

## Year 2 Curriculum Overview

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Science	<b>Animals including humans</b> Animal growth and survival	<b>Animals including humans</b> Human health and survival	<b>Plants</b> How seeds and bulbs grow	<b>Everyday Materials</b> Uses of different materials and changing their shape	<b>Living Things and their Habitats</b> Differences between things that are living, dead and never been alive	<b>Living Things and their Habitats</b> Plants, animals and their habitats
History	<b>Great Fire of London</b> NC - Events beyond living memory that are significant nationally or globally.		<b>Rosa Parks/ Emily Davison</b> NC - The lives of significant individuals in the past who have contributed to national and international achievements.		<b>History of Rice Lane School</b> NC - Significant historical events, people and places in their own locality.	
Geography		<b>Hot and Cold</b> Hot and Cold Places		<b>Life by the Sea</b> Coasts		
Art	<b>Drawing</b> Drawing portraits – studying the work of Van Gough and drawing in his style.		<b>Painting</b> The Great Fire of London study- multi-media painting including techniques/ skills learnt. Introducing pastels.		<b>Sculpture</b> Lamb banana study– build-up of use of different materials before the use of clay. Links with Liverpool.	
DT		<b>Mechanisms</b> Wheels and axels Making Fire Engines		<b>Structures</b> Free standing photo frame Photograph frames		<b>Food Technology</b> Picnic food Teddy bear's picnic
PSHE	<b>Being Me in My World</b> Can explain why their behaviour can impact on other people in their class. Can compare their own and their friends' choices and can express why some choices are better than others.	<b>Celebrating Differences</b> Can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. Can explain how it feels to have a friend and be a friend.	<b>Dreams and Goals</b> Can explain how they played their part in a group and the parts other people played to create an end product. Can explain how their skills complemented each other. Can explain how it felt to be part of a group and can identify a range of feelings about group work.	<b>Healthy Me</b> Can explain why foods and medicines can be good for their body comparing their ideas with less healthy/ unsafe choices. Can compare their own and their friends' choices and can express how it feels to make healthy and safe choices.	<b>Relationships</b> Can explain why some things might make them feel uncomfortable in a relationship and compare this with relationships that make them feel safe and special. Can give examples of some different problem-solving techniques and explain	<b>Changing Me</b> Can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. Can explain why some types of touches feel OK and others don't. Can tell you what they like and don't like about being a boy/ girl and getting older, and

		Can also explain why it is OK to be different from their friends.			how they might use them in certain situations in their relationships.	recognise that other people might feel differently to them.
Computing	<b>Presentations and Typing</b> The children will learn to use presentation software and develop their keyboard skills.	<b>Code a Story</b> The children will write a basic story with illustrations. They will then turn this into an animated story using visual coding. The activity will introduce new concepts such as conditional language, repeat loops and debugging.	<b>My Online Life</b> This activity takes place over the course of the term. It covers all the DFE statutory requirements for digital literacy and online safety.	<b>Story Land</b> The children take the role of authors to write the sequel to popular children's stories. They then create illustrations for their story and record them self-reading it in order to create an audiobook to publish online.	<b>Making Games</b> Using Scratch, the children will create a hero versus villain game. They will create sprites and learn the basics of using Scratch coding.	<b>Online Buddies</b> This activity will explore what friendship means online. The children will learn about the do's and don'ts of communicating over the internet.
Music		<b>Singing</b> Develop an understanding of melody and its importance in the music being listened to/performed. Sing and perform as a group with increasing confidence.		<b>Singing</b> Listen with concentration and understanding to a range of high-quality music. Use and understand musical language (rhythm, pulse, tempo, pitch). Sing and perform as a group with increasing confidence.		<b>Musical Poetry</b> Use voices and instruments expressively to perform songs, poems, rhythms, raps or rhymes. Build an understanding of the pulse and internalise it when listening to/performing a piece of music. Use tuned and untuned classroom instruments to play accompaniments and tunes.
RE	<b>Christianity: What did Jesus teach?</b> Re-tell Bible stories that show kindness, explore how this makes Christians behave towards others	<b>Christianity: Christmas</b> Reflect on the Christmas story and the reasons for Jesus' birth.	<b>Judaism: Passover</b> How celebrating Passover helps Jews show God they value a special relationship with Him.	<b>Christianity: Easter</b> Re-tell the Easter story and understand what Jesus' resurrection means for Christians	<b>Islam: Hajj</b> Understand the significance of Hajj to a Muslim.	<b>Hinduism: Pilgrimage to the river Ganges</b> Understand the significance of the River Ganges both for a Hindu and non-Hindu.

<p>PE</p>	<p><b>Fundamental Games</b> Hand skills To throw and catch with a teammate</p> <p><b>Gymnastic</b> To perform a sequence of 3 travelling movements that flow on the floor and apparatus</p>	<p><b>Fundamental Games</b> Foot skills To apply kicking skills to simple games</p> <p><b>Dance</b> To perform body actions with control and coordination to music</p>	<p><b>Net and Wall Games</b> To hit/return a ball using hand/racquet with some consistency</p> <p><b>Gymnastics</b> To perform a sequence of 3 balances at different levels on the floor and apparatus</p>	<p><b>Fundamental Games</b> To develop spatial awareness in team games and begin to use simple tactics in team games</p> <p><b>Dance</b> To choose movements with different dynamics to express and idea/mood/feeling</p>	<p><b>Net and Wall Games</b> To play simple games; sending/returning the ball over a line/barrier</p> <p><b>Gymnastics</b> To link together a rolling element with a balance, jump or travel on the floor or apparatus</p>	<p><b>Fundamental Games</b> To engage in competitive and cooperative physical activities that extend their balance, agility and coordination</p> <p><b>Dance</b> To perform short dances showing an understanding of expressive qualities</p>
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