



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: Revoltng 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.					



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Maths					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Place value Addition & subtraction	Addition & subtraction Shape	Money Multiplication & division	Length & height Mass, capacity & temperature	Fractions Time	Statistics Position & direction
Fluency: <ul style="list-style-type: none"> • '5 and a bit' structure • comparing with symbols • even numbers and odd numbers • '10 and a bit' structure • midpoints (5, 10 and 15) 		Fluency: <ul style="list-style-type: none"> • doubling numbers 6-9 • doubles and near-doubles • bonds to 10 and 20 • bonds within 10 and 20 • add and subtract across 10 • multiples of 10 		Fluency: <ul style="list-style-type: none"> • subtract across 10 • bonds to 20 • inequalities • transform additions 	
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		
Significant people: Mary Seacole and Marcus Rashford <i>Heroes that have made history</i> Building on from EYFS, children develop their understanding of significance and consider how individuals leave a legacy .	Significant event: the Great Fire of London <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 .		Local history: Royal Richmond <i>Tudor Palaces and the River Thames</i> Children explore local history , questioning why Tudor palaces are often built along the River Thames.		
Computing					



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Autumn 1		Spring 1		Summer 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.		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.		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		Spring 2		Summer 2	
What does it mean to be a Buddhist? The children will learn about Buddhist values, that they follow the teachings of the Buddah and worship in temples. They will also learn about a festival and recall a story from the Jataka Tales.	What does it mean to be a Humanist? The children will learn that Humanists have rules and values and do not believe in a god. They will also know that Humanists value family and community.	What does it mean to be Sikh? The children will learn about the 5K's and that Gurus are the spiritual leaders of Sikhism. They will know that Sikhs believe in one god and will visit a Gurdwara. They will also learn about a Sikh festival and explore a Sikh story.		What does it mean to be Hindu? The children will learn about Hindu rules and values, they will also learn that they believe in a god called Brahman. The children will be able to name a Hindu god and goddess and will know that a Mandir is a Hindu place of worship. They will also explore a festival and a story from a sacred text.	
PSHE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Me in my World Children will discuss how all members of the class have rights and responsibilities to make it a safe and fair place for all and explore how best to work cooperatively.	Celebrating Differences Children learn that some people make assumptions about girls and boys (gender stereotypes). They know that it is OK to be different to their friends and sometimes bullying is about difference.	Dreams and Goals Pupils learn to set realistic goals for themselves, know what it means to work well in a group and how this helps their learning.	Healthy Me Sorting food into groups, children learn which foods give them energy and what some healthy snacks might be. They discuss different things that might make them feel stressed or relaxed.	Relationships Children discuss sources of conflict with friends and family, appropriate forms of physical contact and think about when it may or may not be good to keep secrets.	Changing Me Children discuss sources of conflict with friends and family, appropriate forms of physical contact and think about when it may or may not be good to keep secrets.
Art					
Autumn 1		Spring 1		Summer 1	
Printing - Orla Kiely How can a repeated pattern be used to make wallpaper?		Drawing - Keith Haring How can line and colour be used to show movement?		Painting - Wassily Kandinsky How many secondary colours can I make from the three primary colours?	
DT					
Autumn 2		Spring 2		Summer 2	



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<p><u>Perfect Pizzas</u></p> <p>Children are introduced to a wider understanding of principles of a healthy balanced diet, introducing proteins and carbohydrates. They are given the opportunity to examine and describe different bases and toppings and design and make their own pizzas.</p>		<p><u>Textiles -Sewing Finger Puppets</u></p> <p>Children are introduced to basic sewing skills; learning to thread a needle, tie a knot and use a running or over stitch to join pieces of fabric together. They are given the opportunity to investigate a range of puppets looking at their features, to design and make their own finger puppet.</p>		<p><u>Wacky Windmills</u></p> <p>Children build on their designing and joining skills to create a base and moving blades to make a windmill. They will test the different designs to assess which windmill is most effective and why?</p>	
PE					
Autumn 1		Autumn 2		Spring 1	
Spring 2		Summer 1		Summer 2	
Kickstart - recap of key movement skills		Gymnastics Ball Skills		Multiskills Athletics	
				Multiskills Game Ready	
				Orienteer/adventure Athletics	
Music					
Autumn 1		Spring 1		Summer 1	
<p><u>Tony Chestnut</u></p> <p>A fun, fast-moving action song that has a simple tune and clever lyrics crafted to sound like different parts of the body. In this unit, pupils will be encouraged to sing with good diction to emphasise word play, learn to play the melody of the song on tuned percussion and working by ear, explore call-and-response, making up call-and-response patterns with actions, their voices and with instruments. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect evidence of pupils' progress.</p>		<p><u>Grandma Rap</u></p> <p>This unit explores beat and rhythm work using crotchets and quavers. Beginning with on-the-spot actions, followed by stepping the durations, stick notation is introduced and pupils go on to create their own 4-beat patterns, which they will loop creating an accompaniment to perform the rap to. This unit also contains the second of three progression snapshots that will be returned to and developed in Term 3 to collect evidence of pupils' progress..</p>		<p><u>Composing Music Using Birdsong</u></p> <p>Many composers have been inspired by birds – their movement, their song and of course, their flight. In this unit, children will begin by watching and listening to birds, and gathering inspiration for their own compositions. They will then learn how to make their birdsong motifs and structure them into a piece.</p>	