

# Curriculum Overview

## Year 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Topic	Autumn 1 – Pirates <b>Links:</b> T4WMA/GG/SC/DT/A/PSHE	Autumn 2 - Space T4W/H/Art	Spring 1 – Splash! T4W/GG/RE/DT/SC/MA	Spring 2 - The Jungle T4W/GG/RE	Summer 1 - Castles T4W/H/DT/SC/MA	Summer 2 - Superheroes T4W/H/PSHE
English	<p><b>Books (T4W):</b> Kassim and the Greedy Pirates Treasure. Story type: Journey Tool kit: Description</p> <p><b>Non-Fiction</b> How to be a mean pirate. (<i>Link PSHE-unkindness</i>) (instructions)</p>	<p><b>Books (T4W)</b> Bob the man on the moon. Story type: Lost and found. Tool kit: Characterisation</p> <p><b>Non-Fiction</b> How to trap an alien. (instructions)</p>	<p><b>Books (T4W)</b> Crush and The Strange Jellyfish. Story type: Scary Tale (<i>link RE-care for our world</i>) Tool kit: Settings (<i>link Gg-oceans/pollution</i>)</p> <p><b>Non-fiction</b> Sea creature non-chronological report.</p>	<p><b>Books (T4W)</b> Jago and the Kapok tree Story type: Journey Tool kit: Dialogue</p> <p><b>Non-fiction</b> Recount in the form of a letter.</p>	<p><b>Books (T4W)</b> Paper Bag Princes Story type: Beating a Monster Tool kit: Description</p> <p><b>Non-fiction</b> How to attack a castle (Instructions) Recount of castle trip.</p>	<p><b>Books (T4W)</b> Newspaper Boy and Origami Girl* Story type: Wishing Tool kit: Suspense</p> <p><b>Non-fiction</b> Superhero non-chronological report</p>
Maths	<p><b>Number and Place Value</b> Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using</p>	<p><b>Addition and Subtraction</b> add and subtract two-digit numbers and ones, and two-digit number and tens, where no regrouping is required, explaining their method verbally,</p>	<p><b>Multiplication and Division: Division</b> recall and use division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical</p>	<p><b>Number - Fractions</b> recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p>	<p><b>Geometry - Position and Direction</b> order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position,</p>	

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	<p>different representations including the number line.</p> <p>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</p> <p>Use place value and number facts to solve problems.</p> <p><b>Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</b></p> <p><b>Measurement-Time</b> 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>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><b>in pictures or using apparatus</b></p> <p><b>add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)</b></p> <p><b>Measurement-Money</b></p> <p><b>know the value of different coins</b> <b>use different coins to make the same amount</b></p> <p><b>Multiplication and Division:</b> Multiplication</p> <p><b>recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including</b></p>	<p><b>statements for division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</b></p> <p><b>show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot</b></p> <p><b>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</b></p> <p><b>Measurement-Money</b></p> <p><b>Know the value of different coins</b></p>	<p><b>write simple fractions, for example <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></b></p> <p><b>Measurement - Length and Height</b></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 &gt;, &lt; and =</p> <p><b>Measurement - Mass, Capacity and Temperature</b></p>	<p>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 anti-clockwise)</p> <p><b>SATs</b> <b>Review as needed</b></p>	
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	<p><b>Addition and Subtraction</b>  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. <math>6 + 4 = 10</math>, therefore <math>4 + 6 = 10</math> and <math>10 - 6 = 4</math>)</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 (e.g. if <math>7 + 3 = 10</math>, then <math>17 + 3 = 20</math>; if <math>7 - 3 = 4</math>, then <math>17 - 3 = 14</math>; leading to if <math>14 + 3 = 17</math>, then <math>3 + 14 = 17</math>, <math>17 - 14 = 3</math> and <math>17 - 3 = 14</math>)</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>Recognise and begin to understand <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> of a</p>	<p>recognising odd and even numbers</p> <p>calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (<math>\times</math>) and equals (=) signs</p> <p>show that multiplication of 2 numbers can be done in any order (commutative).</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><b>Statistics</b></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 (<math>^{\circ}\text{C}</math>); 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 <math>&gt;</math>, <math>&lt;</math> and <math>=</math></p> <p><b>Problem Solving</b></p>		
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	<p>shape e.g. circle. <i>(Link to GG map work wk5 Apply to points of a compass).</i></p>		<p>sorting the categories by quantity</p> <p>ask-and-answer questions about totalling and comparing categorical data</p> <p><b>Geometry - Properties of shapes</b></p> <p>identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line</p> <p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p>			
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			compare and sort common 2-D and 3-D shapes and everyday objects			
<b>Science</b>	<p><u>Materials-</u> and their properties Unit- Good choices</p> <p><i>(Link to DT design a raft that floats)</i></p> <p>Investigation: Raft experiment. What floats? (18)</p> <p><b>Subject Knowledge:</b> 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</p>	<p><u>Space-</u> What is the moon? (15)</p> <p><u>Healthy Me-</u> How to stay healthy Unit-Take care</p> <p><i>(link PSHE/PE)</i></p> <p><b>Investigation:</b> Keep fit challenge Design a safety helmet for a hardboiled egg (revisit materials and properties)</p> <p><b>Subject Knowledge:</b> Describe the importance for humans of exercise, eating the right amounts of different food, emotional wellbeing and</p>	<p><u>Materials-</u>Forces Unit- Shaping up What makes it move? (16) <i>(link DT- moving force of water)</i></p> <p><b>Investigation:</b> Can you make a model of working water wheel?</p> <p><b>Subject knowledge:</b> 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><b>Working Scientifically:</b> <b>(MW)</b></p>	<p><u>Human life cycle</u> Unit- Growing up</p> <p><i>(link RE/PSHE-symbols of new life-Easter)</i></p> <p><b>Plants- conditions needed for healthy growth</b></p> <p>Unit- The apprentice gardener</p> <p><b>Investigation:</b> How can we bring the allotment to life?</p> <p><b>Subject knowledge:</b> 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</p>	<p><u>Animals and plants</u> Unit- What is in your habitat</p> <p><b>Investigation:</b> Prove it! Living or not?</p> <p><b>Subject knowledge:</b> 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><u>The local environment-</u> habitats continued Unit- Changing world</p> <p><b>Investigation:</b> Design, prepare and cook a vegetable pizza.</p> <p><b>Subject Knowledge:</b> 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</p>

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	<p>ship float or has it become a ship wreck?</p> <p><b>Working Scientifically: (HM)</b> Asking simple questions Using observations and ideas to suggest answers to questions - Performing simple tests. - Identifying and classifying</p>	<p>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 hardboiled egg. The importance of personal hygiene.</p> <p><b>Working Scientifically: (MM)</b> - 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</p>	<p>- Observing closely using simple equipment - Gathering and recording data to help answer questions - Using observations and ideas to suggest answers to questions - Identifying and classifying Gathering and recording data to help in answering questions.</p>	<p>into mature plants</p> <p><b>Working Scientifically: (YG)</b> - Performing simple tests - Gathering and recording data to help answer questions - Observing closely, using simple equipment. - Identifying and classifying - Using observations and ideas to suggest answers to questions - Using observations and ideas</p> <p><b>Mini world's unit-Link Art/photography.</b></p>	<p><b>Working Scientifically: (MI)</b> - Performing simple tests. Identifying and classifying. - 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>health and safety in the kitchen.</p> <p><b>Working Scientifically: (LM)</b> - Using observations and ideas - Observing closely Identifying and classifying - 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>
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		- Using their observations and ideas				
<b>History</b>		<p><b>Bonfire night/Armistice</b></p> <p><i>Can recognise that we celebrate certain events, such as Bonfire Night/ Armistice because of what happened many years ago?</i></p> <p><i>Can explain why someone in the past acted the way they did- Guy Fawkes</i></p> <p><i>Can explain what is meant by a parliament</i></p> <p><b><u>Space History</u></b> (link Topic)</p> <p>First Flight Neil Armstrong Moon Landing International Space Station: Tim Peake</p>			<p><b><u>Castles</u></b> Link Topic</p> <p>William the Conqueror Queen Elizabeth II Types of Castles Battle of Hastings Bayeux Tapestry</p> <p>Significant historical events, people and places in their own locality.</p> <p><b>Chronological understanding</b></p> <p>Compare castles over time.</p> <p><b>Knowledge and understanding</b></p> <p>Life in a castle compared to life today.</p> <p><b>Historical enquiry</b></p>	<p><b><u>Famous Nurses</u></b> Link Topic</p> <p>Florence Nightingale Mother Teresa Mary Seacole</p> <p>Significant historical events, people and places in their own locality.</p> <p><b>Chronological understanding</b></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</p>

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		<p><b>Chronological Understanding</b> Events beyond living memory that are significant nationally or globally</p> <p><i>Can use the words and phrases like “, before, after, past, present, then and now, before I was born” in their historical learning</i></p> <p><i>Can sequence a set of events in chronological order and give a reason for the order.</i></p> <p><b>Knowledge and understanding</b> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be</p>			<p>How to attack a castle- instruction writing.</p>	<p>international achievement.</p> <p>Can use knowledge of different famous people to compare aspects of life in different periods</p> <p><b>Knowledge and understanding</b> 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 different periods Florence Nightingale/Mother Teresa</p> <p><b>Historical enquiry</b> Can answer questions by using a specific source,</p>
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		<p>used to compare aspects of life in different periods</p> <p><i>Can recount some interesting facts from historical events of international significance, such as first space flight/moon landing....</i></p> <p><i>Can recount some interesting facts about famous people who have contributed to national and international achievement.</i></p> <p><i>Can use knowledge of different famous people to compare aspects of life in different periods</i></p>				<p>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>
<b>Geography</b>	<u>Local Geography</u>		<u>Oceans and Continents</u>	<u>Making Comparisons</u>		

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	<p>Mapping the school grounds Compass Landmarks Human and physical features Treasure map of school grounds. <i>(Link Pirate maps)</i></p> <p><b>Location Knowledge</b> <b>Geographical skills</b> <i>Explore and describe locations and routes on a map (Guildford is further South than London)</i></p> <p>Ge1/1.4c <i>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.</i></p> <p>Ge1/1.4b <i>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</i> <b>Directions</b></p>		<p><b>(Link Literacy/RE)</b></p> <p>The United Kingdom <i>Seas of the UK</i> <i>Main rivers of the 4 UK countries</i> Capital cities Maps, atlases and globes Oceans Continents</p> <p><b>Location Knowledge</b> <i>Ge1/1.1a name and locate the world's 7 continents and 5 oceans.</i></p> <p>Ge1/1.1b <i>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</i></p> <p><b>Geographical Skills</b> <i>Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,</i></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>Ge1/1.3b <i>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</i></p> <p>Ge1/1.2a <i>understand geographical 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</i></p>		
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	<p><i>(link to Maths <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> of a shape <math>\frac{1}{4}</math> <math>\frac{1}{2}</math> turns to points of a compass.)</i></p> <p>Ge1/1.4d 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>continents and oceans studied at this key stage</p>	<p>contrasting non-European country</p> <p>Ge1/1.3a 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>		
<b>Computing</b>	Unit 2.1 Coding	Unit 2.2 Online Safety	Unit 2.3 Spreadsheets	Unit 2.4 Questioning  Creating Pictures (Purple Mash)  Jungle Postcard	Unit 2.5 Effective Searching  Effective Searching Present what is the best castle (Purple Mash)	Unit 2.6 Creating Pictures Unit 2.7 Making Music Unit 2.8 Presenting Ideas
<b>RE</b>	<p><b>Christianity</b> - Why is the Bible an important book for Christians?</p> <p>That books can be special/important to people</p>	<p><b>Christianity:</b> Christmas</p> <p>What does the Christmas story tell Christians about Jesus?</p>	<p><b>Christianity</b> - 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</p>	<p><b>Easter</b> Christianity - Why do Christian's call Jesus 'Saviour'?</p> <p>That friendship is an important value</p>	<p><b>Islam</b> - Who is Allah, and how do Muslims worship him?</p> <p>That Muslims believe in one God, Allah</p> <p>that Allah:</p>	<p><b>Islam</b> - What is important to Muslim families?</p> <p>That the word 'Islam' means 'peace' in Arabic</p>

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	<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 &amp; 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>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"> <li>●star – the birth of a new King</li> <li>●presents – Jesus as God's gift to the world and the gifts of the Magi</li> <li>●angels – messengers from God who told people about Jesus being God's Son</li> <li>●light – Jesus as the light of the world.</li> </ul>	<p>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><b>Topic link GG</b> <b>Why is it important to look after our world?</b> -to consider why the world is a place of wonder -Christians, Jews and Muslims all believe that there is one God who created the world and cares for all people -the Bible, the Torah and the Qur'an all contain stories about creation</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? <b>Link PSHE Forgiveness</b> <b>Symbol of the cross</b></p>	<ul style="list-style-type: none"> <li>• is the Arabic name for God the Creator</li> <li>• has ninety-nine beautiful names that reflect aspects of his character</li> </ul> <p>that Muslims believe that:</p> <ul style="list-style-type: none"> <li>• any thought or action can be a prayer</li> <li>• they should be ritually clean** before they pray and can pray anywhere as long as it is clean</li> <li>• they should face Makkah when they pray</li> <li>• different physical positions in prayer help them focus on Allah</li> </ul>	<p>That 'respect' is important to Muslims</p> <p>That Muslims believe that Muhammad (pbuh*):</p> <ul style="list-style-type: none"> <li>• is a prophet and the last messenger of Allah in Islam</li> <li>• is the best example of a Muslim, and that they should try to be like him</li> </ul> <p>That the Qur'an:</p> <ul style="list-style-type: none"> <li>• is the special book for Muslims and is written in Arabic</li> <li>• contains the holy words of Allah to Muhammad</li> </ul>
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			<p>-to evaluate how people have spoiled the natural world</p> <p>-that non-religious people believe different things about how the world came to be</p> <p>-that many religious and non-religious people show concern about waste, greed and environmental issues</p>			
<b>Music</b>	<p>Unit: Hands, Feet, Heart</p> <p><a href="#">Link PE/SC</a></p>	<p>Christmas carols for concert</p>	<p>Unit: I Wanna Play In A Band</p>	<p>Unit: Zootime</p>	<p>Unit: Friendship Song</p> <p><a href="#">PSHE- consolidate healthy relationships</a></p>	<p>Unit: Reflect, Rewind and Replay</p> <p><a href="#">Leavers assembly songs</a></p>
<b>Art</b>	<p><u><a href="#">Pirate portraits- Topic link</a></u></p> <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><u><a href="#">Rocket Abstract Art Topic link</a></u></p> <p>Abstract Artist Comparison</p> <p>Variety of art materials</p> <p>Primary colours</p> <p>Secondary colours</p> <p>Colour mixing</p>		<p><u><a href="#">Photography SC link magnified photo images</a></u></p> <p>Ansel Adams</p> <p>Nature</p> <p>Plants</p> <p>Foreground/Background</p> <p>Focused/Unfocused</p> <p>Editing</p> <p>Use of ICT</p>		<p><u><a href="#">Graffiti</a></u></p> <p>This unit offers opportunity to recap looking after our world (PSHE. RE)</p> <p><u><a href="#">Graffiti</a></u></p> <p>To be able to use a range of drawing media.</p>

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	<p>To be able to record self-portraits from observation.</p> <p>To be able to create a pirate self-portrait</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>(IT Link: Use technology purposefully to create. use technology purposefully to create, organise, store, manipulate and retrieve digital content)</p>		<p>To investigate graffiti art by a variety of artists.</p> <p>To develop a wide range of art and design techniques in using colour and pattern</p> <p>To use a range of materials creatively to design a product.</p>
<b>PE</b>	<p>PSD) Gymnastics Unit 1</p> <p>Teachers) The PE Hub Games: Attack, defend, shoot Unit 1</p>	<p>PSD) Games: Attack, defend, shoot Unit 2</p> <p>Teachers) The PE Hub Dance Unit 1:</p>	<p>PSD) Dance: Unit 2</p> <p>Teachers) The PE Hub Gymnastics Unit 2</p>	<p>PSD) Run, jump, throw Unit 1</p> <p>Teachers) The PE Hub Games: Send and Return Unit 1</p>	<p>PSD) Games: Send and Return Unit 2</p> <p>Teachers) Hit, catch, run Unit 1</p>	<p>PSD) Hit, catch, run Unit 2</p> <p>Teachers) The PE Hub Run, Jump, Throw Unit 2</p>

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<p><b>DT</b></p>	<p><b><u>Design a raft</u></b>  <i>(link to SC and Pirate topic)</i></p> <ul style="list-style-type: none"> <li>• Design - a boat which will float</li> <li>• Make - construct the boat using a range of materials available</li> <li>• Evaluate - Test the boat on water</li> <li>• Technical knowledge - using materials to make it stronger</li> </ul> <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><b><u>Eco friendly water wheel</u></b>  <i>(link to Splash topic/SC-forces)</i></p> <ul style="list-style-type: none"> <li>• Design - a working water wheel</li> <li>• Make the wheel, following my design</li> <li>• Evaluate my design - test it</li> <li>• Technical knowledge - using wheels and pulleys</li> </ul> <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?</p>		<p><b><u>Design a catapult</u></b>  <i>(link to Castles topic SC-Forces Ma-shape)</i></p> <ul style="list-style-type: none"> <li>• Design a working catapult</li> <li>• Make - using a range of materials</li> <li>• Evaluate - testing</li> <li>• Technical knowledge - understand purpose of levers</li> </ul> <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?</p>	
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			Can I demonstrate my knowledge of how a wheel works?		Can I explain how it could be improved?	
<p><b>PSHE</b></p> <p><b>Heart Smart</b></p>	<p><b>Get Heart Smart</b> (link TW4 Kassim and the Greedy Pirate) HEALTH AND WELL BEING</p> <p>Feelings and Emotions To recognise feelings in self and others; sharing and managing feelings. Making choices and the consequences of good and not so good choices H2 H4</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 R1 R2 R4 R5</p>	<p><b>Don't forget to let love in</b> (link SC Healthy me) HEALTH AND WELL BEING</p> <p>To recognise what goes into our bodies (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. H1 H3 H4</p>	<p><b>Too much Selfie isn't healthy</b> HEALTH AND WELLBEING</p> <p>To recognise the ways that they can help the 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. H14 H15 RELATIONSHIPS</p> <p>Recognising feelings in self and others; sharing and managing feelings Recognising the effect of behaviour on others.</p>	<p><b>Don't rub it in rub it out</b> (Link RE Forgiveness) HEALTH AND WELL BEING</p> <p>To recognise what they like and dislike, 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)</p>	<p><b>Fake is a mistake</b> HEALTH AND WELL BEING</p> <p>To recognise what they like and dislike, 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 H2 H4 RELATIONSHIPS</p> <p>To communicate their feelings to</p>	<p><b>No way through isn't true</b> (Link Topic-Significant nurses from the past). HEALTH AND WELL BEING</p> <p>To think about themselves, to learn 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</p>

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	<p>LIVING IN THE WIDER WORLD</p> <p>To recognise their contribution to the life of the classroom and school. 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>L1 L7</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 protect those rights. To understand what it means to have a choice. To recognise the shared responsibilities for keeping themselves and others safe. To</p>	<p>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 difference and similarities between people. R1 R2 R4 R8</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. 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 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>H2 H4 H5 H13 RELATIONSHIPS</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable To know some strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help R6 R13 R14</p>	<p>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 unkind either to them or others, how to respond, who to tell and what to say R1 R2 R4 R12</p> <p>LIVING IN THE WIDER WORLD</p> <p>To learn how they can contribute to the life of the classroom and school To help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p>	<p>loss and the associated feelings (including moving home, losing toys, pets or friends) H3 H4 H5</p>
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		<p>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. L3 L8</p>	L4. L9 L10		<p>To learn ways in which they are all unique; understand that there has never been and will never be another 'them' L1 L2 L8</p>	
<p><b>Forest School</b> <b>Eco/outdoor learning</b></p> <p><b>Sc</b> <b>Gg</b> <b>PSHE</b> <b>Art</b> <b>DT</b></p>	<p>Introduction to Forest School. Rules and boundaries-why we need them. How to stay safe.</p> <p>Getting to know our surroundings.</p> <p>Taking care of the environment and ourselves.</p> <p>Respecting and listening to others. Values.</p> <p>Harvest -allotment, farmers...</p>	<p>Seasonal changes. Comparing the differences.</p> <p>Understanding why Trees lose their leaves in Winter. Comparing Deciduous and Ever-Green Trees.</p> <p>Inspiring Land Art (Richard Shilling and Andy Goldsworthy)</p> <p>Fire building. Learning the fire</p>	<p>Seasonal changes. Comparing the differences.</p> <p>How animals and humans can keep warm in winter. Taking care of ourselves.</p> <p>Den building.</p> <p>Animal home and habitat building. Animals that hibernate.</p> <p>Observing the weather. Signs of Winter- wetter,</p>	<p>Seasonal changes. Comparing the differences.</p> <p>Identifying a range of flora and fauna.</p> <p>How seeds grow. Understanding, identifying and labelling parts of a flower. Learning the basis of photosynthesis.</p> <p>How we can protect birds in the Spring and support them in nesting season.</p>	<p>Seasonal changes. Comparing the differences.</p> <p>Using our senses in the outdoors.</p> <p>Nature's rainbow - finding colour in the Great Outdoors.</p> <p>Identifying simple wildflowers.</p> <p>Mini-beast hunting and pond dipping. Learning the basic parts of insects and mini- beasts. Comparing Mini-</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> <p>Ladybird life cycles. The importance of Bees. Pollination.</p> <p>Giving nature a voice. Literacy in the outdoors.</p>

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		<p>triangle and the key elements needed to make fire. Fire safety.</p> <p>Signs of Autumn- colours, seed dispersal, animals preparing for winter/hibernation</p>	<p>colder, shorter day length</p> <p>Natural materials – clay bowls/blopsters. Where different materials come from. Comparing materials and grouping.</p> <p>Recycle/reuse - waste management audit</p>	<p>Planting saplings and wildflowers.</p> <p>Safety in hot weather.</p> <p>Prep allotment/sow seeds Spring- time of new growth. Practical application of conditions required for growth. Map allotment</p>	<p>beasts. Habitat building.</p> <p>Bug survey (biodiversity check) good/bad minibeast for veg growing/organic pest control</p>	<p>Sketching and describing.</p> <p>What Forest School means to us. Moving on and sharing memories.</p> <p>The importance of water- impact of summer- less rainfall, hotter, longer day length</p>
Enrichment	Pirate Day (dress up)	Space Day (dress up)	Splash dress up day	Jungle Day	Banquet Bake Bread Battle of Hastings School trip- Arundel Castle	Superhero dress up day