

Curriculum Overview

Year 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Topic	Pirates	Space	Splash!	The Jungle	Castles	Superheroes
English	<p>Books (T4W): Kassim and the Greedy Pirates Treasure</p> <p>Story type: Journey</p> <p>Tool kit: Description</p> <p>Non-Fiction How to trap Pirate Pete (instructions in the form of recipe)</p> <p>How to build a raft instructions (Science)</p>	<p>Books (T4W) Bob the man on the moon</p> <p>Story type: Lost and found</p> <p>Tool kit: Characterisation</p> <p>Non-Fiction The Moon Tourist Centre (Persuasive advert)</p> <p>Keeping healthy club advert (Science/PE)</p>	<p>Books (T4W) Crush and The Strange Jellyfish</p> <p>Story type: Finding</p> <p>Tool kit: Settings</p> <p>Non-fiction Local Diver Wins Medal (Newspaper article recount)</p> <p>Recount of church visit (RE)</p>	<p>Books (T4W) Jago and The Magical Kapok Tree</p> <p>Story type: Fantasy</p> <p>Tool kit: Opening and Endings</p> <p>Non-fiction How to look after an Emperor Terrapin (Instruction manual)</p> <p>Jungle animal information leaflet (Geography)</p>	<p>Books (T4W) Paper Bag Princess</p> <p>Story type: Beating a Monster</p> <p>Tool kit: Dialogue</p> <p>Non-fiction The Rainbow Dragon (Information Booklet)</p> <p>Recount of castle trip</p> <p>How to attack a castle instructions (History)</p>	<p>Books (T4W) Traction Man meets Turbo Dog</p> <p>Story type: Change</p> <p>Tool kit: Suspense</p> <p>Non-fiction The day I became a superhero (Diary recount)</p> <p>Diary recount Florence Nightingale or Mary Seacole (History)</p>
Maths	<p>Number and Place Value</p> <p>Read and write numbers to at least 100 in numerals and in words</p>	<p>Addition and Subtraction</p> <p>Add and subtract two digit numbers and ones, and two digit number and tens, where no regrouping is required, explaining</p>	<p>Multiplication and Division: Division</p> <p>Recall and use division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p>	<p>Number Fractions</p> <p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a</p>	<p>Geometry Position and Direction</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p>	<p>Add and subtract any 2 two digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (eg $48 + 35$; $72 - 17$)</p>

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	<p>Recognise the place value of each digit in a two digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations including the number line</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>Use place value and number facts to solve problems</p> <p>Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward</p> <p>Measurement - Time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a</p>	<p>their method verbally, in pictures or using apparatus</p> <p>Add and subtract any 2 two digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (eg 48 + 35; 72 – 17)</p> <p>Measurement - Money</p> <p>Know the value of different coins use different coins to make the same amount</p> <p>Multiplication and Division: Multiplication</p> <p>Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p>	<p>Calculate mathematical statements for division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</p> <p>Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>Measurement - Money</p>	<p>length, shape, set of objects or quantity</p> <p>Write simple fractions, For example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> <p>Measurement -Length and Height</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order lengths and record the results using >, < and =</p> <p>Measurement Mass, capacity and temperature</p>	<p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anticlockwise)</p> <p>Add and subtract any 2 two digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (eg 48 + 35; 72 – 17)</p> <p>Calculate mathematical statements for multiplication and division facts and write them using the multiplication (×), division (÷) and equals (=) signs</p>	<p>Calculate mathematical statements for multiplication and division facts and write them using the multiplication (×), division (÷) and equals (=) signs</p> <p>Measurement - Time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Identify and describe the properties of 2D and 3D</p>
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	<p>clock face to show these times</p> <p>Know the number of minutes in an hour and the number of hours in a day</p> <p>Compare and sequence intervals of time</p> <p>Addition and Subtraction recall at least four of the six number bonds (0 + 10, 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5) and reason about associated facts (e.g. 6 + 4 = 10, therefore 4 + 6 = 10 and 10 - 6 = 4)</p> <p>Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (eg if 7 + 3 = 10, then 17 + 3 = 20; if 7 - 3 = 4, then 17 - 3 = 14;</p>	<p>Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (×) and equals (=) signs</p> <p>Show that multiplication of 2 numbers can be done in any order (commutative)</p>	<p>Know the value of different coins</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>Find different combinations of coins that equal the same amounts of money</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and tables</p> <p>Ask and answer simple questions by counting the number of objects in each category and</p>	<p>Choose and use appropriate standard units to estimate and Measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order mass, volume/capacity and record the results using >, < and =</p>		
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	<p>leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)</p> <p>Add and subtract two digit numbers and ones, and two digit number and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus</p>		<p>sorting the categories by quantity Ask and answer questions about totalling and comparing categorical data</p> <p>Geometry Properties of shapes</p> <p>Identify and describe the properties of 2D shapes, including the number of sides, and line symmetry in a vertical line</p> <p>Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces</p> <p>Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>Compare and sort common 2D and 3D</p>			
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			shapes and everyday objects			
Science	<p><u>Materials Monster</u></p> <p>Investigation: Floating/sinking Design and make a Pirate ship.</p> <p>Subject Knowledge:</p> <p>Identify and compare the suitability of a variety of everyday materials for particular uses. Find out how the shapes of solid materials can be changed by squashing, bending, twisting and stretching Explore and classify the properties of materials. Children to apply knowledge above to design and make a Pirate ship. Does your pirate ship float or has it become a ship wreck?</p>	<p><u>Healthy Me</u></p> <p>Investigation: Keep fit challenge Design a safety helmet for a hardboiled egg (revisit materials and properties)</p> <p>Subject Knowledge:</p> <p>Describe the importance for humans of exercise, eating the right amounts of different food, emotional well-being and hygiene. What makes me happy? How do we like to keep fit? Why is it important? Keep fit challenge The importance of staying safe- Design and make a safety helmet for a hard-boiled egg. The importance of personal hygiene.</p>	<p><u>Move It</u></p> <p>Investigation: Can you make a model of working water wheel?</p> <p>Subject knowledge:</p> <p>Children to explore using a force to make something move. Children to describe using appropriate vocabulary the force used and the movement observed as a result.</p> <p>Working Scientifically: (MW)</p> <ul style="list-style-type: none"> - Observing closely using simple equipment - Gathering and recording data to help answer questions 	<p><u>Mini Worlds</u></p> <p>Investigation: Prove it! Living or not?</p> <p>Subject knowledge:</p> <p>Explore and compare the differences between things that are living, dead and things that have never been alive</p> <p>To describe how different habitats provide for the basic needs of different kinds of animals and plants.</p> <p>To use the idea of a simple food chain.</p> <p>Working Scientifically: (MI)</p> <ul style="list-style-type: none"> - Performing simple tests. Identifying and classifying. 	<p><u>Young Gardeners</u></p> <p>Investigation: How can we bring the allotment to life?</p> <p>Subject knowledge:</p> <p>Find out and describe how plants need water, light and a suitable to grow and stay healthy.</p> <p>Observe how seeds, veg and bulbs grow into mature plants</p> <p>Working Scientifically: (YG)</p> <ul style="list-style-type: none"> - Performing simple tests - Gathering and recording data to help answer questions - Observing closely, using simple equipment. 	<p><u>Little Master Chef</u></p> <p>Investigation: Design, prepare and cook a vegetable pizza.</p> <p>Subject Knowledge:</p> <p>Explore the allotment, what can we find to use to make our pizza? Revisit the importance of hygiene when cooking and the importance of keeping food fresh and safe. Revisit healthy eating. To learn about the importance of health and safety in the kitchen.</p> <p>Working Scientifically: (LM)</p> <ul style="list-style-type: none"> - Using observations and ideas - Observing closely Identifying and classifying

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	<p>Working Scientifically: (HM) Asking simple questions Using observations and ideas to suggest answers to questions - Performing simple tests. - Identifying and classifying</p>	<p>Working Scientifically: (MM) - Identifying and classifying - Observing closely using simple equipment - Asking simple questions and recognising that they can be answered in different ways - Gathering and recording data to help in answering questions - Using their observations and ideas</p>	<p>- Using observations and ideas to suggest answers to questions - Identifying and classifying Gathering and recording data to help in answering questions.</p>	<p>- Using observations and ideas to suggest answers to questions - Using observations and ideas to suggest answers to questions - Asking simple questions and recognising that they can be answered in different ways - Observing closely.</p>	<p>- Identifying and classifying - Using observations and ideas to suggest answers to questions - Using observations and ideas</p>	<p>- Using observations and ideas to suggest answers to questions - Observing closely Using observations and ideas to suggest answers to questions - Performing simple tests. Gathering and recording data to help answer questions</p>
History		<p><u>Bonfire Night/Armistice</u> Can recognise that we celebrate certain events, such as Bonfire Night/ Armistice because of what happened many years ago? Can explain why someone in the past</p>			<p><u>Castles</u> William the Conqueror Queen Elizabeth II Types of Castles Battle of Hastings Bayeux Tapestry Significant historical events, people and places in their own locality</p>	<p><u>Famous Nurses</u> Florence Nightingale Mother Teresa Mary Seacole Significant historical events, people and places in their own locality Chronological understanding</p>

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		<p>acted the way they did Guy Fawkes</p> <p>Can explain what is meant by a parliament</p> <p><u>Space History</u></p> <p>First Flight Neil Armstrong Moon Landing International Space Station: Tim Peake</p> <p>Chronological Understanding Events beyond living memory that are significant nationally or globally</p> <p>Can use the words and phrases like: before, after, past, present, then and now, "Before I was born" in their historical learning</p> <p>Can sequence a set of events in chronological order and give a reason for the order</p>			<p>Chronological understanding</p> <p>Compare castles over time</p> <p>Knowledge and understanding Life in a castle compared to life today</p> <p>Historical enquiry</p> <p>How to attack a castle instruction writing</p>	<p>Can explain why Britain has a special history by naming some significant famous events and people</p> <p>Can recount some interesting facts about famous people who have contributed to national and international achievement</p> <p>Can use knowledge of different famous people to compare aspects of life in different periods</p> <p>Knowledge and understanding Can explain why someone in the past acted in the way they did, Florence Nightingale</p> <p>Can use knowledge of different famous people to compare aspects of life in</p>
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		<p>Knowledge and understanding</p> <p>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</p> <p>Can recount some interesting facts from historical events of international significance, such as first space flight/moon landing...</p> <p>Can recount some interesting facts about famous people who have contributed to national and international achievement</p> <p>Can use knowledge of different famous people to compare</p>				<p>different periods Florence Nightingale/Mother Teresa</p> <p>Historical enquiry Can answer questions by using a specific source, such as an information book</p> <p>Can research the life of a famous person/event from the past using different resources to help them</p>
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		aspects of life in different periods				
Geography	<p><u>Local Geography</u></p> <p>Mapping the school grounds Compass Directions Landmarks Human and physical features Treasure map of school grounds</p> <p>Location Knowledge Geographical skills Explore and describe locations and routes on a map (Guildford is further South than London)</p> <p>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</p>		<p><u>Oceans and Continents</u></p> <p>The United Kingdom Seas of the UK Main rivers of the 4 UK countries Capital cities Maps, atlases and globes Oceans Continents</p> <p>Location Knowledge Name and locate the world's 7 continents and 5 oceans</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Geographical Skills Use world maps, atlases and globes to</p>	<p><u>Making Comparisons</u></p> <p>The Jungle/ Rainforest (compare with UK) Physical features (soil, cliff, forest, valley, beach, etc.) Environment Weather patterns, seasons Equator vs North/south pole Human features (city, town, village, harbour etc.)</p> <p>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>Understand geographical</p>		

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	<p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>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</p>		<p>identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>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</p> <p>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</p>		
Computing	Unit 21 Coding	Unit 22 Online Safety	Unit 23 Spreadsheets	<p>Unit 24 Questioning</p> <p>Creating Pictures (PM)</p> <p>Jungle Postcard</p>	<p>Unit 25 Effective Searching</p> <p>Present which is the best castle (PM)</p>	<p>Unit 26 Creating Pictures</p> <p>Unit 27 Making Music</p> <p>Unit 28 Presenting Ideas</p>

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<p>RE</p>	<p>Christianity - Why is the Bible an important book for Christians?</p> <p>That books can be special/important to people</p> <p>That the Bible contains 'stories' about God and people</p> <p>About some key narratives from the Old Testament e.g. Jacob, Joseph, Moses, Joshua, David, Samuel, Daniel etc.</p> <p>That the New Testament contains accounts from the life of Jesus & the early Church</p> <p>That Christians read the Bible to learn about God and that this affects how they live their lives</p>	<p>Christianity: Christmas</p> <p>What does the Christmas story tell Christians about Jesus?</p> <p>That Christmas is the celebration of Jesus' birth</p> <p>That Christians believe there are clues in the story that show who Jesus is</p> <p>What these clues show:</p> <ul style="list-style-type: none"> ●star – the birth of a new King ●presents – Jesus as God's gift to the world and the gifts of the Magi ●angels – messengers from God who told people about Jesus being God's Son ●light – Jesus as the light of the world 	<p>Christianity - Why is Church important to Christians?</p> <p>That Christians meet together in a church</p> <p>That the church is not just a building but also a family of Christian people that Christians show God is important to them through worship</p> <p>That there are special Christian symbols in a church building</p> <p>To be able to recognise the main features of a church (interior / exterior)</p>	<p>Easter</p> <p>Christianity - Why do Christians call Jesus Saviour'?</p> <p>That friendship is an important value</p> <p>The Bible contains stories about people Jesus met and 'rescued'</p> <p>That many people's lives were changed by meeting Jesus</p> <p>That Christians call Jesus 'Saviour'</p> <p>Why is Easter important to Christians?</p>	<p>Islam - Who is Allah, and how do Muslims worship him?</p> <p>That Muslims believe in one God, Allah, that Allah:</p> <ul style="list-style-type: none"> • is the Arabic name for God the Creator • has ninety-nine beautiful names that reflect aspects of his character <p>that Muslims believe that:</p> <ul style="list-style-type: none"> • any thought or action can be a prayer • they should be ritually clean** before they pray and can pray anywhere as long as it is clean • they should face Makkah when they pray • different physical positions in prayer help them focus on Allah 	<p>Islam - What is important to Muslim families?</p> <p>That the word 'Islam' means 'peace' in Arabic</p> <p>That 'respect' is important to Muslims</p> <p>That Muslims believe that Muhammad (pbuh*):</p> <ul style="list-style-type: none"> • is a prophet and the last messenger of Allah in Islam • is the best example of a Muslim, and that they should try to be like him <p>That the Qur'an:</p> <ul style="list-style-type: none"> • is the special book for Muslims and is written in Arabic • contains the holy words of Allah to Muhammad
<p>Music</p>	<p>Unit: Hands, Feet, Heart</p>	<p>Unit: Vocal Skills</p>	<p>Unit: I Wanna Play In a Band</p>	<p>Unit: Zoo time</p>	<p>Unit: Friendship Song</p>	<p>Unit: Reflect, Rewind and Replay</p>

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Art	<u>Pirate portraits</u>	<u>Rocket Abstract Art</u>		<u>Photography</u>		<u>Portraits</u>
	<p>Investigate portraits by a variety of artists</p> <p>To investigate a range of drawing media and the marks they can make</p> <p>To investigate proportions to help draw a portrait</p> <p>To be able to record self-portraits from observation</p> <p>To be able to create a pirate self-portrait</p>	<p>Abstract Artist Comparison Variety of art materials Primary colours Secondary colours Colour mixing</p> <p>Explore a range of drawing media</p> <p>Investigate abstract by a variety of artists</p> <p>Learn how to create secondary colours from primary colours</p> <p>To create a piece of abstract art</p> <p>To create a Peter Thorpe inspired piece of abstract space art</p>		<p>Ansel Adams Nature Plants Foreground/Background nd Focused/Unfocused Editing Use of ICT</p> <p>IT Link: Use technology purposefully to create use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>		<p>Self portraits Quentin Blake Sketching Proportion Stokes</p> <p>Drawing Draws for different purposes, to develop and share their ideas, experiences and imagination</p> <p>Observes shape, form, proportion and features of the human face</p> <p>Uses colour to create moods in their drawings</p> <p>Draws lines of different shapes and thickness</p> <p>Can create different tones using light and dark Can show patterns and texture in their drawings</p>

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						<p>Painting</p> <p>Continues to develop an understanding of the work of an artist and comments on their likes and dislikes of the artist's work</p> <p>Mixes paint to create all the secondary colours and begins to explore tertiary colours</p> <p>Can make tints and tones by adding black and white</p>
PE	<p>Dance - Peter Pan</p> <p>Games - Team Games throwing, catching, aiming</p>	<p>Games - Netball and football</p> <p>Gym - development of jumps, rolls and sequencing</p>	<p>Gym - introduction to routines using gym equipment and wall bars</p> <p>Games - Tennis and badminton</p>	<p>Dance - Animal dance</p> <p>Gym - Sports day skills</p>	<p>Fielding and Striking</p>	<p>Games - Tag rugby and Hockey</p> <p>Athletics - basic skills, agility and coordination</p>
DT	<p><u>Design a boat (link to Pirate topic)</u></p> <p>Design a boat which will float</p> <p>Make construct the boat using a range of materials available</p>		<p><u>co friendly water wheel (link to Water topic)</u></p> <p>Design a working water wheel</p> <p>Make the wheel, following my design</p>		<p><u>Design a catapult (link to Castles topic)</u></p> <p>Design a working catapult</p> <p>Make using a range of materials</p> <p>Evaluate testing</p>	

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	<p>Evaluate Test the boat on water Technical knowledge using materials to make it stronger</p> <p>Skills: Can I select appropriate materials? Can I draw a diagram to illustrate my design? Can I choose materials? Can I work in a team to construct the boat? Can I make it stronger and stiffer, using a variety of materials? Can I join parts together in different ways? Can I evaluate my design and what worked well?</p>		<p>Evaluate my design test it Technical knowledge using wheels and pulleys</p> <p>Skills: Can I follow a design criteria? Can I explain my choice of materials? Can I construct my design, changing my materials if needed? Can I evaluate my work and that of others, describing what went well? Can I demonstrate my knowledge of how a wheel works?</p>		<p>Technical knowledge underst and purpose of levers</p> <p>Skills: Can I follow design criteria? Can I draw and label a diagram? Can I choose materials, explaining my choices? Can I join things together in different ways? Can I evaluate my finished product, testing it out? Can I explain how it could be improved?</p>	
<p>PSHE Heart Smart</p>	<p>Get Heart Smart HEALTH AND WELL BEING Feelings and Emotions</p>	<p>Don't forget to let love in HEALTH AND WELL BEING To recognise what goes into our bodies</p>	<p>Too much Selfie isn't healthy HEALTH AND WELLBEING To recognise the ways that they can help the</p>	<p>Don't rub it in rub it out HEALTH AND WELL BEING To recognise what they like and dislike,</p>	<p>Fake is a mistake HEALTH AND WELL BEING To recognise what they like and dislike,</p>	<p>No way through isn't true HEALTH AND WELL BEING To think about themselves, to learn</p>

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	<p>To recognise feelings in self and others; sharing and managing feelings Making choices and the consequences of good and not so good choices</p> <p>RELATIONSHIPS</p> <p>To communicate their feelings to others To recognise how others show their feelings and how to respond To recognise the effect of behaviour on others, what is fair and unfair, kind and unkind, right and wrong To communicate their views and ideas</p> <p>LIVING IN THE WIDER WORLD</p> <p>To recognise their contribution to the life of the classroom and school</p>	<p>(both good and harmful) To recognise different ways of keeping physically and emotionally safe To understand what makes them unique and celebrate their success and how to set challenging goals To understand, describe and manage different feelings</p> <p>RELATIONSHIPS</p> <p>Feelings and emotions Recognising feelings in self and others; sharing and managing feelings Recognising what is fair and unfair, kind and unkind, right and wrong</p> <p>LIVING IN THE WIDER WORLD</p> <p>To understand that living things have rights and that everyone has responsibilities to</p>	<p>people who look after them to more easily protect them To recognise the shared responsibility for keeping themselves and others safe, as well as the importance of not keeping secrets, only surprises</p> <p>RELATIONSHIPS</p> <p>Recognising feelings in self and others; sharing and managing feelings Recognising the effect of behaviour on others Recognising what is fair and unfair, kind and unkind, right and wrong To identify and respect the differences and similarities between people To understand the importance or respecting the</p>	<p>how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences To know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends) To learn about the people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>RELATIONSHIPS</p>	<p>how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences To learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>RELATIONSHIPS</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond To recognise that their behaviour can affect other people To recognise what is fair and unfair, kind and unkind, what is right and wrong To recognise when people are being</p>	<p>from their experiences, to recognise and celebrate their strengths and set simple but challenging goals To know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>
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	<p>To recognise the role money plays in their lives and how to keep it safe To understand the importance of making choices about spending or saving money and to recognise what influences those choices</p>	<p>protect those rights To understand what it means to have a choice To recognise the shared responsibilities for keeping themselves and others safe To understand the responses they can give to ensure their own safety and that of others To be able to take turns, share and return borrowed things To understand their uniqueness</p>	<p>difference and similarities between people</p> <p>LIVING IN THE WIDER WORLD</p> <p>To recognise the groups and communities they belong to, that we are the same as other people and that there are things we have in common</p> <p>To know about people who look after them in their community and to know how to contact them if there is an emergency</p>	<p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>To know some strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>unkind either to them or others, how to respond, who to tell and what to say</p> <p>LIVING IN THE WIDER WORLD</p> <p>To learn how they can contribute to the life of the classroom and school</p> <p>To help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>To learn ways in which they are all unique; understand that there has never been and will never be another 'them'</p>	
<p>Forest School Outdoor Learning</p>	<p>Introduction to Forest School rules and boundaries why we need them</p> <p>How to stay safe</p> <p>Getting to know our surroundings</p>	<p>Seasonal changes, comparing the differences</p> <p>Understanding why Trees lose their leaves in Winter, comparing deciduous and evergreen trees</p>	<p>Seasonal changes, comparing the differences</p> <p>How animals and humans can keep warm in winter Taking care of ourselves</p>	<p>Seasonal changes, comparing the differences</p> <p>Identifying a range of flora and fauna</p> <p>How seeds grow Understanding,</p>	<p>Seasonal changes, comparing the differences</p> <p>Using our senses in the outdoors</p>	<p>Seasonal changes, comparing the differences</p> <p>Eco food chains and how we can support this Our role within the Eco chain</p>

Curriculum Overview

Year 2



	<p>Taking care of the environment and ourselves</p> <p>Respecting and listening to others values</p> <p>Harvest allotment, farmers</p>	<p>Inspiring land art (Richard Shilling and Andy Goldsworthy)</p> <p>Fire building learning the fire triangle and the key elements needed to make fire safety</p> <p>Signs of Autumn colours, seed dispersal, animals preparing for winter/hibernation</p>	<p>Den building</p> <p>Animal home and habitat building</p> <p>Animals that hibernate</p> <p>Observing the weather Signs of Winter wetter, colder, shorter day length</p> <p>Natural materials – clay bowls/blopsters</p> <p>Where different materials come from</p> <p>Comparing materials and grouping</p> <p>Recycle/reuse waste management audit</p>	<p>identifying and labelling parts of a flower</p> <p>Learning the basis of photosynthesis</p> <p>How we can protect birds in the Spring and support them in nesting season</p> <p>Planting saplings and wildflowers</p> <p>Safety in hot weather</p> <p>Prep allotment/sow seeds Spring time of new growth</p> <p>Practical application of conditions required for growth Map allotment</p>	<p>Nature's rainbow finding colour in the Great Outdoors</p> <p>Identifying simple wildflowers</p> <p>Minibeast hunting and pond dipping Learning the basic parts of insects and mini beasts Comparing minibeasts Habitat building</p> <p>Bug survey (biodiversity check) good/bad minibeast for veg growing/organic pest control</p>	<p>Ladybird life cycles</p> <p>The importance of Bees Pollination</p> <p>Giving nature a voice Literacy in the outdoors</p> <p>Sketching and describing</p> <p>What Forest School means to us</p> <p>Moving on and sharing memories</p> <p>The importance of water impact of summer less rainfall, hotter, longer day length</p>
Enrichment	Pirate Day	Space Day	Splash Day	Jungle Day	Banquet Bake Bread Battle of Hastings	Superhero Day