Curriculum Overview – Year 2 (2023-2024)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Autumn Term 1 | Autumn Term 2 | | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| Theme | Fire and | Plague | | The Stone Age | | Under the Sea | |
| English | * **Narrative** - Sammy the Street Dog (3 weeks) * **Diary** - Samuel Pepys (3 weeks) * **Narrative** - The Great Fire of London – Now press play (4 weeks) * **Recount** - (2 weeks) | | | * **Non-chronological Report -** Stone Age (3 weeks) * **Diary/Letter -** Stone Age (2 weeks) * **Narrative** (4 weeks) * **Writing Week** - (4 days) * I**nstructions** (2 weeks) | | * **Recount -** Trip to Sea life Centre (3 weeks) * **Instructions -** How to find treasure (2 weeks) * **Narrative -** Visual Literacy – Moana/ Finding Nemo (4weeks) * **Non-chronological** **report** (3 weeks) | |
| Maths | * Geometry – Number to   100   * Numbers 10 to 100 * Addition and subtraction within 20 | •  •  • | Addition and subtraction fluency within  10  Addition and subtraction – 2 digits Multiplication and division | * Multiplication and division * Division structures * Measure – Money * Geometry | * Addition and subtraction   with 2-digits   * Fractions | * Measure –   Capacity, volume, mass   * Time * Position and direction * Multiplication and division | * Addition and subtraction * Multiplication and division * Statistics * Geometry * Time |
| Science | Animals including humans | | | Everyday materials  Plants | | Living things and their habitats | |
| Art | Expressive paintings – Fire paintings | | | Gestural drawing with charcoal – Cave designs | | Stick transformation – link to the sea and marine life | |
| Design and Technology | Toy fire engine - Mechanisms – Wheels and axles | | | Preparing vegetables | | Hand puppets | |
| Geography | Locational & Place Knowledge UK | | |  | | Locational & Place Knowledge: World awareness | |
| History | Plague and Fire – Historical Sources | | | Stone Age life and developments | |  | |
| RE | Living by rules  Being temperate, self-disciplined and seeking contentment | Responding to suffering  Sharing and being generous | | Creating unity and harmony  Participating and willing to lead | Caring for others, animals and the environment  Being merciful and forgiving | Being attentive  Being reflective and self-critical | Being imaginative and exploratory  Appreciating beauty |
| Personal Development | No Outsiders (Equality)   * Understand diversity     Respectful Relationships   * Bullying and teasing * Sharing points of view * Managing anger     Caring friendships   * Recognise behaviours, changes in friendships and how feelings can be hurt     Being Safe   * Your body belongs to you     Emotional Literacy   * Friendships and teamwork, speaking clearly, worries and understanding identity | | | No Outsiders (Equality)   * Welcoming different people-   diversity   * Communicate in different ways     Families and people who care for me   * Explore communities * Explore how to get through challenges     Sustainability   * Looking after the environment * Saving energy * Explore the difference between the things I want and need * Importance of saving money     Being Safe   * How to ask for advice or help     Emotional Literacy   * Making friends, worries, how to start a conversation, teasing, how to be helpful and how to help others | | No Outsiders (Equality)   * Self confidence     About me   * Make informed choices about health * Recognising what I am good at and set goals     Safety   * How to stay safe online * Staying safe outside     Relationships   * Respecting others and improving relationships     SRE- Differences   * Gender stereotypes * Differences between males and females * The lifecycle * Focus on sexual differences and name body parts | |
| PE (Get Set 4 PE Scheme) | Ball skills | Sending and receiving | | Dance | Team Building | Invasion Games | Striking and Fielding |
| Computing (Kapow) | * Computing systems and networks -What is a computer? * Programming – algorithms and debugging | | | * Computer systems and networks – word processing * Programming – Scratch * Online Safety | | * Creating media – stop motion * Data Handling – International Space Station | |
| Music (Charanga Scheme) | Hands, Feet and Heart (singing, play an instrument, compose a song) | Ho, Ho, Ho  (listening, singing, playing) | | Hands, Feet, Heart  (Singing, playing, improvising and  composing, listen to and appraise) | I Wanna Play in a band (singing,  playing, listen to and appraise songs) | Zootime (singing and playing instruments) | Friendship song  (listen to and appraise) |