

## YEAR 2 CURRICULUM OVERVIEW

### WORLD, HEALTH, PEOPLE WHO HELP US

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>ENGLISH</b> <i>see detailed English curriculum plan</i></p>	<p><b>KEY TEXT:</b> Shrek</p>	<p><b>KEY TEXT:</b> The Princess and the White Bear King</p>	<p><b>KEY TEXT:</b> The Diary of Samuel Pepys</p> <p><b>VISUAL LITERACY:</b> Peter Pan</p>	<p><b>KEY TEXT:</b> Little Red Riding Hood</p> <p><b>KS1 SATs</b></p>	<p><b>KEY TEXTS:</b> The Snail and the Whale; The Gruffalo</p>	<p><b>KEY TEXT:</b> Charlie and the Chocolate Factory <b>OR</b> Fantastic Mr Fox</p> <p><b>VISUAL LITERACY:</b> Charlie and the Chocolate Factory</p>
<p><b>HISTORY</b></p>			<p><b>The Great Fire</b></p> <p><i>Events beyond living memory that are significant nationally or globally</i></p>		<p><b>Florence Nightingale, Mary Seacole</b></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements</i></p>	<p><b>Florence Nightingale, Mary Seacole (continued)</b> e.g. Hospitals /equipment development over time</p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements</i></p>
<p><b>GEOGRAPHY</b> See Programmes of Study for vocabulary</p>	<p><b>Comparing UK and non-European areas</b> e.g. Katie Morag - Comparing Scottish village with African village (Literacy link)</p> <p><i>Understand</i></p>	<p><b>Comparing UK and non-European areas</b></p> <p><i>Use aerial photos and plan perspectives to recognise landmarks and basic human</i></p>		<p><b>Great Fire of London</b> <i>Use simple compass directions (North, South, East and West) and locational and directional language [e.g. near and far; left and</i></p>		

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	<i>geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country (Use geographical vocab)</i>	<i>and physical features; devise a simple map; and use and construct basic symbols in a key</i>		<i>right] to describe the location of features and routes on a map</i>  Use maps to draw the spread of the fire of the London and the damage it caused.		
<b>COMPUTING</b>	<b>Coding</b>	<b>Sorting, classifying and asking questions Databases</b>	<b>Algorithms Blogging and creating text</b>	<b>Making mistakes online Create a poster with a photo</b>	<b>Gaming Internet scenarios Digital trails</b>	<b>Finding information online Computer terminology Programming devices</b>
<b>ART</b>	<b>African prints</b>  <i>To use drawing, painting and sculpture to develop and share their idea, experiences and imagination</i>	<b>African masks (Sculpture)</b>  <i>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</i>		<b>Portraits</b>  <i>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space.</i>		

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RE	Light	Christmas: messages	Living things	Easter	Special places	Water
DT			<p><b>Cooking and Nutrition</b>            e.g. Design and prepare a healthy menu for...character in Literacy (Literacy/Science link)</p> <p><i>Use the basic principles of a healthy and varied diet to prepare dishes</i></p> <p><i>Evaluate ideas and products against design criteria</i></p>		<p><b>Emergency Vehicles</b>            e.g. Ambulances, pull along vehicles, hinges on doors etc (History/Science link)</p> <p><i>Explore and use mechanisms [e.g. levers, slides, wheels, axles]</i></p> <p><i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT where appropriate</i></p> <p>*See PlanBee planning</p>	<p><b>Promoting good health and hygiene</b>            e.g. Multimedia poster promoting good health and hygiene. draw film design script then film, 3D posters, photography – all promoting hygiene, health, teeth, exercise etc (Science/History link)</p> <p><i>Select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]</i></p> <p><i>Design purposeful, functional, appealing products for themselves and other users based on design criteria</i></p>

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PE <i>see PE map</i>	Multi-skills	Dance	Gymnastics	Dance	Striking and fielding	Athletics
<b>SCIENCE</b> See Science Programmes of Study for non-statutory guidance	<p><b>Animals, including humans</b> (Geog link) e.g. In England and Scotland</p> <p><i>Notice that animals, including humans, have offspring which grow into adults</i></p> <p><b>Living things and their habitats</b> e.g. In Scotland</p> <p><i>Explore and compare the differences between things that are living dead, and things that have never been alive</i></p>	<p><b>Animals including humans</b> (DT link)</p> <p><i>Find out about and describe the basic needs of animals, including humans, for survival e.g. water, food, air</i></p> <p><b>Living things and their habitats</b></p> <p><i>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</i></p>	<p><b>Uses of everyday materials</b> (Art link)</p> <p><i>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i></p>	<p><b>Plants</b></p> <p><i>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</i></p> <p><b>Living things and their habitats</b></p> <p><i>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</i></p>	<p><b>Uses of everyday materials</b> (DT link)</p> <p><i>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</i></p> <p><b>Plants</b></p> <p><i>Observe and describe how seeds and bulbs grow into mature plants</i></p>	<p><b>Animals including humans</b> (DT link)</p> <p><i>Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene</i></p> <p><b>Living things and their habitats</b></p> <p><i>Identify and name a variety of plants and animals in their habitats, including micro-habitats</i></p>
<b>SCIENCE Related methods,</b>	<p>These skills are incorporated across the units and year</p> <ul style="list-style-type: none"> <li>▪ Asking simple questions and recognising that they can answered in different ways</li> <li>▪ Observing closely, using simple equipment</li> </ul>					

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<b>processes and skills (Statutory)</b>	<ul style="list-style-type: none"><li>▪ Performing simple tests</li><li>▪ Identifying and classifying</li><li>▪ Using their observations and ideas to suggest answers to questions</li><li>▪ Gathering and recording data to help in answering questions</li></ul>
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