

Year 2 Curriculum Overview 2024-25

	Autumn		SPRING		SUMMER	
	1	2	1	2	1	2
	London's Burning! 7 Weeks	Once Upon a Time... 7 Weeks	Ice, Ice, Baby! 5.5 Weeks	The Great Outdoors 6 Weeks	Helping Heroes 6 Weeks	Beautiful Brighton 7 Weeks
Experiences/Visitors	Rainbow Theatre Fire fighter visit Church visit	Christmas performance Bikeability	Mosque Visit	Forest School Experience		Beach Trip
Language	<ul style="list-style-type: none"> English: special, billowing, crimson, embers, glowing, safe, careful, caution Reading: complete, describe, select, sequence, example, predict, infer, create, image, summarise, information, section Maths: conjecture, counter example, generalise, addend, cardinal number, chronological, consecutive, ordinal number, sum, subtrahend, minuend, difference, pound, pence, coin, value addend Science: observe, predict, compare, results, enquiry History: parliament, monarchy, chronological, significance, interpretation, artefacts Geography: landscape, studied Art/DT: overlap, collage, tone, function, mechanism, properties Music: Computing: sequence, debug, predict, document, digital footprint, cyberbullying, algorithm, input, output, online, data, internet, program, open, close PSHE: PE: RE: significant, principle, specific, aid 	<ul style="list-style-type: none"> English: special, billowing, crimson, embers, once upon a time, palace, stepbrother, magical, castle, ball, forest, nervous, terrified Reading: complete, describe, select, sequence, example, predict, infer, create, image, summarise, reason, decide, complete, indicate Maths: conjecture, counter example, generalise, addend, array, dividend, multiplicand, product, quotient, subtrahend, sum, divisor, pound, penny, coin, value Science: observe, compare History: significance, interpretation Geography: observational, studied, landscape, vegetation, valley Art/DT: properties, primary colours Music: Computing: sequence, debug, predict, document, digital footprint, cyberbullying, algorithm, input, output, online, data, internet, program, open, close PSHE: PE: RE: significant, principle, specific, aid 	<ul style="list-style-type: none"> English: freezing, icy, crimson, synonyms for hot and cold, furious, ferocious, spiteful, diet, webbed, feathers, habitat, appearance, blubber, carefully, slowly, cut, safely, stick, glue, push, time vocabulary Reading: sequence, example, predict, infer, create, image, summarise, reason, decide, complete, indicate, consider, represent, replace Maths: conjecture, counter example, generalise, array, dividend, multiplicand, product, quotient, divisor, centimetre, metre, kilometre, millilitre, litre, gram, kilogram, mass, length, height, capacity Science: observe, compare History: significance, interpretation, war, peace Geography: landscape Art/DT: properties, primary colours, overlap, tone, collage, function, lever, mechanism Music: Computing: sequence, debug, predict, document, digital footprint, cyberbullying, algorithm, input, output, online, data, internet, program, open, close PSHE: PE: RE: significant, principle, specific, aid 	<ul style="list-style-type: none"> English: travelled, helpless, ocean, adventure, terrified, beached, appearance, diet, habitat, minibeast, predator, insect, sub-heading, caption, title Reading: summarise, information, section, reason, decide, complete, indicate, consider, represent, replace Maths: conjecture, counter example, generalise, hour, minute, second, chronological, numerator, denominator, coin, value, penny, pound Science: observe, predict, compare, results, enquiry History: significance, interpretation Geography: observational, studied, landscape, vegetation, valley Art/DT: properties, collage, overlap, tone, sew, stitch, function Music: Computing: sequence, debug, predict, document, digital footprint, cyberbullying, algorithm, input, output, online, data, internet, program, open, close PSHE: PE: RE: significant, principle, specific, aid 	<ul style="list-style-type: none"> English: medicine, brave, courageous, wounded, battlefield, determined Reading: summarise, information, section, reason, decide, complete, indicate, consider, represent, replace Maths: conjecture, counter example, generalise, plus consolidation of vocabulary learnt so far Science: observe, predict, compare, results, enquiry, invention History: chronological, significance, interpretation, artefacts, war, peace Geography: landscape, studied Art/DT: properties, primary colours, secondary colours, tone, function Music: Computing: sequence, debug, predict, document, digital footprint, cyberbullying, algorithm, input, output, online, data, internet, program, open, close PSHE: PE: RE: significant, principle, specific, aid 	<ul style="list-style-type: none"> English: aqua, waves, shore, beautiful, stormy, gloomy, crashing, sensory language, feeling language Reading: summarise, information, section, reason, decide, complete, indicate, consider, represent, replace Maths: conjecture, counter example, generalise, clockwise, anti-clockwise, left, right, ¼ turn, ½ turn, ¾ turn, forward, backward, graph, axis, data Science: observe, compare History: chronological, significance, interpretation, artefacts Geography: aerial, observational, studied, landscape Art/DT: properties, primary colours, secondary colours, tone Music: Computing: sequence, debug, predict, document, digital footprint, cyberbullying, algorithm, input, output, online, data, internet, program, open, close PSHE: PE: RE: significant, principle, specific, aid
English	<ul style="list-style-type: none"> Someone special to me Fire poetry Samuel Pepys diaries Fire safety posters 	<ul style="list-style-type: none"> Prince Cinders retell Ghana and the U.K Non-chron 	<ul style="list-style-type: none"> Ice poetry / The Snow Dragon Penguin Non-chron Instructions- Penguin Puppets 	<ul style="list-style-type: none"> The Snail and the Whale retell Snails non-chron Forest school recount 	<ul style="list-style-type: none"> Mary Seacole diaries Healthy packed lunch instructions Helping Heroes non-chron 	<ul style="list-style-type: none"> Persuasive- Houses on the field Brighton now and then
Reading	<p>Guided Reading <u>The Great Fire of London- 350th Anniversary Edition</u> Linked Text- Non Fiction: Countries of the United Kingdom <u>Vlad and the Great Fire of London</u> Linked Text- Vlad and the Space Race Fluency: Poem: The Great Fire of London by Paul Perro</p>	<p>Guided Reading <u>Prince Cinders</u> Linked Texts- Cinderella, Prince Cinders Animation, Cinderella- An Art Deco Fairy Tale <u>The Tunnel</u> Linked Text- Into the Forest <u>Little Red</u> Linked Texts- Little Red (Bethan Woollvin), Little Red Riding Hood Fluency: Poem: Christmas Poetry (performance)</p>	<p>Guided Reading <u>The Snow Dragon</u> Linked Text- How to Train Your Dragon (clip) <u>Winter's Child</u> Linked Text- Winter Poetry Fluency: Story: Extract from The Emperor's Egg</p>	<p>Guided Reading <u>The Snail and the Whale</u> Linked Texts- The Storm Whale, The Tale of a Toothbrush <u>One Plastic Bag</u> Linked Texts- Gambia Fact File, The Last Wolf, Little People Big Dreams- Greta Thunberg Fluency: Story: Extract from The Snail and the Whale</p>	<p>Guided Reading <u>Ada Twist, Scientist</u> Linked Texts- Rosie Revere, Engineer, Little People Big Dreams- Zaha Hadid <u>The Extraordinary Life of Mary Seacole</u> Linked Text- Little People Big Dreams- Harriet Tubman Fluency: Information text: Mary Seacole Fact File</p>	<p>Guided Reading Seaside Holidays Then and Now Linked Text- Seaside poem Cavegirl Linked Text- Katie and the Dinosaurs (prehistoric link) Rabbit and Bear: Rabbit's Bad Habits Linked Text- Song- Bad Habits by Ed Sheeran Fluency: Information text: Extract from Seaside Holidays Then and Now</p>
Maths	<ul style="list-style-type: none"> Place Value Calculation- Addition and Subtraction (money embedded) 	<ul style="list-style-type: none"> Calculation- Addition, Subtraction (money embedded), Multiplication and Division 	<ul style="list-style-type: none"> Calculation- Multiplication and Division Measure- length, mass, capacity 	<ul style="list-style-type: none"> Fractions Money Time 	<ul style="list-style-type: none"> Consolidation 	<ul style="list-style-type: none"> Data handling Position and direction

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<p>Science</p>	<p>Uses of Everyday Materials Big Questions:</p> <ul style="list-style-type: none"> What are materials and what are different materials suitable for? How does the shape of some materials change? What varieties of material are there? <p>Knowledge:</p> <ul style="list-style-type: none"> 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>Skills:</p> <ul style="list-style-type: none"> I can ask simple questions and recognise that they can be answered in different ways. I can observe closely, using simple equipment. I can perform simple tests. I can identify, compare and classify objects, materials and living things. I can use my observations, including observations over time, and my own ideas to suggest answers to questions. I can gather and record data to help in answering questions. 	<p>Offspring Big Questions:</p> <ul style="list-style-type: none"> What are offspring? Who has offspring? <p>Knowledge:</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. <p>Living, Dead, Never Been Alive Big Questions:</p> <ul style="list-style-type: none"> What is alive, dead and never lived? How can I tell if something is alive, dead or never been alive? <p>Knowledge:</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. <p>Skills:</p> <ul style="list-style-type: none"> I can ask simple questions and recognise that they can be answered in different ways. I can identify, compare and classify objects, materials and living things 	<p>Habitats Big Questions:</p> <ul style="list-style-type: none"> What are habitats and how are they suitable for animals and plants that live there? What is a microhabitat? How is a microhabitat different to a habitat? How are microhabitats suited to plants and animals that live in them? <p>Knowledge:</p> <ul style="list-style-type: none"> 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. <p>Skills:</p> <ul style="list-style-type: none"> I can ask simple questions and recognise that they can be answered in different ways. I can identify, compare and classify objects, materials and living things <p>Food Chains Big Questions:</p> <ul style="list-style-type: none"> What is a food chain? How do food chains show what animals eat? <p>Knowledge:</p> <ul style="list-style-type: none"> 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>Skills:</p> <ul style="list-style-type: none"> I can ask simple questions and recognise that they can be answered in different ways. I can identify, compare and classify objects, materials and living things 	<p>Plants Big Questions:</p> <ul style="list-style-type: none"> What is a plant and how do I know it is living? What do plants need to grow? What happens if a plant doesn't have light, water or a suitable temperature? <p>Knowledge:</p> <ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Observe and describe how seeds and bulbs grow into mature plants. <p>Skills:</p> <ul style="list-style-type: none"> I can ask simple questions and recognise that they can be answered in different ways. I can observe closely, using simple equipment. I can perform simple tests. I can identify, compare and classify objects, materials and living things. I can use my observations, including observations over time, and my own ideas to suggest answers to questions. I can gather and record data to help in answering questions. 	<p>Animals, Including Humans Big Questions:</p> <ul style="list-style-type: none"> What is survival and what are the basic needs of an animal? Why is it important for humans to exercise, eat healthily and stay hygienic? How do I stay hygienic and healthy? <p>Knowledge:</p> <ul style="list-style-type: none"> 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>Skills:</p> <ul style="list-style-type: none"> I can ask simple questions and recognise that they can be answered in different ways. I can observe closely, using simple equipment. I can perform simple tests. I can identify, compare and classify objects, materials and living things. I can use my observations, including observations over time, and my own ideas to suggest answers to questions. I can gather and record data to help in answering questions. 	<p>Our City, Our World Big Questions:</p> <ul style="list-style-type: none"> What is a microhabitat? What lives in a microhabitat? How is a microhabitat different from a microhabitat? <p>Knowledge:</p> <ul style="list-style-type: none"> Naming plants and animals that live in a microhabitat. Describe how plants and animals survive and adapt to their habitat. <p>Skills:</p> <ul style="list-style-type: none"> I can observe closely, using simple equipment. I can identify, compare and classify objects, materials and living things. I can gather and record data to help in answering questions. <p>Working Scientifically skills Biodiversity- how many minibeasts? How many plants? Microhabitat focus- meadow, forest school, Pond?</p>
<p>Geography</p>	<p>Cities in the UK (retrieval- names of countries) Skills:</p> <ul style="list-style-type: none"> I can use atlases and globes to name and locate the UK's countries, capital cities and surrounding seas. 	<p>Ghana and the U.K Skills:</p> <ul style="list-style-type: none"> I can compare the similarities and the differences of the weather, culture, physical and human features of the UK and a non-contrasting non-European country. 	<p>Hot and cold areas (equator) Skills:</p> <ul style="list-style-type: none"> I can use atlases and globes to name and locate the seven continents and five oceans of the world and explain where they are in relation to the equator 	<p>Physical and human features of Mile Oak and Fieldwork Skills:</p> <ul style="list-style-type: none"> I can use geographical vocabulary to refer to human features (including: city, town, village, factory, farm, house, office, port, harbour, shop). I can use geographical vocabulary to refer to physical features (including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather). I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment. 	<p>Using atlases to identify and label the continents and oceans of the world Skills:</p> <ul style="list-style-type: none"> I can use atlases and globes to name and locate the seven continents and five oceans of the world and explain where they are in relation to the equator. 	<p>Map drawing using aerial photographs and trip experience Skills:</p> <ul style="list-style-type: none"> I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and construct basic symbols in a key. I can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far, left and right, to describe the location of features and routes on a map.
<p>History</p>	<p>Great Fire of London Skills:</p> <ul style="list-style-type: none"> I can sequence events to show changes over time. I can use artefacts, pictures, stories and online sources to ask and answer 	<p>Significant Individuals- Rosa Parks Skills:</p> <ul style="list-style-type: none"> I can discuss the lives of significant people in the past and explain how they have contributed to national and international achievements. 	<p>Significant Individuals- Malala Skills:</p> <ul style="list-style-type: none"> I can discuss the lives of significant people in the past and explain how they have contributed to national and international achievements. 	<p>Significant Individuals- Greta Thunberg Skills:</p> <ul style="list-style-type: none"> I can discuss the lives of significant people in the past and explain how they have contributed to national and international achievements. 	<p>Mary Seacole, Florence Nightingale and Edith Cavell (and Ada Lovelace and Marie Curie) Skills:</p> <ul style="list-style-type: none"> I can show an awareness of the past, using common words and phrases 	<p>Comparing past/present seaside holidays/piers Three African Kings 1895- Black History Skills:</p> <ul style="list-style-type: none"> I can place significant periods of time from national chronology on a

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	<p>questions about the past.</p> <ul style="list-style-type: none"> I can show understanding and identify some of the ways in which we find out about the past. I can understand and recount an event from someone else's point of view. I can describe events beyond living memory that are significant nationally or globally. I can identify and discuss the key features of events. I can discuss the lives of significant people in the past and explain how they have contributed to national and international achievements. I can identify some similarities and differences between ways of life in different periods, and identify the reasons for this. 				<p>relating to the passing of time.</p> <ul style="list-style-type: none"> I can use artefacts, pictures, stories and online sources to ask and answer questions about the past. I can show understanding and identify some of the ways in which we find out about the past. I can understand and recount an event from someone else's point of view. I can describe events beyond living memory that are significant nationally or globally. I can identify and discuss the key features of events. I can discuss the lives of significant people in the past and explain how they have contributed to national and international achievements. I can identify some similarities and differences between ways of life in different periods, and identify the reasons for this. 	<p>timeline.</p> <ul style="list-style-type: none"> I can sequence events to show changes over time. I can show an awareness of the past, using common words and phrases relating to the passing of time I can identify similarities and differences between ways of life in different periods. I can use artefacts, pictures, stories and online sources to ask and answer questions about the past. I can show understanding and identify some of the ways in which we find out about the past. I can describe changes within living memory and aspects of change in national life.
Art		<p>Exploring an artist- Frida Kahlo Skills:</p> <ul style="list-style-type: none"> I can investigate different kinds of art, craft and design. 		<p>Daffodil sketching Skills:</p> <ul style="list-style-type: none"> I can experiment with the visual elements like lines, shapes, patterns and colours. 		<p>Seaside and West Pier Printing Skills:</p> <ul style="list-style-type: none"> I can print using a variety of materials, objects and techniques (carbon printing, relief, press and fabric printing and rubbings).
DT	<p>Designing and making a Tudor house using junk modelling Skills:</p> <ul style="list-style-type: none"> I can design a product for myself and others, following design criteria. I can use sheet materials and construction tools with appropriate supervision. I can describe how my own and pre-existing products work, evaluating what went well and what could be done differently. 		<p>Designing, making and evaluating a penguin puppet with a lever/pop up Skills:</p> <ul style="list-style-type: none"> I can design a product for myself and others, following design criteria. I know about movement of simple mechanisms such as levers, sliders, wheels and axels. I can describe how my own and pre-existing products work, evaluating what went well and what could be done differently. 		<p>Designing, making and eating a healthy plate. Skills:</p> <ul style="list-style-type: none"> I can design a product for myself and others, following design criteria. I can prepare a healthy dish. I can describe how my own and pre-existing products work, evaluating what went well and what could be done differently. 	
Computing Purple Mash SOW	<p>Unit 2.1 – Coding x 6 lessons Skills:</p> <ul style="list-style-type: none"> I can understand what an algorithm is I can use algorithms to control devices or objects on screen I can write a program using instructions and know that this is coding I can solve problems with instructions on and off screen I can predict the behaviour of simple programs or code I can use passwords and keep them safe 	<p>Unit 2.8 – Presenting Ideas x 4 lessons Skills:</p> <ul style="list-style-type: none"> I can use passwords and keep them safe I can create presentations for a specific audience I can publish and share work online I can use software to represent data and information on screen 	<p>Unit 2.2 – Online safety x3 lessons Skills:</p> <ul style="list-style-type: none"> I can get online and use websites I can explore and share information online I can be safe online I can use passwords and keep them safe I can understand that private information shouldn't be given out on the internet I can understand that information including images online can be shared at home, school and worldwide 	<p>Unit 2.5 – Effective Searching x 3 lessons Skills:</p> <ul style="list-style-type: none"> I can get online and use websites I can ask a question and find the answer I can explore and share information online I can be safe online I can use passwords and keep them safe <p>Unit 2.6 – Creating Pictures x 5 lessons Skills:</p> <ul style="list-style-type: none"> I can use passwords and keep them safe I can publish and share work online I can take and edit photographs/videos on digital devices 	<p>Unit 2.4 – Questioning x 5 lessons Skills:</p> <ul style="list-style-type: none"> I can use passwords and keep them safe I can use software to represent data and information on screen I can create a graph or chart to answer questions I can use algorithms to control devices or objects on screen I can write a program using instructions and know that this is coding I can solve problems with instructions on and off screen I can use software to represent data and information on screen 	<p>Unit 2.3 – Spreadsheets x 4 lessons Skills:</p> <ul style="list-style-type: none"> I can use passwords and keep them safe I can use a data logger to collect information I can use software to represent data and information on screen I can create a graph or chart to answer questions <p>Unit 2.7 – Making Music x 3 lessons Skills:</p> <ul style="list-style-type: none"> I can use passwords and keep them safe I can publish and share work online I can save and use recorded sounds
PSHE/RSE	<p>Zones of Regulation, New Beginnings, School Values Skills:</p> <ul style="list-style-type: none"> Identifying how we feel when in each zone and how we can get back to green Class charter and how to include everybody Respect, Courage, Ambition, Pride 	<p>Global Citizenship, Anti-Bullying, Disability Equality Education Skills:</p> <ul style="list-style-type: none"> My community and multi-cultural Britain Seeing other's points of view, working with others Anti-bullying week Recognising and understanding differences 	<p>Health and Drugs Education, Mental Health and Wellbeing Skills:</p> <ul style="list-style-type: none"> Healthy choices, safety at home and in the community Exploring concepts of mental health and wellbeing e.g. big feelings, importance of sleep 	<p>Good to be Me and Growing an Anti-Racist School, Gender Skills:</p> <ul style="list-style-type: none"> Focus on identity and belonging – exploring race and ethnicity Aspirations, work and career Understanding the role of the internet, keeping safe online and understanding how to ask for help when feeling unsafe (through computing) 	<p>Feeling Good, Feeling Safe and Loss and Bereavement Skills:</p> <ul style="list-style-type: none"> Explore love and feeling, loss and coping Exploring different feelings, positive and safe relationships Understanding what to do when feeling worried or unsafe about themselves or others 	<p>Relationships, Sex and Health Education, Changes and Moving Forward, Going for Goals Skills:</p> <ul style="list-style-type: none"> Knowing the names of the main parts of the body, privacy and respecting privacy Understanding about growing and changing and how we are the same and different

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						<ul style="list-style-type: none"> • Understanding what a habit is and how to change it • Knowing about change, loss and moving on and associated feelings • Setting goals
Music	Create and develop music ideas Composing - sound story GFOL Skills: <ul style="list-style-type: none"> • I can explore sounds and put them in sequences. • I can write create and choose sounds in response to a given stimulus (e.g. Fire of London). 	Controlling sounds through singing and playing - Christmas singing Skills: <ul style="list-style-type: none"> • I can sing in time to a steady beat. • I can sing in tune songs with a limited range. • I can perform with expression. • I can play instruments in different ways and create sound effects. 	Charanga: Inventing a Musical Story Skills:	•	•	•
RE Discovery RE SOW	What did Jesus teach? Skills: <ul style="list-style-type: none"> • Re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people. 	Why do Christians believe God gave Jesus to the world? Skills: <ul style="list-style-type: none"> • Reflect on the Christmas story and the reasons for Jesus' birth. 	Does praying at regular intervals help a Muslim in his/her everyday life? Skills: <ul style="list-style-type: none"> • Explain what commitment means to use and to Muslims by knowing about how Muslims pray 5 times a day. 	How important is it to Christians that Jesus came back to life after His crucifixion? Skills: <ul style="list-style-type: none"> • Re-tell the Easter story and understand what Jesus' resurrection means for Christians. 	Does going to a Mosque give Muslims a sense of belonging? Skills: <ul style="list-style-type: none"> • Understand why Muslims visit the Mosque and explore why this gives them a sense of belonging. 	Does completing Hajj make a person a better Muslim? Skills: <ul style="list-style-type: none"> • Understand what happens during Hajj and explore the importance of this to Muslims.
PE	Fundamental Movements Sending and Receiving	Ball Skills Net and Wall Games	Dance Invasion Games	Gymnastics Striking and Fielding	Team Building Target Games	Athletics Fitness