

**Year 2 Curriculum Overview**

| Subject | | Autumn  Samuel Pepys ‘London’s Burning’ | | | | | Spring  Pocahontas ‘Trouble in The Tribe’ | | | | | | | | Summer  The Queen ‘The Longest Reign’ | | | | | | | |
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| English | | Fiction  Narrative  Diary Entries | | Non-Fiction  Biographies  Newspaper Reports  Instructions | | Poetry  Rhyme  Shape Poems | Fiction  Recounts  Traditional Tales  Diaries  Fantasy Stories | | | Non-Fiction  Instructions  Letter Writing | | | Poetry  Traditional Poems | | Fiction  Narrative  Plays | | | Non-Fiction  Formal Letters  Information Texts  Persuasive Leaflets | | | Poetry  Celebration 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 shapes  Fractions | | | **Addition & Subtraction**  **Measurement** - Time  Measurement – Capacity, volume & temperature | | | | | **Multiplication & Division**  Fractions | | |
| Geography | |  | | | | | Place Knowledge  Describing similarities and differences between places lived in by different tribes. | Locational Knowledge  Planning routes and describing the key features of places using geographical vocabulary. | | Human and Physical Geography  Learning about droughts and how they affect the land and lives. Studying tribe job roles in different geographical locations. | | | Geography Skills and Fieldwork  Using geographical language and language in relation to position and direction. | | Place Knowledge  Describing 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 Fieldwork  Using atlases, globes and maps to locate countries and cities in the United Kingdom. Using geographical language to describe locations. | | | Human & Physical Geography  Identifying 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** | | | | |
| Chronology  Studying the time period which surrounds 1666. What significant events have happened between then and now? | Historical Enquiry  Beginning 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 Knowledge  Learning 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 Now  Learning 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. | Chronology  Placing Powhatan Tribes within history.  Placing the technology they had in a timeline of developments. | Historical Enquiry  Learning about the Powhatan Tribes and other Native American Tribes through studying a range of sources. | | Historical Knowledge  Learning about the customs, beliefs and traditions of Native American tribes. | Then to Now  Comparing 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? | Chronology  Sequencing events and constructing family trees. | Historical Enquiry  Using first-hand accounts, videos and picture sources to draw conclusions about the time period of Queen Elizabeth II’s reign. | | Historical Knowledge  Learning about the role of the Queen in society, the Commonwealth, historical buildings and landmarks and jubilees. | Then and Now  Comparing events across the time period of Queen Elizabeth II’s reign. |
| Science | Uses of Everyday Materials  Studying 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. | | | | | | Plants  Observe and describe how seeds and bulbs grow into mature plants.  Grow plants for food – which plants were grown by the Native Americans? | | | | | Animals including humans  Studying 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 habitats  Exploring 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 | Collage  Using a range of materials to make fire scenes. | Painting  Exploring colour mixing. Painting representations of scenes from the Great Fire of London. | Drawing  Sketching Tudor Homes (Clayton Hall Visit). | Artist Study  Claes Visscher. | Weaving  Native American woven baskets. | Painting  Sand Painting – traditional Native American art techniques. Explore geometry, pattern and colour. | Sculpture  Statue of Pocahontas inspired by the statue in Gravesend, Kent. | Artist Study  Henry Moore – Bronze sculpture artist. | Drawing  Drawing portraits of the Queen. Sketching designs for D&T. | Painting  Portraits.  Paintings of local & London landmarks. | | Artist Study  Studying the work of Andy Warholl. | | Collage  Making representations using a range of materials.  . |
| D&T | Design  Models of Tudor houses or fire engines. | Make  Making their designs and following their plans. | Evaluate  Evaluating their own work and that of others in the class. | Cooking and Nutrition  Baking bread or cakes.  Learning about how diet differed between the rich and the poor. | Design  Dream catchers – looking at the native American tradition of dream catchers, their origins and symbolism. | Make  Making their designs and following their plans. | Evaluate  Evaluating their own work and that of others in the class. | Cooking and Nutrition  Cooking and sampling Native American Tribal food. | Design  Designing a range of items linked to topic. E.g. a Beefeater hat, royal gown, crown or castles. | Make  Construct using a range of materials based on plans. | | Evaluate  Evaluating their own work and that of others in the class. | | Cooking and Nutrition  Studying a healthy diet.  Creating menus.  Making food for a celebration. |
| Music | Singing  Experiment with songs and chants E.g. ‘Ring a ring o’ Roses’ and ‘London’s Burning’. | | Composing  Representations of ‘hot’ and ‘cold’. Experimenting with pitch, tempo and dynamics. | | Singing  Learning and performing Native American chants with clapping patterns. | | Composition  Making tribal chants. | | Singing  Sing and follow a melody – Learn and sing the National Anthem. | | Listening  To a range of music from across the Queen’s reign. | | Composing  Celebration 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-Awareness  Responds positively to instructions and knows the difference between right and wrong. Has confidence within environments they are familiar with. | | Positivity  Enjoys activities and is enthusiastic with regards to taking part with different group members. Listens to instructions and helps others when asked | | Communication  Talks and shares information with their peers clearly, describing what they have done and listen to others’ explanations. | | Empathy  Is polite and tries hard to be kind and thoughtful. Shares and cooperates with others within their group. | | Excellence  Explains what they are proud of and contributes to activities. Describes what ‘was best’ about their work. | | | Resilience  Focuses on activities and shows self-control and want to take part in different activities. | | |
| British Values | Democracy  Voting 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 Respect  Use 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 Law  Exploration of the laws within the classroom and around school. | | Individual Liberty  Make safe choices both in and outside the classroom, knowing that they are in a safe and supportive environment | | Tolerance  Accept 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 Females  Positive Relationship Messages. | | | | Naming the Body Parts  Positive Touch Messages | | | | | |
| PSHE | CT1: Health and Wellbeing  Healthy Lifestyles, Growing and Changing and Keeping Safe.. | | | | CT2: Relationships  Feelings and Emotions, Healthy Relationships and Valuing Difference. | | | | CT3: Living in the Wider World  Rights and Responsibilities, Taking Care of the Environment and Money. | | | | | |