

Year 2 Curriculum overview

For more detail, see Curriculum Subject Plans which include key vocabulary *Subject to change

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Overarching Theme	Town and Country	Fairgrounds and Festivals	Reach for the sky	Poles Apart	My Home is my Castle	Coast to Coast
Linked themes	<ul style="list-style-type: none"> Harvest 	<ul style="list-style-type: none"> Fireworks Remembrance Sunday Christmas & Concert 	<ul style="list-style-type: none"> Setting goals 	<ul style="list-style-type: none"> Spring 	Eid*	Transition
Enhancements	<ul style="list-style-type: none"> Jeans for Genes Day *Healthy Eating Week *Walk to School Week Harvest Assembly National Poetry Day Perform workshop 	<ul style="list-style-type: none"> Norden Farm workshop Children in Need Day Christmas Jumper Day Live Play at Norden Farm Performing in a concert 	<ul style="list-style-type: none"> Athlete circuits Visit to the Church – Baptism 	<ul style="list-style-type: none"> *Talent Show World Book Day Maidenhead Big Read – author visits Onesie Wednesday 	<ul style="list-style-type: none"> Growing and hatching butterflies/chicks *Eid Assembly *Perform workshop 	<ul style="list-style-type: none"> Active Roadshow Visit to Windsor Castle Leavers’ Assembly Performance
English – Spoken Language	<ul style="list-style-type: none"> Learn to articulate and justify answers and opinions. Learn to give well-structured descriptions, and explanations for different purposes, including for expressing feelings. <p>Show and Tell</p>	<ul style="list-style-type: none"> Learn to articulate and justify answers and opinions. Learn to give well-structured descriptions, and explanations for different purposes, including for expressing feelings. Participate in presentations and performances. <p>Show and Tell</p>	<ul style="list-style-type: none"> Learn to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Participate in presentations and performances. <p>Recital</p>	<ul style="list-style-type: none"> Learn to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Participate in presentations and performances. <p>Recital</p>	<ul style="list-style-type: none"> Learn to gain, maintain and monitor the interest of the listener(s). <p><u>Reading aloud a chapter or short story</u></p>	<ul style="list-style-type: none"> Learn to gain, maintain and monitor the interest of the listener(s). Participate in presentations and performances. <p><u>Reading aloud a chapter or short story</u></p>
English – Spelling <i>See also Phonics Plans</i>	<ul style="list-style-type: none"> Adding the prefix un_ without any change to the spelling of the root word and how it changes the meaning of verbs and adjectives e.g. unlock, undo, unload. 	<ul style="list-style-type: none"> Revise adding the prefix un_ without any change to the spelling of the root word and how it changes the meaning of verbs and adjectives. 				
English – Transcription (handwriting)	<ul style="list-style-type: none"> Form the ‘2 o’clock club’ letters in the continuous cursive style. 	<ul style="list-style-type: none"> Form the ‘small letters’ in the continuous cursive style. 	<ul style="list-style-type: none"> Learn to join letters in words and how they are joined, depending on whether they are ‘top 	<ul style="list-style-type: none"> Continuous practise of letter formation and letter joining. 	<ul style="list-style-type: none"> Continuous practise of letter formation and letter joining. Focus on neatness and clarity of letter formation. 	<ul style="list-style-type: none"> Continuous practise of letter formation and letter joining. Focus on neatness and clarity of letter formation.

	<ul style="list-style-type: none"> Form the 'tall letters with ascenders' in the continuous cursive style. Understand letter height in relation to capital letters. 	<ul style="list-style-type: none"> Form the 'letters with descenders in the continuous cursive style. Understand letter height in relation to capital letters. 	<ul style="list-style-type: none"> joiners' or 'bottom joiners'. Use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> Use spacing between words that reflects the size of the letters Focus on neatness and clarity of letter formation. 		
English – Writing (composition)	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> Plan or say out loud, what they are going to write about. Write down ideas and/or key words, including new vocabulary. 	<p>Pupils will over-learn to:</p> <ul style="list-style-type: none"> Plan or say out loud, what they are going to write about. Write down ideas and/or key words, including new vocabulary. <p>Pupils will learn to:</p> <ul style="list-style-type: none"> Encapsulate what they want to say, sentence by sentence. Evaluate their writing with the teacher and other pupils. 	<p>Pupils will over-learn to:</p> <ul style="list-style-type: none"> Encapsulate what they want to say, sentence by sentence. Evaluate their writing with the teacher and other pupils. <p>Pupils will learn to:</p> <ul style="list-style-type: none"> How and when to use headings and sub-headings. Re-read to check that their writing makes sense and that verbs to indicate time are used correctly. Proof-read to check for errors in spelling, grammar and punctuation. 	<p>Pupils will over-learn to:</p> <ul style="list-style-type: none"> Re-read to check that their writing makes sense and that verbs to indicate time are used correctly. Proof-read to check for errors in spelling, grammar and punctuation. <p>Pupils will learn to:</p> <ul style="list-style-type: none"> Read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Pupils will over-learn to:</p> <ul style="list-style-type: none"> Re-read to check that their writing makes sense and that verbs to indicate time are used correctly. Proof-read to check for errors in spelling, grammar and punctuation. <p>Pupils will learn to:</p> <ul style="list-style-type: none"> Read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Pupils will over-learn to:</p> <ul style="list-style-type: none"> Re-read to check that their writing makes sense and that verbs to indicate time are used correctly. Proof-read to check for errors in spelling, grammar and punctuation. <p>Pupils will learn to:</p> <ul style="list-style-type: none"> Read aloud what they have written with appropriate intonation to make the meaning clear.
English - Writing (Vocabulary, Punctuation & Grammar)	<ul style="list-style-type: none"> Secure the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Learn how to use expanded noun phrases to describe and specify. Learn how to use the present tense and past tense correctly in writing. Revisit that a verb is a word used to describe an action and learn the use of the progressive form of verbs in the present and past tense 	<ul style="list-style-type: none"> Learn about alliteration as the occurrence of the same letter or sound at the beginning of adjacent or closely connected words. Learn how to use subordination (using when, if, that or because). Understand how the grammatical patterns in a sentence indicate its function as a statement, question or exclamation. Secure the terminology: noun, noun phrase statement, question, 	<ul style="list-style-type: none"> Learn the use of commas to separate items in a list. Learn how to use co-ordination, e.g., using or, and, but. Learn how and when to use bullet points, i.e., to organise and structure writing. Learn how to use headings and sub-headings to organise writing. 	<ul style="list-style-type: none"> Learn that Adverbs are words used to <u>tell more</u> about a verb and it almost always answers the questions: how?, when?, where?, how often?, and in what way?) Learn that Synonyms are words which have the same meaning. Revisit alliteration as the occurrence of the same letter or sound at the beginning of adjacent or closely connected words. 	<ul style="list-style-type: none"> Learn that Antonyms are words which are opposites of each other. Revisit the use of commas to separate items in a list and the use of the present tense and past tense correctly in writing. Revisit Synonyms as words which have the same meaning. Revisit bullet points and how and when they are used. 	<ul style="list-style-type: none"> Understand how the grammatical pattern in a sentence indicates its function as a command. Revisit Nouns and learn some collective nouns. Secure the terminology: noun, noun phrase statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.

	to mark actions in progress, e.g., <i>she is drumming, he was shouting.</i>	exclamation, compound, suffix, adjective, verb tense (past, present), apostrophe, comma.		<ul style="list-style-type: none"> Revisit how to use expanded noun phrases to describe and specify. 		
English – Writing (application)	<ul style="list-style-type: none"> Narrative (recount) – Write a short narrative about their Summer holiday using verbs and adjectives. Descriptive – Write some factual sentences to describe the similarities and differences between the town and the countryside. Narrative (imaginative) – Focus on different story openers and the structure of a story, e.g., beginning-middle-end and scaffold using a story mountain. Written work to include expanded noun phrases. 	<ul style="list-style-type: none"> Descriptive – Visual Literacy: Write descriptive sentences using adjectives to describe the setting and short, factual statements to describe the main characters. Creative – Explore adjectives and alliteration to create a Firework poem. 	<ul style="list-style-type: none"> Enquiry – Write sentences in the form of questions for what they would like to know about the history of flight (links with History). Descriptive (factual) – Plan writing using bullet points and then write a short report, to include a heading and sub-heading, commas in a list and coordination about Amelia Earhart and/or the Wright Brothers (links with History). 	<ul style="list-style-type: none"> Narrative (imaginative) - Write a fictional adventure story about a penguin or polar bear using adverbs and adjectives as well as synonyms. Creative – Explore adjectives, adverbs and alliteration to create a Spring poem. Descriptive (opinions) – Write Book Reviews to describe books read as part of World Book Day. 	<ul style="list-style-type: none"> Descriptive (opinions) – Write sentences in the form of statements to give individual opinions about specific characters in the story and back them up with evidence. Sentences must contain some of the vocabulary, punctuation and grammar learnt so far. In planning, bullet points may be used. Narrative (recount) – Write complete sentences to recount their Summer trip using nouns, verbs, adjectives and adverbs. 	<ul style="list-style-type: none"> Instructions (command) – Write sequential instructions about designing and making a packed lunch for the lighthouse keeper.
English – Writing (Text)	The Town Mouse and the Country Mouse – one of Aesop’s fables (fiction) Short film clip of the story	‘The Lucky Dip’ BFI Visual Literacy short film (fiction) The Owl Who Was Afraid of the Dark by Jill Tomlinson (fiction) A selection of poetry books	A range of books about Amelia Earhart and the Wright Brothers (non-fiction) Film footage archive	Poles Apart by Jeanne Willis A selection of poetry books	Cinderella – Traditional Tale	The Lighthouse Keeper’s Lunch by David Armitage (fiction)
Mathematics	<ul style="list-style-type: none"> Number & Place Value (4) 	<ul style="list-style-type: none"> Money (2) Addition & Subtraction (3) Christmas Maths (2) 	<ul style="list-style-type: none"> Multiplication & Division (2) Shape (3) 	<ul style="list-style-type: none"> Addition & Subtraction (4) Statistics Measure Length (2) 	<ul style="list-style-type: none"> Measure Capacity, Temperature & Weight (2) Fractions (2) Problem solving linked to Number 	<ul style="list-style-type: none"> Time (2) Position & Direction (2) Multiplication & Division (3)
Science	<u>Kapow! Living things and their habitats:</u> Habitats	<u>Kapow! Living things and their habitats:</u> Microhabitats <ul style="list-style-type: none"> Using a range of skills to answer questions. 	<u>Kapow! Materials:</u> Uses of everyday materials <ul style="list-style-type: none"> Why materials are used in certain contexts. 	<u>Kapow! Animals, including humans:</u> Life cycles and health	<u>Kapow! Plants:</u> Plant growth <ul style="list-style-type: none"> Factors needed for successful growth. 	<u>Kapow! Making connections:</u> <ul style="list-style-type: none"> Bringing together learning and making connections.

	<ul style="list-style-type: none"> Classifying objects into alive, was once alive or has never been alive. Global habitats and interdependence. Food chains. 	<ul style="list-style-type: none"> Minibeasts and microhabitats. Following a method to investigate. Being a botanist and identifying flowering plants. 	<ul style="list-style-type: none"> Developing enquiry skills to investigate the properties of materials. 	<ul style="list-style-type: none"> Life cycles of various animals, animal survival and change over time. Collecting and recording data. The role of expert scientific knowledge in careers that inform people to make healthy choices. 	<ul style="list-style-type: none"> Growing plants from seeds and bulbs. Understanding how conclusions can be drawn. 	
Religious Education	<ul style="list-style-type: none"> Harvest Christianity and kindness 	<ul style="list-style-type: none"> Advent Christingle Christmas/Incarnation 	<ul style="list-style-type: none"> Epiphany The Liturgical Calendar The Trinity 	<ul style="list-style-type: none"> Lent Shrove Tuesday Easter/Salvation Visit to the Church 	<ul style="list-style-type: none"> Pentecost *Islam & Eid & Hajj 	<ul style="list-style-type: none"> Being Christian Ways of praying Jonah and the Whale
Geography	<p>Kapow: Why is our world wonderful?</p> <ul style="list-style-type: none"> What are some of the UK's amazing features and landmarks? Where are some of the world's most amazing places? Where are our oceans? What is amazing about our local area? Why are natural habitats special? How can we look after natural habitats? 			<p>Kapow: Would you prefer to live in a hot or cold place?</p> <ul style="list-style-type: none"> Where are the continents? Where are the coldest places on earth? Where is the Equator? What is life like in a hot place? Do we live in a hot or cold place? Would you prefer to live in a hot or cold place? 		<p>Kapow: What is it like to live by the coast?</p> <ul style="list-style-type: none"> Where are the seas and oceans surrounding the UK? What is the coast? What are the features of the Jurassic Coast? How do people use Weymouth? How do people use our local coast? (Data collection) How do people use our local coast? (Findings)
History		<p>Kapow: How was school different in the past?</p> <ul style="list-style-type: none"> Were schools different in the past? How have schools changed within living memory? How were schools different in the 1900s? How have schools changed? 	<p>Kapow: How did we learn to fly?</p> <ul style="list-style-type: none"> Who were the Wright brothers? When was the first flight? Why was Bessie Coleman significant? Why is Amelia Earhart significant? Why was the Moon landing special? 		<p>Kapow: What is a monarch?</p> <ul style="list-style-type: none"> What is a monarch? Who is our monarch today? How did William the Conqueror become King of England? How did William the Conqueror rule? How did castles change? 	

		<ul style="list-style-type: none"> • What is similar and different about schools now and in the past? • Would you have preferred to go to school in the past? 	<ul style="list-style-type: none"> • How did we learn to fly? 		<ul style="list-style-type: none"> • What was a monarch in the past? 	
Art	Kapow Drawing: Tell a Story <ul style="list-style-type: none"> • Charcoal mark making • Creating texture • My toy story • Creating characters • Tell a story 		Kapow - Craft and Design: Map it Out <ul style="list-style-type: none"> • Creative journey • Making felt • Abstract maps • Print possibilities • Gallery experience 	Kapow - Painting and mixed media: Life in Colour <ul style="list-style-type: none"> • Colour magic • Texture hunt • Making texture • Collage creation • Developing detail 	Kapow - Sculpture and 3D: Clay Houses <ul style="list-style-type: none"> • Exploring clay • Pinch pots • Applying skills in clay • Designing a tile • House tiles 	
Design & Technology (incl. Cooking & Nutrition)	<ul style="list-style-type: none"> • Food: A Balanced Diet 	<ul style="list-style-type: none"> • Mechanisms: Fairground Wheel 	<ul style="list-style-type: none"> • Textiles: Pouches 		<ul style="list-style-type: none"> • Mechanisms: Making a Moving Monster 	<ul style="list-style-type: none"> • Structures: Baby Bear's Chair
Computing	Purple Mash <ul style="list-style-type: none"> • Unit 2:2 (x3) – Online Safety • Unit 2:5 (x3) – Effective Searching (<i>links with English</i>) 	Purple Mash <ul style="list-style-type: none"> • Unit 2:6 (x5) – Creating Pictures 	Purple Mash <ul style="list-style-type: none"> • Unit 2:8 (x4) – Presenting Ideas (<i>links with English</i>) • Unit 2:7 (x3) – Making Music (<i>links with Music</i>) 	Purple Mash <ul style="list-style-type: none"> • Unit 2:4 (x5) – Questioning (<i>links with Maths</i>) 	Purple Mash <ul style="list-style-type: none"> • Unit 2:3 (x4) – Spreadsheets 	Purple Mash <ul style="list-style-type: none"> • Unit 2:1 (x6) – Coding (<i>links with Maths Position & Direction</i>)
Music	Kapow: Call and Response Song <ul style="list-style-type: none"> • Use instruments to represent animals, copy rhythms, learn a traditional African call and response song and recognise simple notation, progressing to create an animal-based call and response rhythm. • Singing - linked with value: <i>Thankfulness</i> • Harvest songs with expression & singing in a round • Recap holding the ocarina and playing D, E and F#. 	Kapow: Orchestral Instruments <ul style="list-style-type: none"> • Introduce the instruments of the orchestra. Learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action • Singing - linked with value: <i>Friendship</i> • Sing and perform Christmas carols as a choir with musical accompaniment • Consolidate D, E and F# on the ocarina 	Kapow: Musical Me <ul style="list-style-type: none"> • Learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody • Singing - linked with value: <i>Endurance</i> • Improvise in making sounds with the voice • Consolidate D, E and F# on the ocarina and introduce G 	<ul style="list-style-type: none"> • Singing - linked with value: <i>Compassion</i> • Sing with a sense of the shape of a melody • Consolidate D, E, F# and G on the ocarina 	Kapow: Myths and Legends <ul style="list-style-type: none"> • Develop understanding of musical language and how timbre, dynamics and tempo affect the mood of a song • Singing - linked with value: <i>Reverence</i> • Represent sounds with symbols • Consolidate D, E, F# and G on the ocarina and introduce A 	<ul style="list-style-type: none"> • Use percussion instruments to accompany songs for the Leavers' Assembly • Singing - linked with value: <i>Justice</i> • Perform songs using creativity and expression and perform instrumental pieces • Practice tunes with D, E, F#, G and A on the ocarina

<p>Physical Education</p>	<p>PREMIER – INVASION GAMES</p> <ul style="list-style-type: none"> • Handball <p>Swimming</p>	<p>PREMIER GYMNASTICS: Unit H</p> <ul style="list-style-type: none"> • Travelling close to the ground and far away • Travelling high with different body parts <p>PREMIER GYMNASTICS: Unit I</p> <ul style="list-style-type: none"> • Different pathways – directions • Size of pathway – large or small • Partner work – follow my leader <p>Swimming</p>	<p>PREMIER GYMNASTICS: Units J & K</p> <ul style="list-style-type: none"> • Turning Jumps • Rolling on the floor • Twisting in the air • Making a sequence • Linking movements together <p>DANCE : Units 1 & 2</p> <ul style="list-style-type: none"> • Work in twos or threes to create dance using ‘follow my leader’ in unison or canon • Understand and use contrasts in weight (dynamic elements) • Talk about dance and why they like/don’t like it 	<p>PREMIER – INVASION GAMES</p> <ul style="list-style-type: none"> • Attacking and defending <p>DANCE : Units 3 & 4</p> <ul style="list-style-type: none"> • Use a variety of basic dance actions – turning, jumping, travelling, gesture, shape and stillness • Observe each other and say what they like or what can be improved • Understand that dance plays an important part in other cultures and history 	<p>PREMIER – BALL SKILLS</p> <ul style="list-style-type: none"> • Basketball and netball <p>TENNIS</p> <ul style="list-style-type: none"> • Using LTA resources 	<p>PREMIER - ATHLETIC SKILLS</p> <ul style="list-style-type: none"> • Jumping and throwing • Activities for Sports Day
<p>PSHE & Values</p>	<ul style="list-style-type: none"> • Jigsaw: Being Me in My World • School Value - Thankfulness 	<ul style="list-style-type: none"> • Jigsaw: Celebrating Difference • School Value - Friendship 	<ul style="list-style-type: none"> • Jigsaw: Dreams and Goals • School Value - Endurance 	<ul style="list-style-type: none"> • Jigsaw: Healthy Me • School Value - Compassion 	<ul style="list-style-type: none"> • Jigsaw: Relationships • School Value - Reverence 	<ul style="list-style-type: none"> • Jigsaw: Changing Me • School Value - Justice