

Year 2

Long Term Curriculum Overview

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YEAR 2 A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Take one book (2 week unit) Letter (postcard) (2 week unit) Story – character (2 week unit)	Non-chronological reports (2 week unit) Diary – fictional recount (2 week unit) Instructions (2 week unit)	Letter (purpose) (2 week unit) Non-chronological reports (2 week unit)	Letter (non - fiction) (2 week unit) Story (retell fairy tale) – Starter including setting, not the whole story (2 week unit) Instructions (2 week unit)	Story (creation stories – eg how the zebra got its stripes) (2 week unit) Diary (2 week unit) Recount (personal) (2 week unit)	Recount (personal) – the year review (2 week unit) Story – retell – picture book stimulus (2 week unit) Poetry – Calligrams (1 week unit)
Maths	Place Value Addition and Subtraction	Measurement: Money Multiplication and Division	Multiplication and Division Statistics	Fractions Properties of Shapes	Measurements: Length and Height Geometry: Position and Direction	Measurement: Time Measurement Mass, Capacity and Temperature
Science	Physics/Biology: <i>(Season changes throughout the year at relevant times)</i>	Biology: <u>Animals including humans</u> (Y1 statutory requirements)	Biology: <u>Plants</u> (Y2 observation and describe seeds, Y1 5 trees and 5 flowers with features)		Biology: <u>Living things and their habitats</u>	Chemistry: <u>Everyday Materials</u> name and identify suitability – stretchy/stiff, rough/smooth, waterproof/not waterproof, opaque/transparent

Long Term Curriculum Overview

Working Scientifically (procedural knowledge) is taught throughout each unit

History			<u>Lives of significant individuals</u> (Monarchs- comparison and contribution to national and international achievement – Queen Victoria then Elizabeth I)		<u>Changes within living memory</u> (Toys)
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Working Historically (procedural knowledge) is taught throughout each unit

Geography	<u>Simple fieldwork and observational skills of school and the grounds</u> (mapping and compass directions)	<u>A study of a small area of the UK</u> (Silverstone)		<u>Continents and Oceans</u> (repeat unit)	<u>Silverstone and Kenya Village</u> (similarities and differences of human and physical features)	
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Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units

Computing	<u>Programming Toys Algorithms</u>		<u>Computing skills</u> Painting		<u>Programming for Scratch</u> Laptops	
Art		<u>Sketching and Painting Landscape</u> (John Constable)	<u>Drawing Portraits</u> Amedeo Modigliani/ Frica Kahlo		<u>Sketching and Printing</u> (Stamp printing – Joseph Turner)	

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DT	<u>Wheels and Axles</u> (Make an F1 Racing Car)			<u>Cooking and nutrition – Fruit Salad/Fruit Kebabs</u> (cutting)		<u>Textiles – Gift</u> (Running stitch)
RE	<u>Thematic (including non-religious worldviews)</u> (Who am I? What does it mean to belong?)	<u>Incarnation</u> (Why does Christmas matter?)	<u>Judaism</u> (Who is Jewish and how do they live?)	<u>Salvation</u> (Why does Easter matter?)	<u>Gospel</u> (What is the good news that Jesus brings?)	<u>Thematic (including non-religious worldviews)</u> (What makes some places scared to believers?)
Music	<u>Hey You!</u> Historical Context/Genre: Old-School Hip Hop <u>Classical Study:</u> Bernstein: La Bonne Cuisine	<u>Rhythm in the Way We Walk and Banana Rap</u> Historical Context/Genre: Reggae and Hip Hop <u>Classical Study:</u> Tchaikovsky: Dance of the Sugar Plum Fairy (V)	<u>In the Groove</u> Historical Context/Genre: Blues, Latin, Folk, Funk, Baroque, Bhangra <u>Classical Study:</u> Copland: Hoedown	<u>Round and Round</u> Historical Context/Genre: Latin, Bossa Nova, Film Music, Big Band Jazz, Mash-up, Latin fusion <u>Classical Study:</u> Beethoven: 6 th Symphony (Pastoral) (V)	<u>Your Imagination</u> Historical Context/Genre: Film Music, Pop, Musicals <u>Classical Study:</u> Respighi: Pines of Rome (V)	<u>Reflect, Rewind and Replay</u> Historical Context/Genre: Western Classical Music and Teacher's Choice from this year. <u>Classical Study:</u> Bach: Toccata and Fugue (V)

Long Term Curriculum Overview

PSHE (SCARF)	Me and My Relationships:	Valuing Difference:	Keeping myself safe:	Rights and responsibilities:	Being My Best:	Growing and Changing:
	<ul style="list-style-type: none"> Our ideal classroom (1) Our ideal classroom (2) How are you feeling today? Bullying or teasing? Don't do that! Types of bullying Being a good friend Let's all be happy! 	<ul style="list-style-type: none"> What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of kindness Solve the problem 	<ul style="list-style-type: none"> Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept 	<ul style="list-style-type: none"> Getting on with others When I feel like erupting Feeling safe How can we look after our environment? Harold saves for something special Harold goes camping Playing games 	<ul style="list-style-type: none"> You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom My body needs... What does my body do? 	<ul style="list-style-type: none"> A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Basic first aid <p>Fundraising event</p>
PE	Pirate Fitness	Winter Dance	Gymnastics	Fairy-tale Dance	Yoga	Kwik Cricket
	Social Dodgeball	Nativity Practise	Multi-Skills	Ball Skills	Tennis	Athletics

Year 2

Long Term Curriculum Overview

YEAR 2 B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Take one book (2 week unit) Letter (postcard) (2 week unit) Story – character (2 week unit)	Non-chronological reports (2 week unit) Diary – fictional recount (2 week unit) Instructions (2 week unit)	Letter (purpose) (2 week unit) Non-chronological reports (2 week unit)	Letter (non - fiction) (2 week unit) Story (retell fairy tale) – Starter including setting, not the whole story (2 week unit) Instructions (2 week unit)	Story (creation stories – eg how the zebra got its stripes) (2 week unit) Diary (2 week unit) Recount (personal) (2 week unit)	Recount (personal) – the year review (2 week unit) Story – retell – picture book stimulus (2 week unit) Poetry – Calligrams (1 week unit)
Maths	Place Value Addition and Subtraction	Measurement: Money Multiplication and Division	Multiplication and Division Statistics	Fractions Properties of Shapes	Measurements: Length and Height Geometry: Position and Direction	Measurement: Time Measurement Mass, Capacity and Temperature
Science	Physics and Biology: (Season changes throughout the year at the relevant time)	Biology Animals including humans (Y2 statutory requirements)	Chemistry Everyday Materials (name and identify suitability – hard/soft, shiny/dull, absorbent/not absorbent, bendy/not bendy)		Biology Plants (Y2 how plants grow, Y1 5 trees and 5 flowers with features)	
Working Scientifically (procedural knowledge) is taught throughout each unit						

Long Term Curriculum Overview

History		<u>Events before our living memory</u> (The Great Fire of London)	<u>Lives of significant individuals</u> (Christopher Columbus and Neil Armstrong)		<u>Significant historical events, people and places in our own locality</u> (The Circuit – The event of building the circuit, The people linked to village street names and drivers)
Working Historically (procedural knowledge) is taught throughout each unit					
Geography	<u>Understanding the UK</u> (England and Scotland)		<u>Continents and Oceans</u> (Hot and cold areas of the world)		<u>Understanding the UK</u> (N. Ireland and Wales)
Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units					
Computing	<u>Scratch jr Programming</u> Ipads		<u>Computer Art</u>		<u>Presentation Skills</u>
Art	<u>Sketching and 3D Sculpture</u> (Natural resources – Andy Goldsworthy)		<u>Multimedia</u> (Kerry Darlington)		<u>Sketching and Collage</u> (Pop Art – Andy Warhol)

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DT		<u>Levers and Slides</u> (Moving Christmas Card)		<u>Cooking and nutrition</u> – <u>Salad/Vegetable/</u> <u>Sandwich</u> (cutting and spreading)	<u>Building Structures</u> (Bridges – strong, stiff, stable, Wales)	
RE	<u>Thematic (including non-religious worldviews)</u> (Who am I? What does it mean to belong)?	<u>Creation</u> (Who made the world)?	<u>Islam</u> (Who is Muslim and how do they live)?	<u>Salvation</u> (Why does Easter matter)?	<u>God</u> (What do Christians believe God is like)?	<u>Thematic (including non-religious worldviews)</u> (How should we care for the world and for others, and why does it matter)?
Music	<u>Hands, Feet, Heart</u> Historical Context/Genre: South-African styles including Freedom Songs <u>Classical Study:</u> Chopin: Nocturne op. 9 No' 1 in B flat minor	<u>Ho Ho Ho</u> Historical Context/Genre: Christmas, Big Band, Motown, Elvis, Freedom Songs <u>Classical Study:</u> Tchaikovsky: Russian Dance (V)	<u>I Wanna Be in a Band</u> Historical Context/Genre: Rock <u>Classical Study: Berlioz:</u> Symphonie Fantastique	<u>Zootime</u> Historical Context/Genre: Reggae <u>Classical Study:</u> Rachmaninov: Piano Concerto No' 2	<u>Friendship Song</u> Historical Context/Genre: Soul, Film Music, Pop, Musicals <u>Classical Study: Poncell:</u> Dance of the Hours (V)	<u>Reflect, Rewind and Replay</u> Historical Context/Genre: Western Classical Music and Teacher's Choice from this year. <u>Classical Study: Brahms:</u> Piano Quartet No' 1 in G minor
PSHE (SCARF)	Me and my relationship	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing

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Long Term Curriculum Overview

	<ul style="list-style-type: none"> • Our ideal classroom (1) • Our ideal classroom (2) • How are you feeling today? • Bullying or teasing? • Don't do that! • Types of bullying • Being a good friend • Let's all be happy! 	<ul style="list-style-type: none"> • What makes us who we are? • How do we make others feel? • My special people • When someone is feeling left out • An act of kindness • Solve the problem 	<ul style="list-style-type: none"> • Harold's picnic • How safe would you feel? • What should Harold say? • I don't like that! • Fun or not? • Should I tell? • Some secrets should never be kept 	<ul style="list-style-type: none"> • Getting on with others • When I feel like erupting • Feeling safe • How can we look after our environment? • Harold saves for something special • Harold goes camping • Playing games 	<ul style="list-style-type: none"> • You can do it! • My day • Harold's postcard - helping us to keep clean and healthy • Harold's bathroom • My body needs... • What does my body do? 	<ul style="list-style-type: none"> • A helping hand • Sam moves away • Haven't you grown! • My body, your body • Respecting privacy • Basic first aid <p style="text-align: center;">Fundraising event</p>
PE	Pirate Fitness	Winter Dance	Gymnastics	Fairy-tale Dance	Yoga	Kwik Cricket
	Social Dodgeball	Nativity Practise	Multi-Skills	Ball Skills	Tennis	Athletics