



Carr Hill Community Primary School Year 2 Curriculum Overview Cycle 2

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme	Discover	Curiosity	The World and Beyond	Once Upon a Time	Watch Me Grow	Summer of Sport
Topic	Terrific Toys	Winter Wonderland	A Village in Africa	Castles & Turrets	Plants	Active Me
English						
Writing						
Key Writing Purpose	Stories with Familiar Settings Character Description Instructions	Character Description Non-Chronological Report	Stories from a different culture Chronological Report -Biography	Fantasy Stories Letter Writing Recount	Traditional Fairy Tales Explanation	Stories with Familiar Settings Non- Chronological Report
Core Texts	<ul style="list-style-type: none"> • <i>Dogger by Shirley Hughes</i> • <i>Traction Man by Mini Grey</i> • <i>Billy the Beast by Nadia Shireen</i> 	<ul style="list-style-type: none"> • <i>Lost and Found by Oliver Jeffers</i> • <i>Penguins by Froglet Learners</i> And/or • <i>Polar Bears by Laura Marsh</i> • <i>The Polar Bear by Jenni Desmond</i> 	<ul style="list-style-type: none"> • <i>Handa's Hen by Eileen Browne</i> • <i>Rosa Parks by Lisbeth Kasier</i> 	<ul style="list-style-type: none"> • <i>George and the Dragon by Chris Wormell</i> • <i>The Dragon Post by Emma Yarlett</i> • <i>Our Visit to Newcastle Keep</i> 	<ul style="list-style-type: none"> • <i>The Little Red Hen by Ronne Randall</i> • <i>Grow your own potatoes by Helen Lanz</i> • 	<ul style="list-style-type: none"> • <i>Grandad's Island – Benji Davis</i> • <i>Katie in London by James Mayhew</i>
Poetry	Poetry Form: List Poems		Poet Study: Marilyn Singer		Critical Review/Close Study: Someone by Walter De La Mare	
Spelling Rule(s)	Linked to Whole School Spelling Overview Year 2 Curriculum					
Reading						
Decoding	<ul style="list-style-type: none"> • Secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes 			<ul style="list-style-type: none"> • Read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending 		
Comprehension	<ul style="list-style-type: none"> • Discussing new words and their meaning and clarifying the meaning of words, linking new meanings to known vocabulary. • Infer meaning through use of pictures as well as through what is being said or done. • Make inferences on the basis of what is being said and done. Use background information and vocabulary provided by the teacher to access texts with increasing understanding about new topics.	<ul style="list-style-type: none"> • Discussing new words and their meaning and clarifying the meaning of words, linking new meanings to known vocabulary. • infer meaning through use of pictures as well as through what is being said or done. • Make inferences on the basis of what is being said and done. Use background information and vocabulary provided by the teacher to access texts with increasing understanding about new topics	<ul style="list-style-type: none"> • Discussing new words and their meaning, clarifying the meaning of words and discussing favourite words and phrases and giving reasons for their preferences (see vocabulary lists). • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Use inferential skills to make predictions on what might happen next. Use background information and vocabulary provided by the teacher to access texts with increasing understanding about new topics.	<ul style="list-style-type: none"> • Discussing sequences of events in stories. • Use inferential skills to make predictions on what might happen next and explain reasons for these predictions. • Explain and discuss their understanding of texts, both that they have listened to and those that they have read for themselves. • Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independent. • Recognise simple recurring literary language in stories and poems. Participate in discussion about books, poems and other material, both those that they listen to and those that they read to themselves, taking turns and listening what others say.	<ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related – representing this in different ways. • Infer meaning through what is being said or done by different characters or authors. • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Explain and discuss their understanding of texts, both that they have listened to and those that they have read for themselves	<ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related representing this in different ways. • Infer meaning through what is being said or done by different characters or authors. • Recognise simple recurring literary language in stories and poems. - Participate in discussion about books, poems and other material, both those that they listen to and those that they read to themselves, taking turns and listening what others say. • Continue to build upon the repertoire of poems learnt by heart (Y1) and reciting some with appropriate intonation to make the meaning clear.
Class Teaching	3x Reading Practice session a week Small group and 1-1 reading to develop the full range of the KS1 reading curriculum.					
Mathematics						
Class Teaching	<ul style="list-style-type: none"> • Place Value • Addition and Subtraction • Properties of Shape 	<ul style="list-style-type: none"> • Addition and Subtraction • Multiplication and Division • Length and Height • Statistics 	<ul style="list-style-type: none"> • Place Value • Addition and Subtraction • Multiplication and Division • Properties of Shape 	<ul style="list-style-type: none"> • Fractions • Money • Time 	<ul style="list-style-type: none"> • Place Value • Fractions • Position and Direction • Problem Solving and Efficient Methods • Statistics 	<ul style="list-style-type: none"> • Position and Direction • Mass Capacity and Temperature • Investigations



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Science and Technologies						
Science	<p>Chemistry</p> <p>Everyday Materials and Uses of Everyday Materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Y1 Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Y1 Describe the simple physical properties of a variety of everyday materials. Y1 Compare and group together a variety of everyday materials on the basis of their simple physical properties. Y1 Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Y2 	<p>Biology</p> <p>Animals including humans</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Y1 Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Y1 Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Y1 	<p>Biology</p> <p>Living Things and their Habitats</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. Y2 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. Y2 	<p>Chemistry</p> <p>Uses of Everyday Materials</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. Y2 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Y2 	<p>Biology</p> <p>Plants</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Y2 Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Y2 	<p>Biology</p> <p>Animals, including Humans</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Y1 - Senses focus Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Y2
Computing	<p>Creating Media- Digital Painting</p> <ul style="list-style-type: none"> To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper 	<p>Programming A- Moving a Robot</p> <ul style="list-style-type: none"> To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem 	<p>Programming B- Introduction to Animation</p> <ul style="list-style-type: none"> To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program 	<p>Computing systems and Networks- Technology Around Us</p> <ul style="list-style-type: none"> To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly 	<p>Data and Information- Grouping Data</p> <ul style="list-style-type: none"> To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects 	<p>Creating Media- Digital Writing</p> <ul style="list-style-type: none"> To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare typing on a computer to writing on paper
Design Technology	<p>Textiles- Making a Puppet</p> <ul style="list-style-type: none"> Measure textiles Join textiles together to make a product and explain how I did it. Carefully cut textiles to produce accurate pieces. Explain choices of textile. Understand that a 3D textile structure can be made from two identical fabric shapes. 		<p>Mechanisms-Wheels and Axles</p> <ul style="list-style-type: none"> Use levers or slides. Begin to understand how to use wheels and axles. 		<p>Cooking and Nutrition- Fruit Kebabs</p> <ul style="list-style-type: none"> Explain hygiene and keep a hygienic kitchen. Describe properties of ingredients and importance of varied diet. Say where food comes from (animal, underground etc.) Describe how food is farmed, home-grown, caught. Draw eat well plate; explain there are groups of food. Describe "five a day" Cut, peel and grate with increasing confidence 	



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Humanities

Geography	<p>Exploring Polar Lands</p> <ul style="list-style-type: none"> Pupils should be taught how to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Pupils should be taught to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 		<p>Kenya</p> <ul style="list-style-type: none"> Pupils should be taught to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Pupils should be taught to recognise landmarks and basic human and physical features 		<p>Our Local Area</p> <ul style="list-style-type: none"> Pupils should be taught to use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Pupils should be taught to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Pupils should be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple compass directions and locational and directional language to describe the location of features and routes on a map use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	
	History	<p>Terrific Toys</p> <ul style="list-style-type: none"> Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <ul style="list-style-type: none"> Queen Victoria Queen Elizabeth 		<p>Castles and Turrets</p> <ul style="list-style-type: none"> Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <ul style="list-style-type: none"> King William the Conqueror 		<p>Significant People in History</p> <ul style="list-style-type: none"> Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <ul style="list-style-type: none"> Florence Nightingale Mary Seacole
Religious Education		<p>Christianity</p> <p>Jesus’ teachings</p> <p>Is it possible to be kind to everyone all the time?</p>	<p>Christianity</p> <p>Jesus – a gift from God</p> <p>Why do Christians believe God gave Jesus to the world?</p>	<p>Judaism</p> <p>Passover</p> <p>How important is it for Jewish people to do what God asks them to do?</p>	<p>Christianity</p> <p>Easter – resurrection</p> <p>How important is it to Christians that Jesus came back to life?</p>	<p>Judaism</p> <p>The Covenant</p> <p>How special is the relationship Jewish people have with God?</p>
	PSHE	<p>VIP</p> <ul style="list-style-type: none"> identify who the special people in their lives are and explain why they are important to them; explain why having a family network is important; know what makes someone a good friend and demonstrate these qualities; put positive resolution techniques into practice; cooperate with others to complete a task; identify several ways to show others they care and understand the importance of doing this. 	<p>Think Positive</p> <ul style="list-style-type: none"> recognise and describe positive thoughts and negative thoughts. think about and discuss the consequences of decisions they make and their actions. set goals for themselves and think about how they might achieve them. recognise triggers for certain emotions. describe ways to show or give thanks for what we have. describe what being mindful is 	<p>One World</p> <ul style="list-style-type: none"> describe how family life in different countries can be the same as and different from their own; think about what children might do in homes around the world; describe what it is like to go to school in different countries and identify similarities to and differences from theirs; think about how the environment affects people’s daily life; discuss the environmental problems of the overuse and misuse of natural resources; 	<p>Safety First</p> <ul style="list-style-type: none"> Identify ways to stay safe in the home. identify a range of dangers outside. explain the basics of the Green Cross Code. explain why we shouldn’t take anyone else’s medicine. explain what to do if they feel unsafe online. explain the difference between safe secrets, unsafe secrets and surprises. identify their personal ‘trusted adults’. 	<p>Growing Up</p> <ul style="list-style-type: none"> explain what the male and female reproductive body parts are for; discuss ways in which people can deal with or overcome emotions experienced during puberty; show respect for the differences between different families; describe the different types of relationship that exist, without prejudice; show an awareness of myths surrounding pregnancy and birth; describe the conception and birth of a baby, using some scientific vocabulary



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Art & Design	<u>Drawing</u> Artist: Molly Haslund & Louise Bourgeois <ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects. Experiment with the visual elements; line, shape, pattern and colour. 		<u>Architecture/ 3D Form</u> Artist- Hundertwasser <ul style="list-style-type: none"> Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. 		<u>Printing</u> Artist Lynn Flavell & Molly Mohon <ul style="list-style-type: none"> Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques 	
Music	Charanga Musical School Scheme of Work					
PE	<u>Hands, Feet & Heart</u> Games Throwing, kicking, hitting <ul style="list-style-type: none"> Pupils move into different positions before throwing. Pupils throw with a suitable technique. Pupils feed the ball to their partner. Pupils move to try to intercept the ball when fielding. Pupils change direction and speed easily. Pupils change their approach in response to their opponent's actions. Pupils change their approach in response to the position they are playing, e.g. fielding, batting. Pupils describe what they have done or seen others doing. Circuit Training	<u>Ho Ho Ho</u> Games Striking & Fielding -Core Task 6 <ul style="list-style-type: none"> Pupils move into different positions before throwing. Pupils throw with a suitable technique. Pupils feed the ball to their partner. Pupils move to try to intercept the ball when fielding. Pupils change direction and speed easily. Pupils change their approach in response to their opponent's actions. Pupils change their approach in response to the position they are playing, e.g. fielding, batting. Pupils describe what they have done or seen others doing. Gymnastics- Core Task 3 <ul style="list-style-type: none"> Pupils plan and repeat simple sequences of actions. Pupils show contrasts in shape. Pupils perform the basic gymnastics actions with coordination. Pupils find and use space safely. Pupils describe what they and others have done. 	<u>I Wanna Play in a Band</u> Games Invasion -Core Task 4 <ul style="list-style-type: none"> Pupils move into different positions before throwing. Pupils throw with a suitable technique. Pupils feed the ball to their partner. Pupils move to try to intercept the ball when fielding. Pupils change direction and speed easily. Pupils change their approach in response to their opponent's actions. Pupils change their approach in response to the position they are playing, e.g. fielding, batting. Pupils describe what they have done or seen others doing. Gymnastics -Core Task 4 <ul style="list-style-type: none"> Pupils plan and repeat simple sequences of actions. Pupils show contrasts in shape. Pupils perform the basic gymnastics actions with coordination. Pupils find and use space safely. Pupils describe what they and others have done. 	<u>Zootime</u> Games Net and Wall -Core Task 5 <ul style="list-style-type: none"> Pupils move into different positions before throwing. Pupils throw with a suitable technique. Pupils feed the ball to their partner. Pupils move to try to intercept the ball when fielding. Pupils change direction and speed easily. Pupils change their approach in response to their opponent's actions. Pupils change their approach in response to the position they are playing, e.g. fielding, batting. Pupils describe what they have done or seen others doing. Dance-Core Task 2 <ul style="list-style-type: none"> Pupils move with control and coordination. Pupils communicate feelings and moods through movements. Pupils link movements fluently. Pupils use different levels and speeds. Pupils suggest ways they could improve their work, using simple vocabulary. Pupils create a performance with a clear start and end. 	<u>Friendship Song</u> Athletics -Athletics Core Tasks 1, 2 and 3 Running <ul style="list-style-type: none"> Pupils look up whilst running. Pupils demonstrate good running technique. Pupils run at different speeds. pupils change direction whilst running. Pupils observe and comment on others' performance. Pupils say what they have done well and what they need to improve on. Throwing <ul style="list-style-type: none"> Pupils use underarm throws accurately. Pupils use overarm throws accurately. Pupils choose an appropriate throwing action for the distance. Pupils choose an appropriate throwing action for the equipment. Pupils observe and comment on others' performance. Pupils say what they have done well and what they need to improve Jumping <ul style="list-style-type: none"> Pupils demonstrate control in the take off. Pupils demonstrate control when landing. Pupils choose an appropriate jumping action for distance. Pupils can demonstrate all of the basic jumps, e.g. 2 to 2 feet, 2 to one foot, 1 to 1 foot. 	<u>Reflect, Rewind and Replay</u> Games Striking & Fielding -Core Task 6 <ul style="list-style-type: none"> Pupils move into different positions before throwing. Pupils throw with a suitable technique. Pupils feed the ball to their partner. Pupils move to try to intercept the ball when fielding. Pupils change direction and speed easily. Pupils change their approach in response to their opponent's actions. Pupils change their approach in response to the position they are playing, e.g. fielding, batting. Pupils describe what they have done or seen others doing. OAA -Core Tasks 1 and 2 <ul style="list-style-type: none"> Pupils listen to and follow instructions. Pupils can follow a trail. Pupils can work with friends to plan how to solve a problem. Pupils can help each other. Pupils can suggest ways to improve plans and strategies. Pupils can say what they have done well and what they need to improve
Curriculum Enhancements- Cultural Capital						
Culture Capital – Educational Visits	<i>National Trust- Gibside</i>	<i>Church – Christingle Service</i>	<i>Animal Experience</i>	<i>Castle Keep</i>	<i>Saltwell Park</i>	<i>Beach Visit</i>