

Year 2 Curriculum Overview

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Science	Living things and their habitats	Animals including humans	Everyday materials			Plants
Objectives	I can describe and name a variety of plants and animals in their habitat I can name a variety of animals and describe their habitats I can explore how different plants and animals depend on each other I can create a simple food chain I can compare things that are living, dead and never been alive I can identify that most living things live in habitats to which they are suited	I can explain that animals have offspring that grow into adults I can observe how humans grow into adults I can describe a simple life cycle I can describe the basic needs of animals for survival I can investigate what humans need to stay healthy	I can describe the properties of different materials I can identify different objects made from the same material I can compare the suitability of different materials I can explore why some materials are more suitable for certain uses I can investigate the most suitable material for a particular use I can explore how the shapes of solid objects can be changed			I can explore how some plants contain seeds. I know that seeds and bulbs have a store of food inside them I can describe how seeds/bulbs grow into mature plants I can explore what plants need to grow and be healthy I can explain what plants need to grow and be healthy
Investigations	Identifying plants and animals in their environment. Identifying animals in microhabitats. Investigate dead, living and never alive. Investigate the most suitable habitat (choice chamber)	Human growth investigation What do humans need to stay healthy?	Properties of materials investigation. Materials that objects are made from. Best paper for a drinking straw. Most suitable material for a raincoat. Explore how the shapes of solid objectss can be changed.			Investigate seeds inside fruit Investigate what is inside a seed What do seeds need to germinate? What do plants need to grow and be healthy?
Key Vocab	Plant, animal, habitat, microhabitat, depend, food chain, dead, living, never alive, suitable, suited	animal, human, adult, grow, offspring, life cycle, water, food, air, survival, healthy	properties, material, object, suitable, unsuitable			Plant, grow, food, seed, bulb, healthy, germinate
Equipment	Pooter, magnifying glass,					magnifying glass
Experiences	Trip to park					
Religious Education	Stories of the Prophet (Islam) Aut 1	Learning from Muslims (Islam) Aut 2	Holy Places (Christianity, Sikhism, Islam) Spr 1	Holy Books (Christianity, Sikhism, Islam) Spr 2	Good News – Jesus (Christianity - UC) Sum 1	Big Questions (Christianity, Islam, Judaism, Sikhism) Sum 2
Prior Learning links						
Message	Stories which show how Muslims put their beliefs into practice.	What it is like to be Muslim.	Stories, objects and actions which show what people believe.		Forgiveness and friendliness.	
Key Question/ Outcome	How do Muslims follow the example of their Prophet?	What can we learn from Muslims?	Where, how and why do Christians, Muslims and Sikhs worship?		What is the good news Jesus brings?	Questions that puzzle us.I wonder...questions about God. Who is God? Where does love come from? Why was I born?
Objectives	I can understand why some books are special. I can talk about religious leaders. I can explain why Muslims want to be kind to animals. I can discuss my thoughts and ideas about a story. I can respond to ideas in a story. I can compare stories from the Qur'an.	I can talk about my special places. I can talk about special places for Muslims. I can explain how Muslims celebrate Eid-ul-Fitr. I can understand why the Qur'an is important to Muslims. I can explore important words in Islam. I can say what matters to Muslims.	I can talk about a safe or special place. I can say why certain objects are important or sacred to Christians. I can say why certain objects are important or sacred to Muslims. I can say why certain objects are important or sacred to Muslims. I can say what makes the Gurdwara a special place for Sikhs. I can say how are places of worship are similar and different.		I can understand a story from the Bible. I can understand how Jesus gives instructions to people. I can discuss Jesus' good news (Visitor). I can discuss Jesus' good news. I can discuss why churches are important to Christians. I can discuss how Christians believe saying sorry brings peace.	I can respond to a puzzling picture. I can ask puzzling questions I can ask big questions I can explore the big questions I can ask puzzling questions about a religious story. I can describe how people's beliefs make a difference and what they do
Vocab	Qur'an, respect, Allah, The Prophet, beliefs.	Mosque, Eid-ul-Fitr, Qur'an, Wudu, sacred.	Sacred, Holy, Church, Mosque, Gurdwara.		Disciples, forgiveness, prayer, confess, peace.	Puzzle, puzzling, ideas, beliefs,
PSHE	Family and Relationships (Autumn 1)	Health and Wellbeing (Autumn 2)	Safety and the Changing Body (Spring 1)	Citizenship (Spring 2)	Economic Wellbeing (Summer 1)	Transition (Y1-5) Identify (Y6) (Summer 2)
	Lesson 1: I can begin to understand the role of the family in their lives. Lesson 2: I can begin to understand the range of families	Lesson 1: I can describe a range of feelings and develop simple strategies for managing them. Lesson 2: I can understand the benefits of physical activity.	Lesson 1: I can understand what the internet is and how it can help us Lesson 2: I can understand how to stay safe when using the internet.	Lesson 1: I can understand the importance of rules. Lesson 2: I can understand ways to look after the school environment.	Lesson 1: I can explore the ways people receive money. Lesson 2: I can identify basic needs essential for healthy growth.	Transition Day: I can understand that change can cause mixed feelings.

	<p>they may encounter now and in the future.</p> <p>Lesson 3: I can recognise how others show feelings in different ways and how to respond.</p> <p>Lesson 4: I can begin to understand that some friendships might make us feel unhappy and how to deal with this.</p> <p>Lesson 5: I can begin to understand the conventions of courtesy and manners.</p> <p>Lesson 6: I can begin to understand how loss and change can affect us.</p> <p>Lesson 7: I can develop an understanding of stereotypes and how these might affect job/career choices.</p>	<p>Lesson 3: I can use breathing exercises to relax.</p> <p>Lesson 4: I can understand strengths and set achievable goals.</p> <p>Lesson 5: I can identify strategies to help overcome barriers or manage difficult emotions.</p> <p>Lesson 6: I can understand what it means to have a healthy diet.</p> <p>Lesson 7: I can understand ways of looking after our teeth.</p>	<p>Lesson 3: I can begin to understand the difference between secrets and surprises.</p> <p>Lesson 4: I can begin to understand the concept of privacy and the correct vocabulary for body parts.</p> <p>Lesson 5: I can understand safe and unsafe touches.</p> <p>Lesson 6: I can discuss personal boundaries.</p> <p>Lesson 7: I can understand ways to keep safe on and near roads</p> <p>Lesson 8: I can understand ways to keep safe on and near roads.</p>	<p>Lesson 3: I can recognise the role people play in looking after the environment.</p> <p>Lesson 4: I can begin to understand the roles people have in the community.</p> <p>Lesson 5: I can recognise similarities and differences between people in the local community.</p> <p>Lesson 6: I can begin to understand how democracy works in school.</p> <p>Lesson 7: I can understand ways to share an opinion.</p>	<p>Lesson 3: I can consider how people decide what they want.</p> <p>Lesson 4: explore how bank accounts and cards help with managing money.</p> <p>Lesson 5: I can identify my skills and talents.</p> <p>Lesson 6: I can describe how to make others feel included.</p>	
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Art	Formal Elements of Art (A)	Art Skills (A)		Human Form (A)	Sculpture and Mixed Media (A)	
Outcomes	<p>Make a picture using frottage.</p> <p>Create a 3D drawing.</p> <p>Talk about how you create different tones and why. Discuss how different media create different effects.</p>	<p>Know the meaning of scoring, slip, repeating patterns, sketching, design, tone, concentric circles. Talk about how they have used repeated patterns. Talk about sketching and tone and say how to create lighter and darker tones.</p>		<p>Know the meaning of portrait, figure, body sculpture, self portrait, collage, decorate, 3D.</p> <p>Able to discuss the different media they have used and how they create different effects</p>	<p>Know the meaning of human form, 3D, illustrator, emotions, background, landscape.</p> <p>Able to discuss the work of Roy Lichtenstein and how colour and pattern can be used to create effects. Able to work in a group to make decisions about what their work should look like.</p>	
Objectives	<p>I can create repeating patterns</p> <p>I can explore different textures</p> <p>I can create a picture using collage and frottage</p> <p>I can create a 3D drawing using tone and shading</p> <p>I can use tone to create a 3D drawing</p>	<p>I can work with a variety of materials using repeating patterns</p> <p>I can weave</p> <p>I can use line,shape and space to create art</p> <p>I can explore the use of tones in shading</p> <p>I can develop my painting skills</p> <p>I can draw for pleasure</p>		<p>I can create body sculptures</p> <p>I can decorate my drawings</p> <p>I can create a collage</p> <p>I can create a self portrait</p> <p>I can create a 3D figure</p>	<p>I can create 3D forms</p> <p>I can draw faces with emotions</p> <p>I can create a large piece of artwork</p> <p>I can create a large piece of artwork</p>	
Key Vocab	reapeting patterns, textures, frottage, tone, shading, 3D, colour	Clay, tile, repeating pattern, slip, weaving, textures, space, design, silhouette, concentric circles, lines, shade, tones, darker, painting, sketching	=	Body sculptures, decorative, patterns, trace, collage, features, self-portrait, figure	3D, human form, illustrator, emotions, colour, pattern, design, drawing, design, drawing, proportions, collage, bubble writing	
Artists	Max Ernst, Ed Ruscha	Clarice Cliff, Nancy McCroskey		Julian Opie, Edwina Bridgeman	Roy Lichtenstein	
DT		Baby Bear's Chair (Structures) (Aut 2)	Fairground Wheels (Mechanisms) (Spr 1)			A Balanced Diet (Food) (Sum 2)
Summary		Using the tale of Goldilocks and the Three Bears as inspiration, children help poor Baby Bear by making him a brand-new chair. When designing the chair, they consider his needs and what he likes and explore ways of building it so that it is a strong and stable structure and doesn't break again!	This unit brings together the children's knowledge of mechanisms and structures. They design and create their own Ferris wheels, considering how the different components fit together so that their wheels rotate and their structures stand freely.			Through their exploration of what makes a balanced diet, children taste test food combinations of different food groups. They will also aim to make a wrap that includes a healthy mix of protein, vegetables and dairy, and learn about the term 'hidden sugars'.
Outcome		All children have produced a high-quality chair structure, suitable for a small teddy bear to sit on and linked to the story of the Three Bears. Photographs of the final product can be shared in a gallery on the school website.	A moving model of a Ferris wheel complete with moving pods and decorative features.			Having learned about the importance of a balanced diet, children have designed and made their own healthy wrap.
Objectives		<p>I can explore stability in structures.</p> <p>I can analyse a structure.</p>	<p>I can design a wheel.</p> <p>I can select appropriate materials.</p>			<p>I can explain 'hidden sugars' in drinks.</p> <p>I can describe a balanced diet.</p>

		I can build a strong and stiff structure. I can construct a structure. I can produce a finished structure. I can evaluate my product.	I can build a moving wheel. I can build a moving wheel. I can evaluate my work.			I can investigate food flavours. I can design a healthy wrap. I can make a healthy wrap.
Vocab		Function ● Man-made ● Mould ● Natural ● Stable ● Stiff ● Strong ● Structure ● Test ● Weak	Axle ● Decorate ● Evaluation ● Ferris wheel ● Mechanism ● Stable ● Strong ● Test ● Waterproof ● Weak			Alternative ● Diet ● Balanced diet ● Evaluation ● Expensive ● Healthy ● Ingredients ● Nutrients ● Packaging ● Refrigerator ● Sugar ● Substitute
History		Schools (Aut 2)		Flight (Spr 2)		Monarchy (Sum2)
Key Questions/Outcomes		How was school different in the past?		How did we learn to fly?		What is a monarch?
Objectives		Were schools different in the past? How have schools changed within living memory? How were schools different in the 1900s? How have school changed? What is similar and different about schools now and in the past? Would you have preferred to go to school in the past?		Who were the Wright Brothers? When was the first flight? Why was Bessy Coleman significant? Who is Amelia Earhart significant? Why was the moon landing special? How did we learn to fly?		What is a monarch? Who is our monarch today? How did William the Conquerer become King of England? How did William the Conquerer rule? How did castles change? What was a monarch in the past?
Key Vocab			=			
Experiences		Black Country Museum/ Blists Hill				
Geography	The Weather/Climates (Aut 1)		Our Wonderful World (Spr 1)		Coastal areas (Sum 1)	
Prior learning/links	Y1 What is it like here?		Y2 Would you prefer to live ina hot or cold place?			
Key Questions/Outcomes	Would you prefer to live in a hot or a cold place?		Why is our world wonderful?		What is it like to live by the coast?	
Objectives	Where are the continents? Where are the coldest places on earth? Where is the equator? What is life like in a hot place? Do we live in a hot or cold place?		What are some of the UK's amazing features and landmarks? Where are some of the world's most amazing places? Where are our oceans? What is amazing about our local area? Why are natural habitats special? How can we look after our local habitats?			
Core Vocab	Continent, map, land, ocean, country, locate, sea, globe, arid, compass, desert, land, location, ocean, weather, climate, ice sheet, pack ice, savannah, grasslands, tropical, vegetation, rainforest, polar, human, physical, urban, rural, arid, rain gauge, thermometer, temperature, tropical, mild, Artic, Antarctic		Human and physical features, characteristics, continents, oceans, seas, lake, river, OS map, symbols, aerial photograph, sketch map, woodland, habitat, vegetation, tally chart, magnifying glasses, fieldwork			
Texts Experiences	Read the book 'Martha Maps It Out' by Leigh Hodgkinson PRIOR to lesson one. Set up rain gauge 24hrs BEFORE lesson 5. Fieldwork – weather investigation				Fieldwork – sample area to observe vegetation and living things	
Music	Call and response songs (M) (Aut 1)	Orchestral instruments (M) (Aut 2)	Musical Me (M) (Spr 1)	EP (Recorders) (M)	EP (Recorders) (M)	EP (Recorders) (M)

Prior Learning	Year 1 – Under the Sea	Y1 Design Technology (Baby Bear’s Chair)	Y1 – Musical Vocabulary: Under the Sea			
Key Questions	What does this animal sound like? Which sound represents this animal? What is the rhythm of these words?	What are the main sections of the orchestra? What is this instrument called? What could this part of the story sound like?	What is timbre? What are dynamics?			
Objectives	I can create different sounds using the same instrument. I can copy a rhythmic pattern. I can perform a traditional song. I can create rhythmic patterns. I can add dynamics to a structure of rhythms.	I can name sections and instruments of an orchestra. I can identify orchestral instruments. I can select sounds to match a story. I can select appropriate musical sounds to accompany a story. I can perform a musical story.	I can sing and play an instrument at the same time. I can choose and play appropriate dynamics and timbres for a piece of music. I can use musical notation to play melodies. I can use letter notation to write my own melody. I can use timbre and dynamics in musical composition.			