






# Year 2 Curriculum



	Autumn	Spring	Summer
<b>Reading</b>	<ul style="list-style-type: none"> <li>Children read daily in small groups, organised by coloured bands (Orange to Lime)</li> </ul>		
<b>Writing</b>	<p><b><u>Narrative</u></b> Traditional Stories: 'The Pea &amp; the Princess' By Mini Grey and 'Paper bag Princess' by Robert Munsch</p>  <p><b><u>Non fiction</u></b> Recounts – trip to Camley street/Heath CC History, Science 'Plants' and 'Living Things and their Habitats'</p> <p><b><u>Drama</u></b> Nativity</p>	<p><b><u>Narrative</u></b> 'The Owl who was Afraid of the Dark' by Jill Tomlinson 'Man on the Moon' by Simon Bertram</p>  <p>CC. Science Animals including Humans</p> <p><b><u>Non fiction</u></b> Mary Seacole Recount of a trip to museum Chick diaries CC. Science Animals including Humans</p> <p><b><u>Poetry</u></b> 'Man on the Moon' by Simon Bertram</p>	<p><b><u>Narrative</u></b> Paddington Bear CC link Comparative Study Lima, Peru and London Author focus: Anthony Browne</p>  <p>Stories from other Cultures – Mufaro's Beautiful Daughter OR Baba Yaga and Hansel and Gretel</p> <p><b><u>Non-fiction</u></b> Author focus: Anthony Browne</p> <p><b><u>Poetry</u></b></p>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and Subtraction</li> <li>Geometry</li> </ul>	<ul style="list-style-type: none"> <li>Money</li> <li>Multiplication and Division</li> <li>Length and Height</li> <li>Mass, Capacity and Temperature</li> </ul>	<ul style="list-style-type: none"> <li>Statistics</li> <li>Fractions</li> <li>Position and Direction</li> <li>Time</li> </ul>
<b>Science</b>	Materials Plants	Animals, including Humans	Living Things and their Habitats
<b>History</b>	<b>Events beyond living memory that are significant nationally:</b> The Great Fire of London	<b>Significant Individuals who have contributed to national and international achievements:</b> Mary Seacole and Florence Nightingale	
<b>Geography</b>	Geography (locational knowledge): Life in the UK		London and Peru: A comparative study
<b>PSHE</b>	<ul style="list-style-type: none"> <li>Significance and Peace</li> <li>Focus on goals and importance of identity</li> <li>Focus on celebrating every individual</li> <li>Understanding democracy</li> <li>Understanding finances</li> </ul>	<ul style="list-style-type: none"> <li>Respect and Compassion</li> <li>Understanding friendship</li> <li>Online safety</li> <li>Looking after the environment</li> <li>Hazards and risks</li> <li>Understanding stereotypes and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Forgiveness and Courage</li> <li>RSE curriculum</li> <li>Drugs and alcohol awareness</li> <li>Courageous individuals</li> </ul>

<b>Religious Education</b>	<ul style="list-style-type: none"> <li>• Why did Jesus teach the Lord's Prayer as the way to pray?</li> <li>• What is the story of our school name?</li> <li>• How does the symbol of light help us to understand the meaning of Christmas for Christians?</li> </ul>	<ul style="list-style-type: none"> <li>• Judaism – Why are they having a party?</li> <li>• What is the story of Noah really about?</li> <li>• How Do Easter Symbols Help Us To Understand The Meaning Of Easter For Christians?</li> </ul>	<ul style="list-style-type: none"> <li>• How do the five pillars of Islam help a Muslim to show commitment to God Allah?</li> <li>• Why do Christians make and keep promises before God?</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Computing systems and networks - IT around us</li> <li>• Creating media – Digital photography</li> </ul>	<ul style="list-style-type: none"> <li>• Creating media – Making Music</li> <li>• Data &amp; Information – Pictograms</li> </ul>	<ul style="list-style-type: none"> <li>• Programming – Robot Algorithms</li> <li>• Programming – An introduction to quizzes</li> </ul>
<b>Art &amp; Design</b>	<p><b>Lucienne Day, Fabric Designer</b> Drawing, collage, digital tiling Focus artist/designer: Lucienne Day</p>	<p><b>Kandinsky &amp; Music</b> Painting with acrylics Focus artist/designer: Kandinsky</p>	<p><b>Making Illustrations</b> Digital art/photo editing software Focus artist/designer: Quentin Blake</p>
<b>Design &amp; Technology</b>	<p><b>Winding up</b> Mechanisms – pulleys Link</p>	<p><b>We are bag designers</b> Textiles</p>	<p><b>Vehicles</b> Mechanisms – wheels and axles</p>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Hit, Catch, Run - Unit 1 and Unit 2</li> <li>• Dance - Unit 1</li> <li>• Gymnastics -Unit 1</li> </ul>	<ul style="list-style-type: none"> <li>• Attack, Defend, Shoot – Unit 1 and 2</li> <li>• Dance – Unit 2</li> <li>• Gymnastics – Unit 2</li> </ul>	<ul style="list-style-type: none"> <li>• Send and Return – Unit 1 and 2</li> <li>• Run, Jump, Throw – Unit 1 and 2</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Pitch and SOLFA</li> <li>• Pulse and Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring instruments and symbols</li> <li>• Tuned instruments and exploring duration</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring sounds, timbre, tempo and dynamics</li> <li>• Compositions using musical elements</li> </ul>