



Year 2 Curriculum Overview

| English | | | | | |
|---|---|---|--|--|---|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Books to support writing curriculum | | | | | |
| Alternative fairytale: Me and You Anthony Browne Tadpole's Promise Nonfiction: Fanatical about Frogs, Owen Davey | Picture book: Journey Home Poetry Once Upon a Star Picture book: Grandpa Christmas Michael Morpurgo | Picture book: The Dragon Machine, Helen Ward Poetry: Revolting Rhymes Roald Dahl | Picturebook: Vlad and The Great Fire of London Nonfiction: Little People Big Dreams Mae Jemison Picture book: The Comet Joe Todd-Stanton | Picture book: The Gigantic Turnip Aleksei Tolstoy Alternative fairytale: Jim and the Beanstalk Poetry Drum, Dream Girl Margarita Engle | Picture book: The Bear and the Piano, David Litchfield Our Tower - Joseph Coelho House Held up by Trees, Ted Kooser |
| Writing Write narratives about personal experiences and those of others, both real and fictional. Write for different purposes, including real events. Plan and discuss the content of writing and record ideas. Orally rehearse structured sentences or sequences of sentences. Proofread to check for errors in spelling, grammar and punctuation. | | | | | |
| Punctuation Use capital letters and full stops to punctuate sentences. Use capital letters for names of people, places, days of the week and the pronoun 'I'. Correctly use question marks and exclamation marks. Use commas to separate items in a list. Use apostrophes to show where letters are missing and to mark singular possession in nouns. | | | | | |
| Spelling In addition to learning the Year 2 words from the National Curriculum lists: Segment spoken words into letter sounds or blends and record these as written words. Spell some words with alternative spellings, including a few common homophones, e.g. here and hear. Spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. | | | | | |
| Reading Read accurately most words of two or more syllables. Read most words containing common suffixes. Read words accurately and fluently without overt sounding and blending, eg. at over 90 words per minute, in age appropriate texts. Sound out most unfamiliar words accurately, without undue hesitation. Check that a familiar text, which they can read fluently, makes sense to them. Ask and answer questions about a text. Discuss the sequence of events in a text. Predict what might happen based on reading so far. Answer questions and make some inferences based on what is being said and done in a familiar text. | | | | | |



Year 2 Curriculum Overview

| Maths | | | | | |
|---|--|---|--|---|--|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Place Value within 100 Addition and subtraction within 100 | Addition and subtraction within 100, shape, money | Money Multiplication and Division | X5 and X10 tables Mass, capacity and temperature, fractions | Fractions Time | Statistics Position and direction |
| Science | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Animals and their offspring <i>Liz Bonnin</i> How do animals grow? | Physics <i>Thomas Edison</i> What is electricity? | Use of Everyday Materials <i>Charles Macintosh</i> What materials are suitable for a specific purpose? | Earth and Space <i>Mae Jemison</i> What is in our solar system? | Plants <i>Alan Titchmarsh</i> What would a plant put in its wishlist? How do they grow? | Human’s basic needs <i>Dian Fossey</i> How do animals and humans survive? |
| Geography | | | | | |
| Autumn 1 | | Spring 1 | | Summer 1 | |
| Understanding place: The UK <i>Capital cities</i> Building on from Year 1 learning, the children will look into the UK and its capital cities, understanding what makes a capital city special. | | Understanding place: Our local area <i>Richmond’s Human and Physical Features</i> The children will expand on their understanding of our local area to identify the human and physical features of Richmond (town). | | Human geography: São Paulo <i>How different is Richmond to the Port of Santos?</i> Children compare a small local area to a contrasting non-European region. | |
| History | | | | | |
| Autumn 2 | | Spring 2 | | Summer 2 | |
| <u>Significant people: Mary Seacole and Marcus Rashford</u> <i>Heroes that have made history</i> Building on from EYFS, children develop their understanding of significance and consider how individuals leave a legacy ’. | | <u>Significant event: the Great Fire of London</u> <i>How did one small mistake lead to the rebuild of London?</i> Children develop their understanding of significance and consider how events can change the course of history and leave a legacy . | | <u>Local history: Royal Richmond</u> <i>Tudor Palaces and the River Thames</i> Children explore local history , questioning why Tudor palaces are often built along the River Thames. | |



Year 2 Curriculum Overview

Computing

Autumn 1

Capture and edit digital photographs - Pixlr
Children will learn how to use a digital device to take a photograph, what makes a good photograph and how to improve it.

Spring 1

Data & IT around us - j2E
Children will learn to recognise the role of IT and how to create a pictogram and present the information using a computer.

Summer 1

Programming a Bee-bot
Children will learn to programme a robot so that it moves in different ways, design an algorithm and use logical reasoning to predict outcomes.

RE

Autumn 2

Christmas celebrations
Children think about how different people celebrate. To focus on how people who follow Christianity celebrate Christmas.

Spring 2

What do muslims celebrate?
Children understand the significance of Ramadan and how people who follow Islam celebrate.

Summer 2

Who was Buddha?
Children have a basic understanding of the teachings of Buddhism and who Buddha was.

Art

Autumn 1

Printing - Orla Kiely
How can a repeated pattern be used to make wallpaper?

Spring 1

Drawing - Keith Haring
How can line and colour be used to show movement?

Summer 1

Painting - Wassily Kandinsky
How many secondary colours can I make?

DT

Autumn 2

Food - Perfect Pizzas
Children are given the opportunity to examine and describe both different bases and toppings, then design and make their own pizzas.

Spring 2

Vehicles
Children are given the opportunity to investigate different vehicles to gather information about wheels and axles to design and make their own vehicles.

Summer 2

Textiles
Children are given the opportunity to investigate a range of puppets and features, select the correct fabric and practise their sewing skills to design and make a glove puppet.

PE

Autumn 1

Kickstart - recap of key movement skills

Autumn 2

Gymnastics
Ball Skills

Spring 1

Multiskills
Athletics

Spring 2

Multiskills
Game Ready

Summer 1

Orienteer/adventure
Athletics

Summer 2

Sustained Activity, Strike & Field, Festival of Sport



Year 2 Curriculum Overview

| Music | | |
|--|---|---|
| Autumn 1 | Spring 1 | Summer 1 |
| <p>The School Environment: Textures and Timbre Building on children's understanding of timbre and instrument qualities, children will explore textures in the school environment and how this could be mapped out as a picture (beginning to first explore notation and writing music).</p> | <p>Mighty Monarchs Rhythm Grids Building on children's awareness of pulse and writing music, children will explore syllables and sound durations in words to create a rhythm grid.</p> | <p>Patterns of Sound Children will explore their singing voices further and develop their pulse and rhythmic awareness. Children will explore and play a range of percussion instruments and learn a rhythmic phrase as part of a class performance.</p> |