**Year 2 Curriculum Overview**

| Subject | AutumnSamuel Pepys ‘London’s Burning’ | SpringPocahontas ‘Trouble in The Tribe’ | SummerThe Queen ‘The Longest Reign’ |
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| English | FictionNarrativeDiary Entries | Non-FictionBiographiesNewspaper ReportsInstructions | PoetryRhymeShape Poems | FictionRecountsTraditional Tales DiariesFantasy Stories | Non-FictionInstructionsLetter Writing | PoetryTraditional Poems | FictionNarrativePlays | Non-FictionFormal LettersInformation TextsPersuasive Leaflets | PoetryCelebration Poetry |
| Maths | **Number & Place Value****Addition & Subtraction**Geometry – Position & direction | **Multiplication & Division****Measurement** – Mass & length**Statistics**Measurement – Time | **Number & Place Value****Addition & Subtraction**Measurement – Money | **Multiplication & Division****Geometry** – properties of shapesFractions | **Addition & Subtraction****Measurement** - TimeMeasurement – Capacity, volume & temperature | **Multiplication & Division**Fractions |
| Geography |  | Place KnowledgeDescribing similarities and differences between places lived in by different tribes. | Locational KnowledgePlanning routes and describing the key features of places using geographical vocabulary. | Human and Physical GeographyLearning about droughts and how they affect the land and lives. Studying tribe job roles in different geographical locations. | Geography Skills and FieldworkUsing geographical language and language in relation to position and direction. | Place KnowledgeDescribing similarities and differences between the UK and other parts of the world. Locating landmarks of London and our own locality. | Locational Knowledge Identify the countries in the United Kingdom and their capital cities. Locating Commonwealth countries. | Geography Skills and FieldworkUsing atlases, globes and maps to locate countries and cities in the United Kingdom. Using geographical language to describe locations. | Human & Physical GeographyIdentifying and comparing climates and weather patterns. Comparing homes around the world. |

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| History | **Events Beyond Living Memory****Significant Historical Events** | **Lives of Significant People in the Past - global** | **Lives of Significant People in the Past - locality** |
| ChronologyStudying the time period which surrounds 1666. What significant events have happened between then and now? | Historical EnquiryBeginning to use some different sources, such as pictures, diary entries and videos to draw conclusions about what life was like during the Stuart period of British history. | Historical KnowledgeLearning about the history of the fire service. Studying the incident of 1666 and the plague, which came a year before it. Learning about the Stuart period of history. | Then to NowLearning about what lessons were learnt after the Great Fire of London and what changes have been made for safety reasons. Learning about how technology and communication has advanced over time. | ChronologyPlacing Powhatan Tribes within history.Placing the technology they had in a timeline of developments. | Historical EnquiryLearning about the Powhatan Tribes and other Native American Tribes through studying a range of sources. | Historical KnowledgeLearning about the customs, beliefs and traditions of Native American tribes. | Then to NowComparing the Powhatan tribe to our lives and to the lives of current tribes living around the world. What is the same and what is different? | ChronologySequencing events and constructing family trees. | Historical EnquiryUsing first-hand accounts, videos and picture sources to draw conclusions about the time period of Queen Elizabeth II’s reign. | Historical KnowledgeLearning about the role of the Queen in society, the Commonwealth, historical buildings and landmarks and jubilees. | Then and NowComparing events across the time period of Queen Elizabeth II’s reign. |
| Science | Uses of Everyday MaterialsStudying the properties of materials and how they are used in everyday life. Observing closely, identifying and classifying the uses of different materials, and recording their observations. | PlantsObserve and describe how seeds and bulbs grow into mature plants.Grow plants for food – which plants were grown by the Native Americans? | Animals including humansStudying how animals, as well as humans, change as they grow up, how babies become adults. Considering why nutrition and exercise is important. | Living things and their habitatsExploring different habitats animals live in and how they depend upon each other to survive. Making food chains and classifying animals. |
| Computing | Computer Science | Information Technology | Computer Science | Digital Literacy | Computer Science | Information Technology |
| Online safety is to feature in all units of computing work. |

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| Art | CollageUsing a range of materials to make fire scenes. | PaintingExploring colour mixing. Painting representations of scenes from the Great Fire of London. | DrawingSketching Tudor Homes (Clayton Hall Visit). | Artist StudyClaes Visscher. | WeavingNative American woven baskets. | PaintingSand Painting – traditional Native American art techniques. Explore geometry, pattern and colour. | SculptureStatue of Pocahontas inspired by the statue in Gravesend, Kent. | Artist StudyHenry Moore – Bronze sculpture artist. | DrawingDrawing portraits of the Queen. Sketching designs for D&T. | PaintingPortraits.Paintings of local & London landmarks. | Artist StudyStudying the work of Andy Warholl. | CollageMaking representations using a range of materials.. |
| D&T | DesignModels of Tudor houses or fire engines. | MakeMaking their designs and following their plans. | EvaluateEvaluating their own work and that of others in the class. | Cooking and NutritionBaking bread or cakes.Learning about how diet differed between the rich and the poor. | DesignDream catchers – looking at the native American tradition of dream catchers, their origins and symbolism. | MakeMaking their designs and following their plans. | EvaluateEvaluating their own work and that of others in the class. | Cooking and NutritionCooking and sampling Native American Tribal food. | DesignDesigning a range of items linked to topic. E.g. a Beefeater hat, royal gown, crown or castles. | MakeConstruct using a range of materials based on plans. | EvaluateEvaluating their own work and that of others in the class. | Cooking and NutritionStudying a healthy diet.Creating menus.Making food for a celebration. |
| Music | SingingExperiment with songs and chants E.g. ‘Ring a ring o’ Roses’ and ‘London’s Burning’. | ComposingRepresentations of ‘hot’ and ‘cold’. Experimenting with pitch, tempo and dynamics. | SingingLearning and performing Native American chants with clapping patterns. | CompositionMaking tribal chants. | SingingSing and follow a melody – Learn and sing the National Anthem. | ListeningTo a range of music from across the Queen’s reign. | ComposingCelebration music. |
| RE | 1.3 Who is Jewish and what do they believe? | 1.2 Who is Muslim and what do they believe? | 1.4 What can we learn from sacred books? (Christianity, Muslim & Judaism) | 1.8 How should we care for the world and why does it matter? (Christianity, Muslim & Judaism) |
| PE | Gymnastics | Dance | **Games** |
| RESPECT | Self-AwarenessResponds positively to instructions and knows the difference between right and wrong. Has confidence within environments they are familiar with. | PositivityEnjoys activities and is enthusiastic with regards to taking part with different group members. Listens to instructions and helps others when asked | CommunicationTalks and shares information with their peers clearly, describing what they have done and listen to others’ explanations. | EmpathyIs polite and tries hard to be kind and thoughtful. Shares and cooperates with others within their group. | ExcellenceExplains what they are proud of and contributes to activities. Describes what ‘was best’ about their work. | ResilienceFocuses on activities and shows self-control and want to take part in different activities. |
| British Values | DemocracyVoting for School Councillors and conducting regular class meetings to discuss and review agenda items.Why do we vote?Look at the Governance of a school – Governors and Trust | Mutual RespectUse manners throughout the school day. Respect their own and each other’s belongings and equipment belonging to the school.Develop and awareness of and acceptance of different religions (Christianity, Muslim and Judaism) and cultures. Potential trip to a Mosque.Develop positive relationships with staff and peers.Share and cooperate with their peers.Disagreements, Arguments and Tolerance. | Rule of LawExploration of the laws within the classroom and around school. | Individual LibertyMake safe choices both in and outside the classroom, knowing that they are in a safe and supportive environment | ToleranceAccept themselves and others and understand that we are all different.Have an open-mind.Listen to other people’s beliefs. |
| RSE | Differences: Boys and Girls | Differences: Males and FemalesPositive Relationship Messages. | Naming the Body PartsPositive Touch Messages |
| PSHE | CT1: Health and WellbeingHealthy Lifestyles, Growing and Changing and Keeping Safe.. | CT2: RelationshipsFeelings and Emotions, Healthy Relationships and Valuing Difference. | CT3: Living in the Wider WorldRights and Responsibilities, Taking Care of the Environment and Money. |