Christ the Sower Ecumenical Primary School
Year 2 Curriculum Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**To entertain** Narrative - Character Description *Town Mouse and Country Mouse*	**To entertain** Narrative - Setting Description *The Rainbow Bear by Michael Morpurgo*	**To entertain** Narrative – Character Development *Marv and the Mega Robot by Alex Falase-Koya*	**To entertain** Narrative *The Twits by Roald Dahl*	**To inform** Letters *The Drogonsitter by Josh Lacey*	**To inform** Information Texts (Non-Chronological Reports) *The Most Important Animal of All by Penny Worms*
Maths	• Number: Place Value • Number: Addition and Subtraction • Geometry: Shape		• Measurement: Money • Number: Multiplication and Division • Measurement: Length and Height • Measurement: Mass, Capacity, Temperature		• Number: Fractions • Measurement: Time • Statistics • Geometry: Position and Direction	

Science	**Materials**
	• Identify properties of material and uses, including wood, metal, plastic, glass, brick, rock, paper and cardboard
	• Working Scientifically - Investigating materials, carrying out simple tests
	• Everyday day materials uses of materials
	• Identify materials in buildings
	• Know why a material might be used for a specific job – e.g. to keep me warm
	• Know how to bend and shape materials and how they change
	• Know how some materials change shape by squashing, bending, twisting and stretching
			Healthy Humans
			• Health:
			  ○ balanced diet
			  ○ the benefits of exercise and hygiene
				Living things and their habitats
				• Explore and compare the differences between things that are living, dead, and things that have never been alive
				• Identify that most living things live in habitats to which they are suited
				• Identify and name a variety of plants and animals in their habitats,
				• Describe how animals obtain their food from plants and other animals,
					Animals including humans
					• Name plants and animals that are specific to Africa
					• Match living things to their habitat
					• Animal life cycles (Penguins & Chimps)
					• Notice that animals, including humans, have offspring which grow into adults
					• Find out about the basic needs of animals, for survival
					• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
						Plants
						• Observe and describe how seeds and bulbs grow into mature plants
						• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

FRIENDSHIP **THANKFULNESS** **COURAGE** **FORGIVENESS** **COMPASSION** **RESPECT** **PERSEVERANCE**

Computing	**Online Safety and Digital Citizenship** **Introductory Song** **Pause & Think Online** - How can we be safe, responsible, and respectful online? **Data and Information** **Grouping Data and Pictograms** • Exploring object labels, then using them to sort and group objects by properties. • Collecting data in tally charts and using attributes to organise and present data on a computer.	**Online Safety and Digital Citizenship** **Media Balance and Wellbeing** **How Technology Makes You Feel** - Why is it important to listen to your feelings when using technology? **Creating Media** **Digital Photography** • Capturing and changing digital photographs for different purposes.	**Online Safety and Digital Citizenship** **Privacy & security** **Internet Traffic Light -** How do you stay safe when visiting a website or app? **Programming** **Robot Algorithms** • Writing short algorithms and programs for floor robots and predicting program outcomes. • Creating and debugging programs and using logical reasoning
History	**Great Fire of London** **Explain the cause of the GFOL and how this changed homes today.** • To generate and be able to ask and answer questions they might have. • Compare houses from then (1666) and now • Discuss reliability and what makes a source helpful/useful • Understand what caused the GFoL and recognise why it happened, as well as consequences and what happened as a result. • Look at the aftermath and how this changed society now e.g., impact on homes • Explore how the river Thames was used to help compared to what it is used for today	**Journeys** **What journeys really stand out and inspire us to explore the world?** • Explore the life of Ernest Shackleton • Understand the Endurance expedition and what went wrong/the impact it had on the following expeditions, impact on today's explorations • To compare to a modern-day exploration Rob Swan expedition Jan 2023 – Antarctica • To recognise and understand the achievements of significant individuals (First aeroplane flight) • Christopher Columbus	**Aspiring Nurses** **What did EC and MS do to inspire people to become nurses?** • To learn about the life of Mary Seacole and where she was from • To learn about the life of Edith Cavell and where she was from • To recognise the achievements of both women in the wars • To understand the impact both women had on nursing today • To compare the lives of nurses today to Seacole and Cavell

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Geography	**Picturing Places** **Describe the United Kingdom and what makes it special.** • To identify the 4 countries and capital cities using maps • Identify key characteristics and similarities of the 4 cities, compared to towns and villages using aerial photographs • Identify key human and physical features of the school and its surrounding environment • To use locational and directional language (e.g., NSEW, near, left, right, far) on a walk of the local area. • Devise a simple map of the route taken and construct a simple key	**Antarctica** **What makes Antarctica stand out to explorers?** • To locate Antarctica and the 5 oceans and describe these • To identify the location of equator and North and South Poles • To compare the weather conditions in Antarctica to the UK (Contrasting seasonal weather changes) • To identify 2 groups of animals that can live in the extreme conditions • To understand the importance of preserving Antarctica and what we can do to help	**A Zambian Village** **Discuss the contrasts between Mugurameno and the UK** • To locate the continent of Africa and smaller countries within Africa including Zambia, then identify a village within Zambia (Mugurameno) • To use photographs and information texts to help imagine what daily life in Mugurameno might be like • Compare how the people of Mugurameno use the river Zambezi with the ways in which we use rivers near us. • To find out about food in Mugurameno and how it is prepared. • Identify how people protect their homes from animals and how animals can help their everyday lives
Art	**Explore and Draw** **Key concepts:** • That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. • That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. • That we can use the things we find to draw from, using close observational looking. • That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. • We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.	**Exploring the world through Mono Print** **Key concepts:** • When we make mono prints we use mark making to create one off prints. • When we make mono prints we create an impression of a drawing. • That we can generate playful narratives and inventions through drawing. • That we understand that using a range of marks will generate different effects when creating mono prints. • That we can create creative responses to different stimuli and make the work our own.	**Music and Art** **Key concepts:** • That artists sometimes use sound to inspire their work. • That artists sometimes work in partnership with musicians. • That we can use both aural and visual senses to make art. • That we can draw from our imagination, using lots of different kinds of abstract marks to express our feelings, whether they are quiet and focussed, or loud and expressive. • That we can be inventive and make objects in 3 dimensions which make sounds, and which we want to interact with as humans.

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DT	**Textiles** **Can we make a bag that is strong enough to carry Samuel Pepys' Diary?** • **Design:** Designing and sketching design ideas using a template • **Make:** threading needle, sewing a running stich, preparing fabrics for sewing, tying a knot. • **Evaluate:** discussing the making process and finished product, reviewing each other's final outcome. • **Technical Knowledge:** identifying the parts of a needle(point and eye)understanding the alternative ways of joining fabrics and embellishments'.	**Cooking** **Can we make a healthy soup that will appeal to children?** • **Design:** Planning for the set brief, following simple criteria: a healthy vegetable soup • **Make:** Prepare food safely and hygienically, chopping and slicing safely using a bridge or claw grip • **Evaluate:** conduct product research, trialling and feeling back on food taste, texture, and aroma. • **Technical Knowledge:** identifying each of the food groups, understanding what a balanced diet is, and developing an awareness of hidden sugars.	**3D Structures** **Can we make a frame that can display a 3D butterfly?** • **Design:** Designing using criteria, and applying knowledge of structures through planning. • **Make:** Identify flaws in design and think about ways to strengthen them. Cutting and assembling accurately. • **Evaluate:** explore natural and manmade structures, test, evaluate and analyse existing frames. • **Technical Knowledge:** understand strength, stability and stiffness knowing that different shapes can strengthen or weaken structures and that materials can be manipulated to improve strength and stiffness.
Music	**Nativity Unit** This is a 6-week unit of work where children learn to sing Christmas songs and act in unison.	**Hands, Feet, Heart** This is a six-week Unit of Work. All the learning is focused around one song: Hands, Feet, Heart. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.	**Friendship Song** This is a six-week Unit of Work. All the learning is focused on one song: The Friendship song.

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PE	**Fundamental Skills/Physical Literacy** The unit of work will challenge pupils to apply their knowledge of how, where and why to dodge. **Gymnastics** The units of work will **challenge** pupils to explore different ways that they can **link** movements and balances together while **travelling** along a variety of **pathways**. **Ball Skills** The unit of work will challenge pupils to **combine** their developing dribbling, passing and receiving skills in order to **keep possession** and score a point.	**Ball Skills** The units of work will challenge pupils to apply their knowledge and understanding of **dribbling, passing** and **receiving** in order to **keep possession** as a team and score a point with their feet. Challenge pupils to apply their understanding of **underarm** and **overarm throwing** to beat their opponents. **Dance** The unit of work will develop pupil's ability to create and develop their characters, adding movements, **expression** and **emotion** to their performance. They will be able to create a **motif** and will develop these with a partner to include some different elements of **choreography, including telling a story.**	**Fundamental Skills/Physical Literacy** The unit of work will challenge pupils to apply their prior learning of how to jump and use this to jump in **combination** and **link jumps**. **Team Building** The unit of work will develop pupils' ability to apply effective **teamwork**, ensuring that everyone is **included** and understands their role. Pupils will begin to develop and **apply simple strategies** to **solve problems**. **Games for Understanding** The unit of work will challenge pupils to create simple **defending** and **attacking tactics**, while continuing to develop an understanding of the **transition** from defence to attack. **Health and Wellbeing** The unit of work will consolidate pupils' understanding of **agility**, **balance** and **co-ordination**, applying these elements of fitness in a varity of activities. Pupils will perform circuits, understanding how **motivation** can enhance **performance**.
PSHE	**Relationships** • Families and Friendships • Safe Relationships • Respecting ourselves and others	**Living in the wider world** • Belonging to a community • Media literacy and digital resilience • Money and work	**Health and Wellbeing** • Physical health and Mental wellbeing • Growing and changing • Keeping safe

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RE	Who should you follow?	Should you wear religious symbols?	Is it important to celebrate the New Year?	Is Easter important for the church?	Can stories change people?	How should you spend the weekend?
	to explore leaders and how and why they are followed	to explore the variety of ways people can express beliefs by what they wear	to explore the ways that different people and different faiths celebrate New Year	to explore how the church celebrates Easter	to explore the way that Old Testament and New Testament stories show that people are changed	to explore the Shabbat
	Syllabus Questions addressed: What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?	**Syllabus Questions addressed:** Are symbols better than words at expressing religious beliefs? Who do I believe I am?	**Syllabus Questions addressed:** - Are religious celebrations important to people? - Is God important to everyone?	**Syllabus Questions addressed:** - Are religious celebrations important to people? - Is God important to everyone? - Are symbols better than words at expressing religious beliefs	**Syllabus Questions addressed:** - Who do I believe I am? - What can I learn from stories from religious traditions?	**Syllabus Questions addressed:** - Are symbols better than words at expressing beliefs? - Does it feel special to belong?

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