

## Year 2 Curriculum long Term Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>National &amp; School Events</b>		Black History Month Harvest Celebration	Anti-Bullying Week Road Safety Awareness Week Remembrance Day Christmas Children in Need	Number Day Safer Internet Day Children's Mental Health Week	Science Week Book Week Autism Awareness Week Red Nose Day	Mental Health Awareness Cultural Diversity Week	Sports Week Summer Fair
Core Learning values: <i>Excellence Resilience Respect</i>				British Values: <i>Democracy Mutual Respect Individual Liberty The Rule of Law Tolerance of those of different Faiths &amp; Beliefs</i>			
<b>Reading</b>	<b>Reading Threshold Concepts:</b> Reading widely and often Developing fluency Construct meaning Reading discussions Wider world	<b>Phonics</b> End of Autumn term ARE: Know Set 2, read and spell Set 3, blue books (complete)/Grey Books (1-5)  Guided Reading : Moth	<b>Phonics</b> End of Autumn term ARE: Know Set 2, read and spell Set 3, blue books (complete)/Grey Books (1-5) Guided Reading: Diversity of Life on Earth	<b>Phonics</b> End of spring term ARE: Know Set 2, read and spell Set 3, grey books /complete RWI  Guided Reading: Boundless Sky	<b>Phonics</b> End of spring term ARE: Know Set 2, read and spell Set 3, grey books /complete RWI  Guided Reading: Great Fire of London	<b>Phonics</b> End of Summer term ARE: Writing Programme  Guided Reading: Message from the Moon	<b>Phonics</b> End of Summer term ARE: Writing Programme  Guided Reading: The Glass Maker's Daughter
<b>Writing</b>	<b>Writing Threshold Concepts:</b> Communicate Spelling Organise information and ideas Vary sentence structures Handwriting Revise and evaluate	<b>Creative Writing</b> – Information about me picture book project	<b>Creative Writing</b> – Story picture book project	<b>Creative Writing</b> – Information picture book project	<b>Creative Writing</b> – Poetry project	<b>Creative Writing</b> – Memoirs picture book project	<b>Creative Writing</b> – Story book - I love your book project
<b>Maths</b>	<b>Threshold Concepts:</b> Fluency Reasoning Problem Solving	<b>Number and Place value:</b> Up to 100 <b>Numbers:</b> Addition and Subtractions <b>Numbers:</b> Multiplication and division of 2,5,10 <b>Measurements:</b> Length, mass, Temperature		<b>Numbers:</b> Reasoning <b>Measurements:</b> Money <b>Geometry:</b> properties of 2d and 3d shapes <b>Fractions:</b> Fractions		<b>Statistics:</b> Picture Graph <b>Measurements:</b> Time and Volume <b>Review and revisit</b>	
<b>Science</b>	<b>Threshold Concepts:</b> Structures and function Cause and effect Variation, diversity and change Scientific processes and methods	<b>Animals including humans</b> Seasonal changes - Autumn Cause and effect – To know the effects on the body where a human lacks access to their basic needs. Variation, diversity and change – Looking at animals and their offspring and looking for similarities and differences Scientific processes and methods – measure using a stopwatch	<b>Living things and their habitats</b> Structure and function – Identify and describe different habitats and animals that live within them. Variation, diversity and change – diversity within a habitat and variation between habitats. Scientific processes and methods – comparisons and observations. – research	<b>Using everyday Materials</b> Seasonal changes - Winter Cause and effect – The effect of different properties of everyday materials. Variation, diversity and change – Explore the properties of everyday materials Scientific processes and methods – group materials- Investigate whether materials are waterproof (fair test)	<b>Plants</b> Structure and function – Explore seeds and bulbs Variation, diversity and change – observe changes in bulbs and seeds as they grow Scientific processes and methods – investigate a plants need for water, light, and a suitable temperature (observation over time)	<b>Living things and their habitats</b> Cause and effect – Explain how habitats provide for the basic needs of different animals and plants Variation, diversity and change – Explore the variations between habitats Scientific processes and methods – Create food chains - research	<b>Using everyday materials</b> Cause and effect – The effect on material where they are manipulated. Variation, diversity and change – look at the difference between materials and how they can be manipulated. Scientific processes and methods – sort materials using a Venn diagram and carol diagram - Investigate the strength and size of magnets (Pattern seeking)
<b>Art</b>	<b>Threshold Concepts:</b> Develop ideas- Media Master techniques - Visual Element Take inspiration from the greats	<b>Skill: Drawing</b> Observational Drawing Developing ideas about shading, thick, thin lines, patterns, shapes, and textures Master techniques of using different materials to draw such as shading, lines, patterns, and shapes Take inspiration from the greats- Artist – Ellsworth Kelly and Laxmi Hussain		<b>Skill: Printing</b> London landscape Developing ideas on how to create lines, shapes and repeated patterns Master technique to copy and make an original print Take inspiration from the greats- Artists – Timna Tarr, David Hockney, Federico Herrero London Architectural Buildings		<b>Skill: Textile/Sculpture</b> Floral Developing ideas on weaving, using colours and effects Master techniques of gluing and decorating by adding colours, shapes, patterns, and textures Take inspiration from the greats- Artists – Anni Alber, Sarah Morris, Desire Moheb -Zandi	

DT	<p><b>Threshold Concepts:</b>  <b>Master process of design and be Innovative</b>  <b>Take inspiration from design throughout history and draw upon core disciplines</b>  <b>Health &amp; Well-being</b></p>	<p><b>Structures – Tudor Houses and the Great Fire of London</b>  <b>MASTER PROCESS OF DESIGN AND BE INNOVATIVE</b>  <b>Designing</b> – Research and explore Tudor houses  Develop a simple design with some annotations  <b>Making</b> – Create a 3D product  <b>Evaluating</b> - Evaluate their products against their design specification,  <b>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES</b>  Learn about the history and design of Tudor houses  Understand how to strengthen, stiffen and reinforce 3-D frameworks  Know and use technical vocabulary relevant to the project.</p>		<p><b>Cooking and Nutrition – Making a fruit salad</b>  <b>MASTER PROCESS OF DESIGN AND BE INNOVATIVE</b>  <b>Designing</b> - Research where fruit grows in the UK and more locally in our school vegetable plot  <b>To know that some fruit is grown outside of the UK in warmer climates.</b>  <b>Making</b> – Create a tasty fruit salad that contains at least 3 fruit that could be selected by our school cook and then served during school dinners in the salad trolley.  <b>Peel, cut and combine ingredients to make a fruit salad</b>  <b>Evaluating</b> - Describe appearance, taste and texture before and after preparation  <b>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES</b>  Recipe books from the library  As part of their research and evaluation, children describe fruit considering texture, appearance and taste.  <b>HEALTH &amp; WELL-BEING</b>  Know how to eat a healthy and varied diet.  Discussion of food allergies and intolerances.  Prepare food knowing the importance of following hygiene rules such as washing their hands, wearing an apron and tying long hair back  Use a chopping board and make sure the fruit is flat on the board.  Use the techniques such as the claw and the bridge to cut safely.</p>		<p><b>Mechanisms- Wind Turbines</b>  <b>MASTER PROCESS OF DESIGN AND BE INNOVATIVE</b>  <b>Designing</b> - Closely explore and examine different design features of various wind turbines  Using research, produce a design that they think will adequately meet the wind turbine challenge (see resources folder)  <b>Making</b> - To follow the design, but make changes if necessary to benefit the product  <b>Evaluating</b> – Evaluate their products against their design specification,  <b>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES</b>  Making links to the huge wind turbine we have close to school, near the Beckton roundabout. <i>What does it look like?</i> <b>Make links to the design.</b>  Children use the poster and various other sources to get inspirations for different types of wind turbines.  Pupils explore the materials used for different types of wind turbines.</p>	
Computing	<p><b>Threshold Concepts:</b>  <b>Code</b>  <b>Connect</b>  <b>Communication</b>  <b>Collect</b></p>	<p><b>We are Astronauts (2.1) Programming</b>  <b>Code</b>- Program object to move  <b>Connect</b>- Understand what terms and conditions of websites are - explore Scratch community  <b>Communicate</b>- Identify potential errors and explain debugging  <b>Collect</b>- Retrieve saved content</p>	<p><b>We are Game Testers (2.2) Computational Thinking</b>  <b>Code</b>- use logical reasoning to make predictions of what a program will do  <b>Connect</b>- Think critically about computer games and their use  <b>Communicate</b>- Describe carefully what happens in computer games  <b>Collect</b>- Awareness of how to use games safely and in balance with other activities.</p>	<p><b>Safer Internet Day activities Digital Literacy</b>  <b>Connect</b>- Creating safe passwords  Explore how to stay safe online  Explore dangers online  <b>Communicate</b>- Explain dangers of sharing passwords  What digitally responsible citizen looks like  Identify when to request help</p>	<p><b>We are Photographers (2.3) Creativity</b>  <b>Connect</b>- Manipulate photos  Edit and enhance their photograph  <b>Communicate</b>- What to do if there are concerns of images encountered online  <b>Collect</b>- Use a digital camera or camera app</p>	<p><b>We are Researchers (2.4) Computer networks</b>  <b>Connect</b>- What is a digital footprint  <b>Communicate</b>- Respecting others ideas  <b>Collect</b>- Saving data on multiple platforms</p>	<p><b>We are Detectives (2.5) Communication/Collaboration</b>  <b>Connect</b>- Develop skills in opening, composing and sending emails  Become aware of e-safety issues when using email  <b>Communicate</b>- Use appropriate language in emails  <b>Collect</b> - Gain skills in opening and listening to audio files on the computer</p>
History / Geography	<p><b>History Threshold Concepts:</b>  <b>Contribution to the Wider World</b>  <b>Achievements</b>  <b>Civilisation</b>  <b>Education</b>  <b>Medicine</b>  <b>Hierarchy</b>  <b>Technology</b>  <b>Empire</b></p> <p><b>Geography Threshold Concepts:</b>  <b>Investigate Space &amp; Location</b>  <b>Investigating Patterns &amp; Changes</b>  <b>Investigating Scale &amp; Size</b>  <b>Investigating Sustainability</b></p>	<p><b>Geography The Wonderful World</b>  <b>Investigating Space and location</b>  Use an atlas to accurately locate the continents and oceans of the world.  Locate hot and cold areas of the world.  Use and follow simple compass directions (NESW).  <b>Investigating Patterns and Change</b>  Use aerial photographs and satellite images to recognise basic human and physical features  Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary.  Compare and contrast the human and physical features of the main continents of the world.  <b>Investigating scale and size</b>  Understand that the world is spherical.  <b>Investigating Sustainability</b>  To ask geographical questions— Where is it? What is this place like? How near / far is it?</p>	<p><b>History Nurturing Nurses</b>  <b>Civilisation</b> - Key features of this period  <b>Contribution to the wider world</b>- Britain – Florence Nightingale and Mary Seacole contributions, how has advanced in medicine changed the world?  <b>Achievements</b> - Florence Nightingale and Mary Seacole Achievements, achievements of MS as a black nurse and also discrimination she faced.  <b>Technology</b> - Hospital technology changes  <b>Medicine</b> - How medicine was changed by Florence Nightingale. What other treatments were used?  Epidemics during this time: typhus, typhoid, cholera and dysentery.</p>	<p><b>Geography Magical Mapping</b>  <b>Investigating Space and location</b>- Use an atlas to locate the four countries of the UK, capital cities and other key places.  Use an atlas to locate the seven continents of the world and the five major oceans of the world.  Name different types of maps and key features of maps  <b>Investigating Patterns and Change</b>- Use aerial photographs to ‘view from above’ and recognise basic human and physical features  <b>Investigating scale and size</b>  Draw a simple sketch map of the school and local area.  Plan a simple route around the local area using key vocabulary.  Plan a route using key vocabulary, positional and directional language.  <b>Investigating Sustainability</b>  To ask geographical questions – Where is it? What is this place like? How near/far is it?</p>	<p><b>History Fire Fire!</b>  <b>Civilisation</b> - Key features of this period  <b>Contribution to the wider world</b>- Britain - How did Great Fire of London change our society/ houses?  <b>Achievements</b> - How did we learn from Great Fire of London?  <b>Technology</b> - How has technology changed?</p>	<p><b>Geography Safari Time</b>  <b>Investigating Space and location</b>  Draw a map of Kenya and locate the capital city, some main cities and oceans.  Use an atlas/globe to locate accurately places and landmarks in Kenya.  Explain where Kenya is located in the world and find Kenya on a world map or globe.  <b>Investigating Patterns and Change</b>  Understand what some aspects of Kenyan life are like.  Identify the features of a national park and begin to explain the difference to a game reserve.  Describe some differences and similarities between Kenya and the UK.  <b>Investigating scale and size</b>  Draw a map of a national park and begin to consider the location of key features.  <b>Investigating Sustainability</b>  To ask geographical questions – Where is it? What is this place like? How near/far is it?  Identify animals that live in Kenya and begin to explain the concept of ‘endangered species’.  Begin to understand the importance of tourism to Kenya.</p>	<p><b>History Wish you were here!</b>  <b>Civilisation</b> - Key features of this period  <b>Achievements</b> - How has technology changed in order for our holiday destinations to change?  <b>Technology</b> - How have toys and holidays changed?</p>

<b>Music</b>	<b>Threshold Concepts:</b> <b>Performing</b> <b>Composing</b> <b>Notating</b> <b>Appreciation</b>	<b>Rhythm or pulse</b> <b>Song Structure</b> <b>Performing</b> rhythm patterns. <b>Appreciating</b> and describing rhythms in music <b>Notation-</b> One dot, two dot represents one sound, two sounds	<b>Pitch</b> <b>Composition and Perform</b> <b>Composing</b> with body percussion sounds to create sequences of music <b>Appreciating</b> and describing sounds and visual patterns in a piece of music in Canon <b>Notation-</b> organising sounds in a line on a grid.	<b>Sequencing Patterns</b> <b>Musical Character</b> <b>Composing</b> patterns and sequences of sounds. <b>Appreciating</b> and describing how music makes us feel <b>Notating</b> rhythm sounds as lines and dots <b>Performing</b> vocally in different styles <b>Performing</b> the group compositions for the class.	<b>Sounds and Symbols</b> <b>Musical Structure</b> <b>Composing</b> music by organising sounds to create ‘an ending’. <b>Appreciating</b> and describing music which has repeated patterns <b>Notating</b> - Reading notated sounds traditionally as ta and tete	<b>Changing Pitch and Tempo</b> <b>Appreciating</b> and describing music according to how high or low, or how fast or slow the music goes. <b>Notating</b> -Reading notated sounds traditionally as ta and tete	<b>Perform, Dynamics &amp; Appreciation</b> <b>Appreciating</b> and describing music according to volume. <b>Appreciating</b> and describing music according to preference. <b>Performing</b> in a singing competition as a class
<b>PSHE</b>	<b>Threshold Concepts:</b> <b>Identity</b> <b>Relationships</b> <b>Well-being</b>	<b>Being Me in My World</b> <b>Identity-</b> Learn to take more responsibility for their learning and become resilient when faced with challenges <b>Relationship-</b> Understand how to see views/opinions from different perspectives <b>Wellbeing-</b> Explore self-worth	<b>Celebrating Difference</b> <b>Identity-</b> Understand gender stereotypes and gender diversity <b>Relationship-</b> Explore the importance of making & maintaining Friendship <b>Wellbeing</b> - Resolve simple arguments and resist bullying	<b>Dreams and Goals</b> <b>Identity-</b> Identify skills needed to work effectively as a team member <b>Relationship-</b> Learn to build on each other’s skills when working as a team <b>Wellbeing-</b> Understand how to persevere when faced with challenges	<b>Healthy Me</b> <b>Relationship-</b> Compare own and peer’s choices and feelings when making healthy and safe choice <b>Wellbeing-</b> Explore the importance of a healthy mind (relaxation)	<b>Relationships</b> <b>Identity-</b> Understand how they fit within a family setting <b>Relationship-</b> Know and identify what to do if certain relationship makes them feel uncomfortable <b>Wellbeing-</b> Understand the consequences of good and bad secrets	<b>Changing Me</b> <b>Identity-</b> Explain the difference between male and female body part using correct terminology <b>Wellbeing</b> - Prepare for transition from year 2 to year 3
<b>RE</b>	<b>Threshold Concepts:</b> <b>Belonging and Identity</b> <b>Self-Reflection</b> <b>Change</b> <b>Celebration</b> <b>Tolerance</b>	<b>Where did the world come from and how should we look after it?</b> <b>Belonging and Identity-</b> To understand that different religions have their own view point on how the world came into existence <b>Tolerance-</b> To understand different viewpoints on how the world was created	<b>Why do people celebrate festivals? Looking at Kwanzaa.</b> <b>Celebration-</b> To understand how and why the festival is celebrated and the rituals that take place during the celebration of the festival	<b>How does special food and fasting help people in them faith?</b> <b>Self-reflection-</b> To be reflective and grateful for what we have as opposed to those less fortunate than us  <b>Places of Worship- Mosque</b>	<b>What special stories are told at Easter?</b> <b>Celebration-</b> To understand the purpose of celebrating Easter	<b>Why are different books special for different people?</b> <b>Tolerance-</b> To understand that each religion worships differently.	<b>Why did Jesus tell stories?</b> <b>Self-reflection-</b> To understand the stories told by Jesus were to teach people about God
<b>PE</b>	<b>Threshold Concepts:</b> <b>Movement</b> <b>Tactics &amp; Strategies</b> <b>Personal &amp; Social Skills</b> <b>Leadership</b> <b>Healthy Life Style</b>	<b>Multi Skills – Ball Skills</b> <b>Movement</b> – Developing good awareness of space and the movements and actions taking place around them. <b>Personal &amp; Social Skills</b> – Understanding how to play as part of a team. Knowing sport has a winner and a loser. <b>Healthy Lifestyle</b> – Describe what they and others are doing. Describe how their body feels during games. <b>Tactics and Strategies</b> - Decide where to stand to make it difficult for their opponent.	<b>Gymnastics</b> <b>Movement</b> – Using simple movement patterns and to vary the rhythm, speed, level and direction of their movements. <b>Personal &amp; Social Skills</b> – Developing communication skills and vocabulary. Being creative, individually, with partners and in large and small groups. <b>Healthy Lifestyle</b> – Children recognising their emotions and how their body feels when still and when exercising.	<b>Dance (The Great Fire of London) Curriculum Link) History</b> <b>Movement</b> – Using simple movement patterns and to vary the rhythm, speed, level and direction of their movements. <b>Personal &amp; Social Skills</b> – Developing communication skills and vocabulary. Being creative, individually, with partners and in large and small groups. <b>Healthy Lifestyle</b> – Children recognising their emotions and how their body feels when still and when exercising.	<b>Tennis (Net and wall games)</b> <b>Movement</b> - show awareness of opponents and teammates when playing games by moving in to space. <b>Personal &amp; Social Skills</b> - work well with a partner and in a small group to improve their skills. <b>Leadership</b> – How to make early decisions about the skills and tactics to use when playing games. <b>Healthy Lifestyle</b> - Describe how their bodies work and feel when playing games. <b>Tactics &amp; Strategies</b> - Make choices about appropriate targets, space and equipment. Using a variety of simple tactics.	<b>Games: Performances and skill related games</b> <b>Movement</b> - show awareness of opponents and teammates when playing games by moving in to space. <b>Personal &amp; Social Skills</b> - work well with a partner and in a small group to improve their skills. <b>Leadership</b> – How to make early decisions about the skills and tactics to use when playing games. <b>Healthy Lifestyle</b> - Describe how their bodies work and feel when playing games. <b>Tactics &amp; Strategies</b> - Make choices about appropriate targets, space and equipment. Using a variety of simple tactics.  <b>Orienteering</b> Cross curricular - Geography	<b>Athletics / Sports Day</b> <b>Movement</b> – Understanding the different ways of how the body moves. <b>Personal &amp; Social Skills</b> – Being part of a team and building resilience. <b>Healthy Lifestyle</b> - Describe what they and others are doing. Describe how their body feels during games <b>Leadership</b> – Taking responsibility of their own performance and trying their best. <b>Tactics &amp; Strategies</b> – Making choices about how to improve and how their decisions will determine how well they perform.