



# Curriculum Overview



## Year 2

# **RHE**

*Key Stage One:*

- *Children understand that God is love: Father, Son and Holy Spirit*
- *Learn that being made in His image means being called to be loved and to love others*
- *Learn about the various communities they belong to: home, school, parish, the wider community, the nation and the global community*
- *Know that God calls us to live in community with one another*

# **RE**

## ***Old Testament Stories and Prayers***

*Children will know that there are two parts to the Bible and will know some stories about different people in the Old Testament who were called into friendship with*

*God. They will recognise that psalms are special songs to praise and thank God.*

## ***Special Celebrations***

*Children will know the Seasons of the Liturgical year and be able to describe customs and symbols associated with them. They will know the sacraments are special celebrations and identify some of the rituals that take place in Baptism and Marriage.*

## ***Advent***

*The children will know that Advent is a season of preparation for Christmas; describe the Advent Wreath and explain why it is a symbol of preparation for Christmas. Know the story of John the Baptist about preparing the way for Jesus.*

## Whole Class Reading

Children will be introduced to a range of different texts in Year 2, these include *The Tear Thief*, *The Crow's Tale* and *The Scarecrow's Wedding*.

*Linked Texts* – children will focus upon a key theme in their weekly linked text to enable them to be able to engage with a variety of narrative, informational texts and poetry.

## English

**Traditional Tales** - children explore what makes a traditional tale and the key features, events and characters within them. They will become familiar with the types of characters used and be able to describe them using a developing bank of vocabulary. Children will be taught how to use a variety of conjunctions to link sentences together in their writing.

**Helping Bob (Man on the Moon)** - In this unit, children will write for real purposes using the fiction book *Man on The Moon* by Simon Bartram. Children are asked to help Bob with various tasks that demand using and applying the text types they explored in Year 1 as well as being introduced to new forms of writing.

# Maths



## **Number : number and place value**

- count in steps of 2, 3, and 5 from 0, and in tens from a number and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- use place value and number facts to solve problems.

## **Number: addition and subtraction**

- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and ones
  - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

## **Geometry : properties of shape**

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday object

# Science



## **Local habitat**

*During the Year 2, children will learn about their environment and visit it during different seasons, weather and conditions. They will learn how to respect living things in their environment and practice these skills outside around school.*

*They will discover if they ask simple questions they can be answered in different ways.*

## **Living things**

*Children will explore, compare and know the differences between things that are living, dead, and things that have never been alive. They will know and describe the characteristics of living things and use this to distinguish whether something is dead, alive or never dead. The children will understand that plants are living things and be able to explain why they know this linked to their characteristics.*

## **PE**

*In Year 2 PE, pupils enjoy Ball Games, Multiskills activities to build coordination and agility, develop teamwork and control in Football, and explore movement and mindfulness through Jungle Yoga. These sessions help them grow in confidence, fitness and focus.*

# History

## The Great Fire

In this history unit, pupils will discover what London was like in 1666 and learn about the key differences between Stuart times and today, such as architecture, transport and technology. By comparing the past with the present, pupils will understand why the Great Fire spread so quickly and why it had such devastating consequences. They will explore the timeline of events and use eyewitness accounts from famous diarists like Samuel Pepys and John Evelyn to learn how we know so much about the fire today. Pupils will look at both the long-term conditions (like narrow, wooden streets) and short-term factors (such as the dry summer and strong winds) that made the fire worse, while considering how hindsight helps us see things more clearly. The unit finishes by exploring the impact of the fire on Londoners and how the city changed afterwards, becoming cleaner and safer.

# Geography

## Planet Earth

In this geography unit, pupils will start by learning the names, shapes, and locations of the seven continents and five oceans, so they can recognise and place them on a world map. They'll explore the difference between seas and oceans and discover some of the animals that live in each of the world's oceans. Children will learn about different countries, capital cities, famous landmarks, landscapes, climates, and native animals in Europe, Asia, Africa, North America, South America, Australia, and Antarctica. Each lesson includes thinking about how we might travel to these continents from where we live, and pupils will complete a 'passport' page to record what they have discovered.

The unit finishes by bringing all this learning together, exploring why some parts of the world are hot and others cold, and introducing ideas like the Equator, the Northern and Southern Hemispheres, and climate zones. There are lots of opportunities to celebrate diversity and share pupils' own backgrounds, as well as learning about food, music, art, and languages from around the world.

# Music



## **Call and Response (Animals)**

Chanting different call and response sound patterns, children progress to creating their own call and response patterns using untuned percussion instruments. They practise rhythm and pulse as they echo and respond to each other's chants, building a strong sense of musical communication.

## **Instruments (Musical Storytelling)**

Exploring longer pieces of music, children look at how music can tell a story through the use of different instruments. They think creatively, considering how sounds can represent characters, actions, and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.

# DT

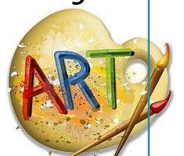
## **Structures: Baby bear's chair**

Using the tale of Goldilocks and the Three Bears as inspiration, pupils help Baby Bear by making him a brand new chair, exploring different shapes and materials. When designing the chair, they consider his needs and what he likes.

# Art

## **Map It Out**

Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. Their ideas are developed through the creative techniques of stained glass style, basic printing, and either felt making or creating art in relief.



# Computing

## *Information technology around us*

*Identifying IT and how its responsible use improves our world in school and beyond.*

## *Digital photography*

*Capturing and changing digital photographs for different purposes.*

