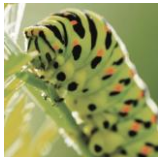


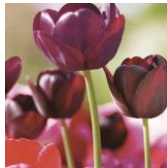




## Year 2 Curriculum Overview 2023/ 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Wriggle and Crawl</b> 	<b>Ourselves</b> 	<b>Sea Farers</b> 	<b>The Scented Garden</b> 	<b>Castles</b> 	<b>Street Detectives</b> 
<b>English:</b>  <b>Power of Reading/ BPLC Book Titles</b>	The Bee who Spoke	The Magic Finger (Roald Dahl- learn about author)	Harry and the Jaggedy Daggers (BPLC)  How to find gold	The Diary of a Killer Cat  Pattan's Pumpkin	The Dark  Manfred the Baddie (BPLC)	10 things I can do to help my World (Non- fiction)  Out and about (poetry)
<b>Writing opportunities</b>  <b>Assessed writing</b>  <b>SPAG opportunities</b>	Diary entry Speech and Thought Bubbles <b>Writing in role- Narrative</b> Recipe Instructions (Honey, Flapjacks) Information booklet/ poster (Bees)  Noun Phrases Capital letter and full stops. Conjunctions. Adjectives. Subordination/ Coordination	Writing questions <b>Persuasive letter</b> Captions Diary entry Comprehension Roleplay- Interview Questions (5Ws)  <b>Imperative verbs</b> <b>Capital letters and full stops.</b> <b>Exclamation marks</b> <b>Question marks</b> <b>Conjunctions</b> <b>Contractions</b> <b>Inverted Commas</b> Sentences with different forms- statement, question, exclamation, command.	Writing a narrative sequence Retelling the story <b>Newspaper Report</b>  Character description (prediction) Detailed description and directions in map Labels and Description Writing in role (thought bubbles and diary entries) Play script Setting description Free verse/ Shape poetry- The Sea <b>Information Text- Crocodiles.</b>  Adjectives Past Tense/ Suffixes Noun Phrases Commas for lists	Recount/ Diary Entry Thought bubbles <b>Diary entry</b> Retelling events from character's perspectives Book Review  Descriptive Writing (India) Find facts through research (Pumpkins) Create an <b>Information Text (Pumpkins)</b> Write free verse poetry. Information leaflet (India) Flood Myth (Narrative)	Description of the dark A free-verse poem about the dark (or light) Writing thought or speech bubbles Letter of advice for Lazlo Argument/ Debate <b>Story based on known narrative – Lazlo's viewpoint</b>  Book review <b>Persuasive writing- letter to Manfred.</b> Newspaper report.  <b>Recount</b>  <b>Sentences with different forms-</b>	Writing poetic words and phrases <b>Free verse poetry</b> Poetry performances  Labels and captions Posters Letter to the Headteacher Debate <b>Information Bookmaking</b> Writing about real Experiences- Recount  SPAG- any areas of focus.

			Present Tense Past tense	Adjectives/ Comparative adjectives Sentence Openers Apostrophes for Possession Expanded Noun Phrases.	statement, question, exclamation, command. Capital letter and full stops. Exclamation Marks and Question Marks.	
<b>Maths</b>	(Mastering Number Weeks 1 – 13)  Number- place value- numbers 10 to 100  Number- Addition and Subtraction- calculations within 10 and 20  Number- addition and subtraction of 2- digit numbers  Number- Multiplication  Geometry- Shape		(Mastering Number Weeks 14 – 24)  Number- multiplication  Number- division  Measurement- length and height, temperature  Number- addition and subtraction of 2- digit numbers		(Mastering Number Weeks 24 - 31)  Measurement- money  Fractions  Time  Number- multiplication and division- doubling, halving  Measurement- capacity, volume, mass  Geometry- position and direction  Statistics	
<b>Religion</b>	Domestic Church- family  Judaism	Local Church- Belonging (Baptism)  Loving (Advent/ Christmas)	Local Church- Relating Eucharist  St Joseph	Lent/Easter- Giving  Ascension  Pentecost	Reconciliation  Hinduism	Universal Church
<b>Science</b>	Living things and their habitats  Scientist: R.S.R. Fitter	Animals including humans  Scientist: Mary Seacole	Working scientifically	Plants  Scientist: Gertrude Jekyll	Working scientifically	Materials and their properties  Scientist: John Dunlop
<b>History</b>		Lives of Significant People, (Queens), Everyday life during the time of reign.  Describe the everyday lives of people in a period within or beyond	Lives of Significant People – (Grace Darling/Captain Cook).  Events beyond living memory – (Early explorers).		Significant historical events in their own locality – Castles – (Skipton Castle).  Present historical information in a	Local History & changes within living memory: Significant Events, People and Places in Ramsbottom and history of the school.

		<p>living memory.</p> <p>Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</p>	<p>Sequence significant information in chronological order.</p> <p>To know that a timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</p>		<p>simple non-chronological report or independent writing.</p> <p>To know that life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p>	<p>Describe how an aspect of life has changed over time.</p> <p>To know about Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</p>
<b>Geography</b>	<p>Location knowledge: continents and oceans.</p> <p>Name and locate the world's seven continents and five oceans on a world map.</p> <p>To know an ocean is a large sea. To know the world's seven continents. To know the world's five oceans.</p> <p>Map work: use world maps, atlases and globes to identify the United Kingdom and its countries (recap from Year 1)</p> <p>Name and locate the four countries of the UK and their capital cities on a map, atlas or globe and the surrounding seas.</p>	<p>Human and physical geography: Equator/ Northern and Southern Hemispheres/ Temperature and Climate.</p> <p>Locate the equator and the North and South Poles on a world map or globe.</p> <p>To know that the equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. To know the North and South poles.</p>	<p>Fieldwork: Use simple compass directions and directional language (near, far, left, right).</p> <p>Use simple compass directions to describe the location of features or a route on a map.</p> <p>To know the four cardinal points on a compass. To know a route is a set of directions that can be used to get from one place to another.</p> <p>Draw or read a range of simple maps that use symbols and a key.</p> <p>To know what a map is.</p>	<p>Place knowledge: studying a small area of the UK and a small area in a non-European country.</p> <p>Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p> <p>To know a non-European country is a country outside the continent of Europe.</p>		<p>Fieldwork: devise a simple map for the local area using basic symbols and a key. Map of school and Ramsbottom.</p> <p>Study of human and physical features of local area.</p> <p>Draw or read a range of simple maps that use symbols and a key.</p> <p>To know what a map is.</p>

	<p>To know the UK is a union of four countries.</p> <p>To know the capital cities of the United Kingdom.</p>					
Art and Design	<p><b><u>DRAWING</u></b> Bury Observational Drawing</p> <p>Artists: Da Vinci, Durer</p> <p>Know that different grades of pencil etc produce different thick/thin, light/dark and hard/soft lines.</p> <p>Experiment with different marks to shade and create texture and pattern.</p> <p>Explore tone and gradient by blending from light to dark.</p> <p>Base my drawings upon careful observational looking and my imagination.</p> <p>Sketch animals using different techniques</p>	<p><b><u>PAINTING</u></b> EXPRESSIVE</p> <p>Acc Pathway</p> <p>Artists- Brushwork of Van Gogh, Cezanne, Charlie French,</p> <p>Primary and secondary colours can be used to create different shades, hues, tones and textures.</p> <p>Expressionism as a style of painting.</p> <p>Experiment in the style of an artist through expressive marking.</p>	<p><b><u>SCULPTURE</u></b></p> <p>Figurative Abstract Sculpture Year 2 Bury</p> <p>Artists: Barbara Hepworth, Arp, Gabo</p> <p>Shape, form, construct and model from observation and imagination. Work clay with water, using different tools to shape, score and indent.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate. Demonstrate experience in surface patterns/ textures and use them when appropriate. Use ideas from other sculptors.</p>	<p><b><u>DRAWING</u></b></p> <p>PORTRAITS Year 2</p> <p>Artists – Michelangelo, Da Vinci, Modigliani</p> <p>Face proportion using a grid to place features in relation to each other</p> <p>Drawing outlines and use of shading.</p> <p>Properties and techniques using chalk and oil pastels.</p> <p>How artists presented features</p> <p>Know how to draw human features in proportion.</p> <p>Know how to blend and create</p>		<p><b><u>PRINTING</u></b></p> <p>Explore the World through Monoprint</p> <p>Acc Pathway Bury</p> <p>Artists: Xgaor'o X'are, Hiroshiga and Escher</p> <p>What is a Monoprint?</p> <p>Explore the work of artists who use mono print.</p> <p>I can share my thoughts on the artists work.</p> <p>Demonstrate experience of impressed printing using different materials.</p> <p>I can use carbon paper and inks to make a mono print</p>

				colours using pastels.  Produce a portrait from memory or using photos using techniques.		
<b>Design Technology</b>	Food and Nutrition Honey Flapjacks.		Food and Nutrition Pirate Pasties.		Construction  Design and build a wooden keyring holder using saws and other tools.	Design, create and evaluate a 3D sculpture of a building  Food and Nutrition Fruit Kebabs
<b>Music</b>	<b>Hands, Feet, Heart</b>  Afropop, South African. South African music	<b>Hσ, Hσ, Hσ</b>  A song with rapping and improvising for Christmas  Festivals and Christmas  <b>Nativity</b>	<b>I wanna play in a band</b>  Rock  Playing together in a band	<b>Zootime</b>  Reggae  Reggae and animals	<b>Friendship</b>  Pop  A song about being friends	<b>Reflect, Rewind and Replay</b>  Classical  The history of music, look back and consolidate your learning, learn some of the language of music
<b>Computing</b>  Procedural Knowledge  Propositional Knowledge	Online safety/ Digital literacy  Can you see your digital footprint?  Use a list of trusted, previsited websites to search the internet effectively and safely. Use this skill to research a given topic  Know how to safely use the internet to research a project	Information Technology Around Us. (Computer Science)  Identifying IT and how its responsible use improves our worlds in school and beyond  Capturing and changing digital photographs for different purposes  Understand how to choose a computer programme to suit a purpose.	Robot Algorithms (Programming)  Creating and debugging programs, and using logical reasoning the make predictions  Understand how to find bugs in a programme and suggest ways to fix a problem	Pictograms (Digital Literacy)  Collecting data in tally charts and using attributes to organise and present data on a computer  Use a PC and other devices with increasing confidence	Digital Music (Information Technology)  Using a computer as a tool to explore rhythms and melodies, before creating a musical composition  Understand how to choose a computer programme to suit a purpose.	Programming Quizzes (Programming)  Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz  Understand how to predict outcomes of an algorithm and suggest

	Understand how to use the internet, specifically social media sites, safely.					possible problems (bugs)
PE	<p>Invasion Games Basketball/Netball/Handball/ Benchball</p> <ul style="list-style-type: none"> <li>- Throwing</li> <li>- Catching</li> <li>- Bouncing</li> <li>- Rolling</li> <li>- Ball Mastery</li> <li>- Attack &amp; Defend</li> </ul>	<p>Invasion Games Football/Tag Rugby</p> <ul style="list-style-type: none"> <li>- Throwing</li> <li>- Catching</li> <li>- Passing</li> <li>- Receiving</li> <li>- Dribbling</li> <li>- Shooting</li> <li>- Ball Mastery</li> <li>- Attack &amp; Defend</li> </ul>	<p>Gymnastics/Dance</p> <ul style="list-style-type: none"> <li>- Travelling</li> <li>- Balancing</li> <li>- Shapes</li> <li>- Rhythmical Movements</li> <li>- Rolling</li> <li>- Tumbles</li> </ul>	<p>Invasion Games Hockey</p> <ul style="list-style-type: none"> <li>- Striking</li> <li>- Receiving</li> <li>- Dribbling</li> <li>- Passing</li> <li>- Receiving</li> <li>- Ball Mastery</li> <li>- Attack &amp; Defend</li> </ul>	<p>Net/Wall Games  Dodgeball/Tennis</p> <ul style="list-style-type: none"> <li>- Throwing</li> <li>- Catching</li> <li>- Dodging</li> <li>- Striking</li> <li>- Ball Mastery</li> <li>- Hand-Eye Co-Ordination</li> </ul>	<p>Striking and Fielding  Cricket</p> <ul style="list-style-type: none"> <li>- Bowling</li> <li>- Rolling</li> <li>- Throwing</li> <li>- Catching</li> <li>- Striking</li> </ul> <p>Athletics</p> <ul style="list-style-type: none"> <li>- Running</li> <li>- Jumping</li> <li>- Landing</li> <li>- Throwing</li> </ul>
PSHCE/ RSE	<p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>-Feelings, conflict, emotions, resolution, friendships</li> </ul>	<p>Valuing Difference</p> <ul style="list-style-type: none"> <li>-British Values focus</li> </ul>	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> <li>-Relationships Education</li> </ul>	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>-Money</li> <li>-Living in the wider world/environment</li> </ul>	<p>Being My Best</p> <ul style="list-style-type: none"> <li>-Keeping healthy,</li> <li>-Growth Mindset,</li> <li>-Goal setting, achievement.</li> </ul>	<p>RSE: Life to the Full</p>
LIFE SKILLS/ CULTURAL CAPITAL	Handwashing-	<p>Personal Hygiene and Exercise (including Handwashing)</p> <p>Road Safety</p>	RNLI Water Safety		Library Visit	Walk around the local area

