
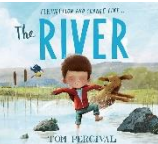
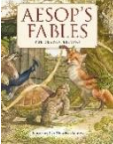
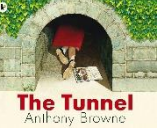



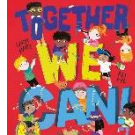
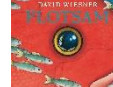
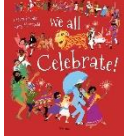


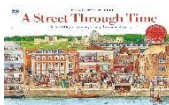
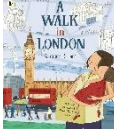

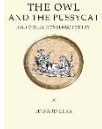

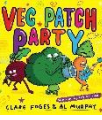




## Year 2 Curriculum

## Year 2 Guided Reading Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y2 Core Text</b>	 The Dress in the Window by Robert Tregoning (2 weeks)	 The River by Tom Percival (2 weeks)	 Aesop's Fables (2 weeks)	 The Tunnel by Anthony Browne (2 weeks)	 A way to the stars by David Almond (2 weeks)	 Flat Stanley (2 weeks)
<b>Y2 Supplementary</b>		 Sulwe by Lupita Nyong'o (2 weeks)		 Together We Can by Caryl Hart (2 weeks)		 Flotsam by David Weisner
<b>Y2 Non-Fiction</b>	 We all celebrate by Chitra Soundar (2 weeks)	 Meanwhile Back on Earth by Oliver Jeffers (3 weeks)	 The Greatest Show on Earth by Mini Grey (3 weeks)	 A street through time (2 weeks)	 A walk in London by Salvatore Rubbino (2 weeks)	 Above and Below by Hanako Clulow (2 weeks)
<b>Y2 Linked Poetry</b>	 The Owl and Pussycat - (1 week)		 Please Mrs Bulter – Allan Ahlberg (1 week)	 Veg Patch Party by Claire Fones and Al Murphy (1 week)	The Great Fire of London by George Szirtes ( <a href="https://clpe.org.uk/videos/video/george-szirtes-great-fire-london">https://clpe.org.uk/videos/video/george-szirtes-great-fire-london</a> )	















## Year 2 Guided Reading Statement Mapping

Y2							Reading behaviours
Word reading	<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read all the words in a sentence and do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace')</p> <p>re-read word groups that are tricky to read aloud smoothly on first attempt</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read unfamiliar words containing previously taught GPCs (grapheme/phoneme correspondence), accurately and without undue hesitation</p> <p>read accurately by blending the sounds in unfamiliar words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read further common exception words [according to school's chosen phonics programme], noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing common suffixes</p> <p>read suffixes by building on the root words that they have already learnt</p> <p>read accurately words of two or more syllables that contain the graphemes taught so far</p> <p>use syllable boundaries to read each syllable separately before they combine them to read longer words</p> <p>use morphology (such as prefixes) to work out unknown words</p> <p>read further words with contractions [for example, couldn't, wouldn't, shouldn't, can't], and understand that the apostrophe represents the omitted letter(s)</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading</p> <p>read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)</p>						<p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>sustaining interest in longer narratives</p> <p>responding to open questions and prompts e.g. <i>tell me about...</i></p> <p>sharing personal preferences regarding authors and named books</p>
Comprehension	<b>V</b> ocabulary	<b>I</b> nfer	<b>P</b> redict	<b>E</b> xplain	<b>R</b> etrieve	<b>S</b> ummarise	<p>listening attentively in discussion and making related comments</p> <p>asking questions for clarification and understanding</p> <p>participating in discussions</p> <p>speaking audibly to a group</p> <p>following agreed group discussion guidelines</p> <p>taking turns in group or class conversations</p> <p>sharing a view/opinion</p> <p>considering the opinions of others (with support)</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>building a repertoire of poems learnt by heart appreciating poems, reciting some, with appropriate intonation to make the meaning clear</p> <p>reading with appropriate expression and phrasing</p>
	<p><b>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</b></p> <p>discussing their favourite words and phrases</p> <p>recognising simple recurring literary language in stories and poetry</p> <p><b>drawing on what they already know or on background information and vocabulary provided by the teacher</b></p> <p><b>discussing effective language choices</b></p> <p>Identifying and discussing simple figurative words and phrases</p> <p>exploring synonyms and idiomatic language</p>	<p>empathising with characters, based on their descriptions and actions</p> <p><b>making inferences on the basis of what is being said and done</b></p> <p>recognising different thoughts/feelings from characters within a text</p> <p>beginning to recognise that settings may affect feelings and behaviours</p> <p>identifying with, and exploring characters, using a range of drama techniques</p> <p><b>considers alternative viewpoints</b></p>	<p>using tentative language to speculate on possibilities raised by the text</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>making predictions about how a character might behave</p>	<p>asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading</p> <p><b>conveying simple information derived from main ideas</b></p> <p>understanding that language structure and presentation contribute to meaning</p> <p><b>explaining their view using words such as 'because' and using evidence from the context</b></p> <p><b>explaining to others what they have read or found out</b></p> <p><b>beginning to independently justify their views about texts they have had read to them and others that they read for themselves, beginning to refer back to the text</b></p> <p><b>making connections with what they read or hear to own experiences</b></p>	<p>exploring non-fiction books that are structured in different ways, and how they can be used to find things out</p> <p>discussing settings and what they indicate about the story</p> <p><b>re-reading to find specific information</b></p> <p><b>retrieves information from within a text</b></p>	<p>discussing the sequence of events in texts and how items of information are related</p> <p><b>identifying elements that have been encountered in other texts</b></p> <p><b>recalling main events/ideas from a text</b></p> <p><b>linking what they read or hear with their own experiences</b></p>	

## Year 2 Writing Overview

### YEAR 2 UNIT OVERVIEWS

### ESSENTIALWRITING 2024-2025

Autumn					Spring				Summer				
Narrative 	Instructions 	Poetry: List poems 	Narrative 	Letters, postcards 	Narrative 	Non-Chronological Report 	Narrative 	Poetry: Free Verse & Simile 	Narrative 	Instructions 	Recount 	Narrative 	Poetry: Take One Poet 
Frog and the Stranger	How to Make Friends with a Ghost	The Puffin Book of Fantastic First Poems	Last Stop on Market Street	Dragon Post	Rapunzel	Big Blue Whale	Julian is a Mermaid Splash, Anna Hibiscus!	The Puffin Book of Fantastic First Poems	The Lost Homework	How to Wash a Woolly Mammoth	Here I Am	Super Joe Does Not Do Cuddles Traction Man	Belonging Street
10 steps	10 steps	5 steps	12 steps	15 steps	15 steps	10 steps	15 steps	10 steps	12 steps	10 steps	10 steps	14 steps	5 steps
52 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)				51 steps (approx. 11 weeks)				

## Year 2 Maths Overview

Autumn Term 1	Autumn Term 2
Week 1 – Week 4 – Place Value Week 5 – Week 7 – Addition and Subtraction	Week 8 – 9 – Addition and Subtraction Week 10-12 – Geometry (Shape)
Allow for Pre-Block Assessment A and Post-Block Assessment B for Each Block	
Spring Term 1	Spring Term 2
Week 1 – Week 2 - Money Week 3 – Week 6 – Multiplication and Division	Week 7 – Multiplication and Division Week 8 - 9 – Length and Height Week 10 - 12 – Mass, Capacity and Temperature
Allow for Pre-Block Assessment A and Post-Block Assessment B for Each Block	
Summer Term 1	Summer Term 2
Week 1 – Week 3 – Fractions Week 4 – Week 5 - 6 – Measurement: Time	Week 7 – 8 – Statistics Week 9 – 10 – Geometry: Position and Direction Week 11 - 12 - Consolidation
Allow for Pre-Block Assessment A and Post-Block Assessment B for Each Block	
<p style="text-align: center;">By the end of Year 2, Children at ARE should be able to:</p> <p>Place Value: Count - • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Represent - • read and write numbers to at least 100 in numerals and in words • identify, represent and estimate numbers using different representations, including the number line. Use and Compare - • recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use &lt;, &gt;, and = signs. Problems/Rounding - • use place value and number facts to solve problems</p> <p>Addition and Subtraction: Calculations - • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: Ø a two-digit number and ones Ø a two-digit number and tens Ø two two-digit numbers Ø adding three one digit numbers. Problems - • solve problems with addition and subtraction: Ø using concrete objects and pictorial representations, including those involving numbers, quantities and measures Ø applying their increasing knowledge of mental and written methods.</p> <p>Multiplication and Division: Recall/Use - • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Calculations - • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</p> <p>Problems - • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>Fractions: Recognise and Write - • recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity. Compare - • Recognise the equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>. Calculations - • write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3</p> <p>Algebra - • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p>Measurement: Using Measures - • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =. Money - • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Time - • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day.</p> <p>Geometry: 2-D Shapes: - • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • 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 shapes and everyday objects. 3-D Shapes: - • recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] • compare and sort common 3-D shapes and everyday objects. Position and Direction: • order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)</p> <p>Statistics: Present and Interpret Data: • interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Solve Statistical Problems: • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data</p>	

## Year 2 Science Overview

WS = Working Scientifically

	Autumn 1	Autumn 2	Spring	Spring 2	Summer 1	Summer 2
2	<p><b><u>Key Knowledge and Skills:</u></b> <b><u>Human Survival (Movers and Shakers)</u></b></p> <p>- notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p><b><u>Essential Learning</u></b> Engage 1, 2 Develop- 1-3</p> <p><b><u>Resources</u></b> - Timers -Masking tape -Pencils -30cm rulers</p> <p><b><u>WS</u></b> Identify, classify, questioning, observe, perform simple tests, suggest answers to questions</p>	<p><b><u>Key Knowledge: Animal Survival (Movers and Shakers)</u></b></p> <p>-identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other -identify and name a variety of plants and animals in their habitats, including microhabitats -describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p><b><u>Essential Learning</u></b> Introductory knowledge Engage- 1, 2, 4, 5 Innovate 1</p> <p><b><u>Resources</u></b> - Trays and nets Pooters -brushes -plastic spoons -Plastic containers -Hand lenses -White sheets -Clipboards -Spotting sheets -identification charts -tablets with identification apps</p> <p><b><u>WS</u></b> Identify, classify, questioning, observe, perform simple tests, suggest answers to questions</p>	<p><b><u>Key Knowledge: Uses of Materials (Coastline)</u></b></p> <p>-identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><b><u>Essential Learning</u></b> Engage 2 Develop 1</p> <p><b><u>Resources</u></b></p> <p><b><u>WS</u></b> Identify, classify, questioning, observe, perform simple tests, suggest answers to questions</p>	<p><b><u>Key Knowledge and Skills:</u></b> <b><u>Plant Survival (Coastline)</u></b></p> <p>- observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p><b><u>Essential Learning</u></b> Introductory Knowledge Engage- 1, 2 Develop- 2 Innovate- 3</p> <p><b><u>Resources</u></b></p> <p><b><u>WS</u></b> Identify, classify, questioning, observe, perform simple tests, suggest answers to questions</p>	<p><b><u>Key Knowledge and Skills:</u></b> <b><u>Animal Survival (Magnificent Monarchs)</u></b></p> <p>- notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p><b><u>Essential Learning</u></b> Engage 3 Develop 1-4 Innovate 1-5</p> <p><b><u>Resources</u></b> - Range of information sources, such as books and the internet - 30 live mealworms -Plastic tubs with lids -Hand lenses or digital microscopes -Bran flakes -Potato pieces -Cardboard -Range of materials, such as wooden pallets, terracotta pots, bricks with holes, small logs, a large container such as a washing bowl, woody prunings, strips of wood, sticks, small pieces of bamboo cane, moss, dry leaves, straw, pine cones, soil, sand, pebbles, stones, coconut shells and yoghurt pots -Range of equipment, including saws, hammers, spades and glue guns -Range of joining materials, including glue gun sticks, string, hooks and nails -Range of animal foods, including nuts, seeds, mealworms and fats for birds and wet or dry cat food for hedgehogs -Range of safety equipment, including gardening gloves, goggles and kneelers</p> <p><b><u>WS</u></b> Identify, classify, questioning, observe, perform simple tests, suggest answers to questions</p>	

## Year 2 History

Assessment Note: You will need to adapt end of unit quizzes depending on which lessons you have chosen to teach as the quizzes include content from all lessons on maestro but not all of the lesson are taught in our curriculum. Assessments should be completed/stuck in Topic Books. An assessment needs to be completed at the end of each unit and should be based on the key knowledge and skills highlighted below.

Year	Autumn	Summer
	<u>Movers and Shakers</u>	<u>Magnificent Monarchs</u>
2	<u>Key Knowledge:</u> <ul style="list-style-type: none"> <li>- Timelines of significant peoples lives</li> <li>- The difference between fact and opinion/belief</li> <li>- Important achievements of significant British people</li> <li>- Significant activists</li> <li>- Significant explorers</li> </ul>	<u>Key Knowledge:</u> <ul style="list-style-type: none"> <li>- Historical phrases linked to monarchs (king, queen, ruler, etc)</li> <li>- Monarchs could make their own rules and laws (complete power)</li> <li>- Today Britain uses a constitution monarch meaning laws are made by parliament instead</li> <li>- The definition of a historical period</li> <li>- At least 2 Monarchs</li> </ul>
	<u>Key Skills:</u> <ul style="list-style-type: none"> <li>- Sequence information in chronological order</li> <li>- Examine and discuss different artefacts</li> <li>- Describe the impact of a significant person on the world</li> <li>- Make judgements about historical people</li> </ul>	<u>Key Skills:</u> <ul style="list-style-type: none"> <li>- Use historical terms (year, decade and century)</li> <li>- Describe how an aspect of life has changed over time (how rules and laws are made)</li> <li>- Describe the the term 'hierarchy' and give examples</li> <li>- Explain why an event from the past is significant</li> <li>- Describe and explain importance of significant individual</li> </ul>
	<u>Essential Learning:</u> Introductory Knowledge Lesson Engage Lessons: 4 Develop 1 Lessons: 1, 2, 3 Develop 2 Lessons: 1, 3, 4 Express Lessons: Assessment Quiz	<u>Essential Learning:</u> Introductory Knowledge Lesson Engage Lessons: 1 Develop Lessons: 4 (choose 3 of the following: 2, 3, 5, 6, 7, 8) Express Lessons: Assessment Quiz



## Year 2 Geography

Term: Spring/Topic	Key Skills/Knowledge	Essential Learning:
<b>Coastline</b>	<p><b>Skill</b> Use simple compass directions to describe the location of features or a route on a map.</p> <p><b>Core knowledge</b> By the end of this lesson children should know: A compass is an instrument that is used for finding a direction. The four cardinal points on a compass are north, south, east and west</p> <p><b>Skill</b> Draw or read a range of simple maps that use symbols and a key.</p> <p><b>Core knowledge</b> By the end of this lesson children should know: Maps help people to plan a route from one place to another and to identify and locate physical and human features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p><b>Skills</b> Describe how an environment has or might change over time. Describe, in simple terms, the effects of erosion.</p> <p><b>Core knowledge</b> By the end of this lesson children should know: Erosion can cause the change over time to an environment or place. Erosion is a physical process. Erosion is caused by wind and water, including waves, floods, rivers and rainfall. Erosion is a physical process. Erosion is caused by wind and water, including waves, floods, rivers and rainfall.</p> <p><b>Skill</b> Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).</p> <p><b>Core knowledge</b> By the end of this lesson children should know: Data can be recorded in different ways, including tables, charts and pictograms.</p>	<b>Engage: 1,2,3,4</b>
<b>Let's explore the world</b>	<p><b>Skill</b> Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p> <p><b>Core knowledge</b> By the end of this lesson children should know: An ocean is a large sea. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. Other world seas include the Black Sea, the Red Sea and the Caspian Sea.</p> <p><b>Skill</b> To describe the location of features or a route on a map.</p> <p><b>Core knowledge</b> By the end of this lesson children should know: A compass is an instrument that is used for finding a direction. The four cardinal points on a compass are north, south, east and west.</p> <p><b>Skill</b> Simple maps that use symbols and a key.</p> <p><b>Core knowledge</b> By the end of this lesson children should know: Maps help people to plan a route from one place to another and to identify and locate physical and human features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p><b>Skill</b> Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p> <p><b>Core knowledge</b> By the end of this lesson children should know: Fieldwork can help to answer questions about the local community.</p> <p><b>Skill</b> Locate the equator and the North and South Poles on a world map or globe.</p> <p><b>Core knowledge</b> By the end of this lesson children should know: The Northern Hemisphere is north of the equator and the Southern Hemisphere is south of the equator. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.</p> <p><b>Skill</b> Describe simple weather patterns of hot and cold places.</p> <p><b>Core knowledge</b> By the end of this lesson children should know: Hot places are close to the equator and cold places are far away from the equator. Temperate places are between the hot and cold places. A temperate place is never extremely hot or extremely cold. The UK has a temperate climate.</p> <p><b>Skills</b> Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). Identify characteristics of the four countries and major cities of the UK.</p> <p><b>Core knowledge</b> By the end of this lesson children should know: Data can be recorded in different ways, including tables, charts and pictograms. England has many famous physical features, such as the White Cliffs of Dover in the south, Cheddar Gorge in the west and lakes and mountains in the Lake District. Northern Ireland has many famous physical features, including huge columns made of rock called the Giant's Causeway in the north and Lough Neagh, the largest lake in the United Kingdom. / Scotland has many famous physical features, such as the extinct volcano Arthur's Seat in Edinburgh, and the lake Loch Lomond. Wales has many famous features including Mount Snowden and the River Severn. <b>Skill</b> Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p> <p><b>Core knowledge</b> By the end of this lesson children should know: Somalia is a country on the east coast of Africa. The equator crosses through Somalia, so the climate is very hot and dry. Like the UK, Somalia has four seasons. The capital city of Somalia is called Mogadishu.</p>	<p><b>Engage: 1,2,3,4</b></p> <p><b>Develop 1: 1,2</b></p> <p><b>Develop 2: 1,2</b></p>



## Year 2 Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 KS1	<b><u>Computing System and Networks</u></b> (IT around us)	<b><u>Creating Media</u></b> (Digital Photography)	<b><u>Programming A</u></b> (Robot Algorithms)	<b><u>Data and Information</u></b> (Pictograms)	<b><u>Creating Media</u></b> (Digital Music)	<b><u>Programming B</u></b> (Programming Quizzes)
	<u>Key Knowledge/Skills:</u> <ul style="list-style-type: none"> <li>- Learn how technology being used for good in our lives</li> <li>- Learn how IT benefits society</li> <li>- How to be responsible and make smart choices with technology</li> </ul>	<u>Key Knowledge/Skills:</u> <ul style="list-style-type: none"> <li>- Learnt that different devices can be used to capture photograph</li> <li>- Gain experience capturing, editing, and improving photos.</li> <li>- Identify images that are not real.</li> <li>-</li> </ul>	<u>Key Knowledge/Skills:</u> <ul style="list-style-type: none"> <li>- Instructions in sequences</li> <li>- Predicting outcomes using logical reasoning</li> <li>- Use given commands to predict the outcome.</li> <li>- Design, test and debug algorithms</li> <li>-</li> </ul>	<u>Key Knowledge/Skills:</u> <ul style="list-style-type: none"> <li>- Learn the term 'data'. And understand what data means and how to collect in a tally chart.</li> <li>- Present and use data in the form of pictograms and block diagrams.</li> </ul>	<u>Key Knowledge/Skills:</u> <ul style="list-style-type: none"> <li>- Make patterns and use patterns to create music with percussion and digital tools.</li> <li>- Create different rhythms and tunes</li> </ul> Compare creating music digitally and non-digitally.	<u>Key Knowledge/Skills:</u> <ul style="list-style-type: none"> <li>- Understand that sequences of commands have an outcome and make predictions.</li> <li>- Use ScratchJr to create their own quiz, modifying when needed.</li> <li>- Evaluate their work and make improvements to their programming projects.</li> </ul>

## Year 2 Art

	AUTUMN	SPRING	SUMMER
Y2	<p><b><u>MIX IT</u></b> Media: Paint</p> <p><u>Skill / Technique:</u> Interpreting Artists, Creating Art</p> <p><u>Essential Lessons:</u></p> <ul style="list-style-type: none"> <li>• The Colour Wheel</li> <li>• Same Or Different</li> <li>• Colour Carousel</li> </ul> <p><u>NC Attainment Target:</u></p> <ul style="list-style-type: none"> <li>• To develop a wide range of art techniques in using colour</li> </ul>	<p><b><u>FLOWER HEAD</u></b> Media: Mixed Media</p> <p><u>Skill / Technique:</u> Interpreting / Creating Visual Elements</p> <p><u>Essential Lessons:</u></p> <ul style="list-style-type: none"> <li>• Exploring Shape And Form</li> <li>• Exploring Texture</li> <li>• Exploring Colour And Pattern</li> </ul> <p><u>NC Attainment Targets:</u></p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make</li> <li>• The work of a range of artists... describing the differences and similarities</li> </ul>	<p><b><u>PORTRAITS &amp; POSES</u></b> Media: Digital Media</p> <p><u>Skill / Technique:</u> Interpreting Artists, Creating Art</p> <p><u>Essential Lessons:</u></p> <ul style="list-style-type: none"> <li>• Sketch A Pose</li> <li>• Digital Drawing</li> <li>• Portraiture Today</li> </ul> <p><u>NC Attainment Target:</u></p> <ul style="list-style-type: none"> <li>• Use (digital) drawing... to develop and share ideas, experience and imagination</li> </ul>
	<p><b><u>STILL LIFE</u></b> Media: Mixed Media</p> <p><u>Skill / Technique:</u> Visual Composition</p> <p><u>Essential Lessons:</u></p> <ul style="list-style-type: none"> <li>• Similar Or Different?</li> <li>• Colour Study</li> <li>• Still Life Study</li> </ul> <p><u>NC Attainment Target:</u></p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make</li> </ul>		

## Year 2 D&T

Theme	Textiles
Project	Cut, Stitch Join
Main D&T	A running stitch is a basic stitch used to join two pieces of fabric. It is made by passing a needle in and out of fabric at an even distance. Embellishment is a decorative detail or feature added to something to make it more attractive Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned.
Knowledge and Skills	Select the appropriate tool for a task and explain their choice. Use different methods of joining fabrics, including glue and running stitch. Add simple decorative embellishments, such as buttons, prints or sequins to a functional product. Generate and communicate their ideas through a range of different methods. Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect Explain how closely their finished products meet their design criteria and say what they could do better in the future
Materials	Ribbon/string, Binca or aida fabric, Sewing thread, Cotton squares, Sequins, Buttons with large holes, Pattern pieces, Felt
Theme	Structures
Project	Beach Hut
Main D&T	Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares. A broader base will also make a structure more stable
Knowledge and Skills	Explore how a structure can be made stronger, stiffer and more stable. Explore/practise strengthening, scoring and joining techniques
Materials	Wooden dowel / strip wood Cardboard
Theme	Year 2
Project	Cooking and Nutrition
Main D&T	Remarkable Recipes
Knowledge and Skills	Food comes from two main sources: animals and plants. Milk comes mainly from cows but also from goats and sheep. Eggs belong to the animal product category. They are laid by female animals. The most common types eaten by humans include chicken and duck eggs. Honey is made by bees. Most edible oils are made from plant parts. Olive oil, vegetable oil and coconut oil are all made from plant sources. Sugar is made from plants called sugar cane and sugar beet. Plants also give us nuts, such as almonds, walnuts and hazelnuts Tools have characteristics that make them suitable for specific purposes. For example, a knife is good for cutting food because it has a sharp metal edge Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills A healthy diet should include meat or fish, starchy foods (such as potatoes or rice), some dairy foods, a small amount of fat and plenty of fruit and vegetables
Materials	Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables) Select the appropriate tool for a task and explain their choice. Prepare ingredients by peeling, grating, chopping and slicing Work safely and hygienically in cooking activities Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal.

## Year 2 PE

### **Term: Autumn 1**

**Topic:** Hands 1 (Ball Skills)

**Key Skills:** Dribbling, passing, receiving

**Key Knowledge:**

Keeping possession

Combine dribbling, passing and receiving to score a point.

### **Term: Autumn 1**

**Topic:** Linking (Gymnastics)

**Key Skills:** Linking movements together

**Key Knowledge:**

Sequencing

Using apparatus safely

Incorporate Jump, Roll and Balance

### **Term: Autumn 2**

**Topic:** Feet 1 (Ball Skills)

**Key Skills:** Dribbling, passing, receiving

**Key Knowledge:**

Keeping possession

Combine dribbling, passing and receiving to score a point.

### **Term: Autumn 2**

**Topic:** Jumping 1 (Locomotion)

**Key Skills:** Jumping

**Key Knowledge:**

Effective jumping technique

How, where are why we jump in game situations

Linking jumps together

Jumping for distance and speed

### **Term: Spring 1**

**Topic:** Rackets, Bats and Balls (Ball Skills)

**Key Skills:** Hitting/Striking a ball into space

**Key Knowledge:**

Hitting with accuracy and power

Beating an opponent

Striking into space to beat an opponent/ with intent

### **Term: Spring 1**

**Topic:** Explorers (Dance)

**Key Skills:** Choreography, Expression, Emotion

**Key Knowledge:**

Respond to a stimuli with controlled movements

Add expression and emotion

Create own sequences

Exploring relationship between two characters

### **Term: Spring 2**

**Topic:** Pathways (Gymnastics)

**Key Skills:** Pathways, direction, perform

**Key Knowledge:**

Exploring different pathways (curved, straight, zig zag)

Link movements together using pathways

Create and perform pathway sequences

### **Term: Spring 2**

**Topic:** Games for Understanding (Attack v Defence)

**Key Skills:** Attacking and Defending/ Tactics

**Key Knowledge:**

Difference between attacking and defending

Swapping between attack and defence

Different tactics to use when

attacking/defending (how will they differ?)

### **Term: Summer 1**

**Topic:** Hands 2 (Ball Skills)

**Key Skills:** Throwing with accuracy, sending and receiving the ball

**Key Knowledge:**

Underarm and overarm throw

Throwing with accuracy

Where do we send a ball and why?

Why does it have to be accurate?

### **Term: Summer 1**

**Topic:** Dodging 1

**Key Skills:** Dodging/Attacking

**Key Knowledge:**

How to dodge successfully

When might we use dodging

Why is it important

When to dodge when attacking

### **Term: Summer 2**

**Topic:** Mr Candy's Sweet Factory (Dance)

**Key Skills:** Respond, Create, Perform

**Key Knowledge:**

Showing Expression

Adding flow to movements

Change of emotion in character's expression

Use movement to convey an idea

### **Term: Summer 2**

**Topic:** Team Building

**Key Skills:** Teamwork, Trust, Communication

**Key Knowledge:**

Simple strategies as a team

Why is it important to work as a team

How to work as an effective team

Communicate effectively

Problem solving

## Year 2 PSHE

### Families and Relationships / Health and Wellbeing / Safety and the changing body

Sub-strand	Year 2		Sub-strand	Year 2		Sub-strand	Year 2	
	Skills	Knowledge		Skills	Knowledge		Skills	Knowledge
Family	Understanding ways to show respect for different families.	To know that families can be made up of different people.	Health and prevention	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for our teeth.	Being safe (including online)	Discussing the concept of privacy.	To know the PANTS rule.
	Understanding that families offer love, care and support.	To know that families may be different to my family.					Exploring ways to stay safe online.	To know that I should tell an adult if I see something which makes me uncomfortable online.
Friendships	Understanding difficulties in friendships and discussing action that can be taken.	To know that families may be different to my family.	Physical health and wellbeing	Exploring some of the benefits of exercise on body and mind.	To explain the importance of exercise to stay healthy.	Drugs, alcohol and tobacco	Learning how to behave safely near the road and when crossing the road.	To understand the difference between secrets and surprises.
		To know that families may be different to my family.		Exploring some of the benefits of a healthy balanced diet.	To understand the balance of foods we need to keep healthy.			To know the rules for crossing the road safely.
Respectful relationships	Learning how other people show their feelings and how to respond to them.	To know some problems which might happen in friendships.	Mental wellbeing	Suggesting how to improve an unbalanced meal.	To know that breathing techniques can be a useful strategy to relax.	The changing adolescent body	Exploring what people can do to feel better when they are ill.	To know that medicine can help us when we are ill.
	Exploring the conventions of manners in different situations.	To understand that some problems in friendships might be more serious and need addressing.		Learning breathing exercises to aid relaxation.			Learning how to be safe around medicines.	To understand that we should only take medicines when a trusted adult says we can.
Change and loss	Exploring how other people show their feelings and how to respond to them.	To understand some ways people show their feelings.		Exploring strategies to manage different emotions.	To know that we can feel more than one emotion at a time.	Basic first aid	N/A	To know the names of parts of my body including private parts.
	Exploring the conventions of manners in different situations.	To understand what good manners are.		Identifying personal goals and how to work towards them.	To know that a growth mindset means being positive about challenges and finding ways to overcome them.		N/A	N/A
	Exploring how loss and change can affect us.	To understand some stereotypes related to jobs.		Exploring the need for perseverance and developing a growth mindset.				
		To know that there are ways we can remember people or events.		Developing an understanding of self respect.				

WV

10

wledge

### Citizenship

Year 1		Year 2	
Skills	Knowledge	Skills	Knowledge
Recognising why rules are necessary and the consequences of not following rules.	To know the rules in school.	Explaining why rules are in place in different settings.	To know some of the different places where rules apply.
Discussing how to meet the needs of different pets.	To know that different pets have different needs.	Identifying positives and negatives about the school environment.	To know that some rules are made to be followed by everyone and are known as 'laws'.
Exploring the differences between people.	To understand the needs of younger children and that these change over time.	Learning how to discuss issues of concern to me.	To know some of the jobs people do to look after the environment in school and the local community.
Recognising the groups that we belong to.	To know that voting is a fair way to make a decision.	Recognising the importance of looking after the school environment.	To understand how democracy works in school through the school council.
	To understand that people are all different and that this is a good thing.	Identifying ways to help look after the school environment.	To understand that different groups of people make different contributions to the community.
		Recognising the contribution people make to the local community.	

### Progression of skills and knowledge

### Economic wellbeing

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Exploring how money is used by people.	To know that people use money to buy things, including things they need and things they want.	Explaining adult money sources.	To know that many adults earn money by having a job.	Considering pros and cons of payment methods.	To know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets.
Discussing how to keep money safe.	To know that coins and notes are types of money and have different values.	Identifying whether something is a want or need.	To know some basic needs for survival, such as food, water and shelter.	Contemplating budgeting benefits.	To know that spending should be based on necessity, importance, and available budget.
Discussing what to do if we find money.	To know that notes are higher in value than coins.	Comparing and contrasting 'wants' and 'needs'.	To know that a bank account is like a special place in a bank that keeps money safe until it is needed.	Planning and calculating within a budget.	To know that budgeting is planning how to spend and save the money that you have available.
Exploring choices people make about money.	To know that it is wrong to steal money.	Identifying the main features of bank account cards.	To know that a bank account card is like a special key that unlocks a bank account to access the money inside.	Developing empathy in financial situations.	To know that money can cause us to have positive and negative feelings.
Developing an understanding of how banks work.	To know that money is valuable and needs to be looked after.	Exploring personal skills and talents.	To know that saving money is when we keep some money and don't spend it straight away.	Handling negative financial emotions.	To know that we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet.
Listening to descriptions of professions.	To know that money should be stored in a safe place to keep it secure and should not be displayed in public places.	Exploring the reasons why people choose certain jobs.	To know that it is important for workplaces to include a variety of people to bring different viewpoints and skills.	Making ethical spending decisions.	To know that different jobs contribute to our society in different ways.
Thinking about questions they would like to ask others about their job.	To know that they should not show or give money to strangers.	Reflecting on the importance of individuality and diversity.		Assessing impact of spending choices.	To know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or other characteristics.
Describing what different people do in their jobs.	To know that they can ask adults they know and trust about money and where to store it safely.			Reflecting on future job based on goals.	To know that it is important to consider what they are good at and enjoy doing when choosing future careers.
	To know that banks are places where we can store our money.			Challenging and understanding workplace stereotypes.	To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations.
	To know that adults have jobs to help others and to earn money.			Ranking factors influencing job choices.	
	To know that skills are things that we can do well and that everyone has different skills.				
	To know that different jobs need different skills.				