materials. I can discuss form and shape in my sculptures. I can say what I like and do not like about an artwork. I can share my ideas, thoughts and feelings through my artwork.</p>			
DT	<p style="text-align: center;">Design: Burj Khalifa Structures</p> <p>Free Standing I can draw on my own and other people's experiences to help generate ideas. I can identify a purpose for what I intend to design. I can identify simple design criteria. I know how to make simple drawings and label parts. I can make templates and mock ups of their ideas in card and paper or using ICT. I can begin to assemble, join and combine materials and components together using a variety methods. I can make my design using appropriate techniques. I can begin to build structures, exploring how they can begin to be made stronger, stiffer and more stable.</p>	<p style="text-align: center;">Designer: Jamie Oliver Food</p> <p>Preparing fruit and vegetables I know that all food comes from plants or animals. I know that food has to be farmed, grown elsewhere or caught. I know how to name and sort foods into the five groups in 'The Eat Well Plate'. I know how to prepare simply dishes safely and hygienically, sometimes using a heat source. I know how to use to a range of techniques such as peeling, cutting, and grating,</p>	<p style="text-align: center;">Designer: Bonolo Moloji Textiles</p> <p>Templates and Joining techniques I can identify a target group for what I intend to design and make. I can develop my design ideas applying findings from my earlier research. I can model my ideas in card and paper. I can make my design using appropriate techniques. I can use tools e.g., scissors, needles I can begin to assemble, join and combine materials and components together using a variety method. I can begin to use simple finishing touches to improve the appearance of my product. I can evaluate my product as it is developed, identifying strengths and possible changes I might make.</p>			
Computing	<p style="text-align: center;">Computing systems – IT around us</p> <p>To recognise the uses and features of information technology To identify the uses of information technology in the school To identify information technology beyond school</p>	<p style="text-align: center;">Programming A – Robot Algorithms</p> <p>To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program (series of commands)</p>	<p style="text-align: center;">Creating Media – Digital Music</p> <p>To say how music can make us feel To identify that there are patterns in music To show how music is made from a series of notes To show how music is made from a series of notes To create music for a purpose To review and refine our computer work</p>	<p style="text-align: center;">Data and Information – Pictograms</p> <p>To recognise that we can count and compare objects using tally charts To recognise that objects can be represented as pictures To create a pictogram To select objects by attribute and make comparisons To recognise that people can be described by attributes</p>	<p style="text-align: center;">Programming B – quizzes</p> <p>To explain that a sequence of commands has a start To explain that a sequence of commands has an outcome To create a program using a given design To change a given design To create a program using my own design To decide how my project can be improved</p>	<p style="text-align: center;">Creating Media – Digital Photography</p> <p>To use a digital device to take a photograph To make choices when taking a photograph To describe what makes a good photograph To decide how photographs can be improved To use tools to change an image To recognise that photos can be changed</p>

Warren Wood Primary Academy
Year 2 curriculum overview

	<p>To explain how information technology helps us</p> <p>To explain how to use information technology safely</p> <p>To recognise that choices are made when using information technology</p>	<p>To explain that programming projects can have code and artwork</p> <p>To design an algorithm</p> <p>To create and debug a program that I have written</p>		<p>To explain that we can present information using a computer</p>		
PSHE / RSE	<p>VIPS Relationships.</p> <p>I know what it means to be in a group.</p> <p>I understand different roles and responsibilities.</p> <p>I know how to make friends and what it means to be lonely.</p> <p>I know when to tell a secret and who too.</p> <p>I know harmless and not harmless secrets.</p> <p>I can identify my personal goals.</p> <p>Black History Month</p> <p>I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc.</p>	<p>Relationships/Be yourself</p> <p>I can recognise why people did things, why events happened and what happened as a result.</p> <p>I can identify differences between ways of life at different times.</p> <p>I know how to be kind and play with my friends.</p> <p>I can manage feelings and know when to ask for help.</p> <p>I know how the internet is used every day.</p> <p>I know what money is.</p> <p>I know how to play safe online.</p> <p>I know about different jobs in the community.</p> <p>Road safety week</p> <p>I can follow rules</p> <p>I understand the need for rules</p>	<p>Money Matters</p> <p>I know different sources that money comes from.</p> <p>Important to keep our money and belongings safe.</p> <p>I know how to keep track of what we spend.</p> <p>I can express an opinion.</p> <p>Random acts of kindness and friendship week.</p> <p>I can make decisions and begin to understand the repercussions of my choices</p>	<p>One world.</p> <p>I can be confident when trying new activities.</p> <p>I understand the difference between need and want.</p> <p>I can resist pressure from adults and peers.</p> <p>I can share my opinions.</p>	<p>It's my body.</p> <p>I know how to keep myself safe.</p> <p>I know what it means to seek permission.</p> <p>I understand what behaviour can be harmful.</p> <p>I know how to keep my teeth clean.</p> <p>I know the importance of medicines to keep myself healthy.</p> <p>I know how to stay safe online.</p> <p>I understand how to keep safe in the sun.</p> <p>Mental awareness week</p> <p>I am developing an awareness of my own needs, views and feelings</p>	<p>Growing up</p> <p>I can be confident when trying new activities.</p> <p>I know what it means to grow older.</p> <p>I can name body parts.</p> <p>I know how to play and work co-operatively.</p> <p>I can share my opinions.</p> <p>I can talk about moving class or Year groups.</p>
Physical Education – Subject to change depending on local sports events.	<p>Tri-Golf (indoors)</p> <p>Infant Agility</p>	<p>Football</p> <p>Gymnastics (indoors)</p>	<p>Tag Rugby</p> <p>Rounders</p> <p>Tennis (Indoors)</p> <p>Dance (Indoors)</p>		<p>Kwik Cricket</p> <p>Swimming</p>	<p>Sports day prep</p> <p>Athletics (Indoors)</p>
Music	<p>Ballads</p>	<p>Creating compositions in response to animation</p>	<p>Developing singing technique and keeping in time</p>	<p>Pentatonic melodies and composition</p>	<p>Jazz</p>	<p>Traditional instruments and improvisation</p>
		<p>Amanda Lane – Teach songs for Choral Festival</p>		<p>Amanda Lane</p>		<p>Amanda Lane</p>
Religious Education	<p>Christianity Gospel</p> <p>Is it possible to be kind to everyone all of the time?</p>	<p>Christianity Incarnation</p> <p>Why do Christians believe God gave Jesus to the world?</p>	<p>Judaism Passover</p> <p>How important is it for Jewish people to do what God asks them to do?</p> <hr/> <p>Islam</p> <p>Prayer at home</p> <p>Does praying at regular intervals help a Muslim in his/her everyday life?</p>	<p>Christianity Easter – Resurrection</p> <p>How important is it to Christians that Jesus came back to life after His crucifixion?</p>	<p>Judaism The Covenant</p> <p>How special is the relationship Jews have with God?</p> <hr/> <p>Islam</p> <p>Community and Belonging</p> <p>Does going to a mosque give Muslims a sense of belonging.</p>	<p>Judaism Rites of Passage and Good Works</p> <p>What is the best way for a Jew to show commitment to God?</p> <hr/> <p>__Islam</p> <p>Hajj</p> <p>Does completing Hajj make a person a better Muslim?</p>