

# Curriculum Overview

## Year 2 2022-2023



	Autumn	Spring	Summer
Topic Name	Frozen World	Doctors and Nurses	Leandro vs Michelangelo
Science	Living Things/ Habitats Uses of Materials	Feeding and Exercise Changing Shape	Habitats (link to Autumn Term) also endangered – compare to Polar Bear situation Growing Plants
Computing	2.6 - We are zoologists 2.1 - We are astronauts	2.4 - We are researchers (topic linked) 2.5 - We are detectives	2.3 - We are photographers (link with Art) 2.2 - We are games raters
Internet Safety	2.1 - We are year 2 rule writers 2.2 - We are not online bullies	2.3 - We are safe searchers 2.4 - We are code masters	2.5 - We are online behaviour experts 2.6 - We are game testers
History	Events beyond living memory that are significant nationally or globally – <b>Polar expeditions</b>	Lives of significant individuals in the past who have contributed to national and international achievements and people and places in their locality – <b>Edith Cavell and lives of other workings at Peterborough Infirmary</b>  Input of Commonwealth to the NHS	Events beyond living memory that are significant nationally or globally – <b>1<sup>st</sup> powered flight</b>
Geography	<i>Identify seasonal and daily weather patterns in the UK.</i> <i>Locate the 7 continents.</i> <i>Locate the five oceans.</i> <i>Use world maps</i>  Describe and compare the similarities and differences in human and physical geography of a <i>small area of the UK and a small area of a contrasting non-European country.</i>  Fieldwork – geography of school and grounds,	<i>Identify seasonal and daily weather patterns in the UK.</i> <i>Locate the 7 continents.</i> <i>Locate the five oceans.</i> <i>Use world maps.</i> Locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use world maps, atlases and globes. Describe the location of features and routes on a map by: Using simple compass directions (North, South,	<i>Use world maps.</i> <i>Identify seasonal and daily weather patterns in the UK.</i> Identify human and physical features of a city in the UK and a city in Europe (compare London with Rome). Trip to Hunstanton – identify physical features, conservation. <i>Name and locate the 7 continents.</i> <i>Name the 7 continents</i> <i>Name the five oceans</i> <i>Name and locate the five oceans.</i>

	<p>devise own grid map (including a simple key). Aerial photographs of school and local area – go for a walk. Aerial photographs and maps of North Pole – human and physical features. Compare local to Arctic</p> <p>Identify hot and cold areas of the world in relation to the Equator and the North and South Poles, using maps and atlases.</p>	<p>East and West). Using locational and directional language (for example, near and far; left and right) –<b>Baseline this area to check prior knowledge, this may need more direct teaching than normal due to missed learning in Year 1.</b> Name the countries of the UK Name the capital cities of the UK Name the four compass points (North, South, East and West) and describe journey to the Crimea Describe characteristics of the Crimea</p>	
<b>Art</b>	<p><b>Printing</b> <b>Skills:</b> Two colour overlays Relief and impressed printing processes (CAS) <b>Knowledge:</b> To Know how you can use an Artist 's work to create your own design <b>Vocab:</b> relief, impress, overlay <b>Artist:</b> Sonia Delaunay/ Joan Miro</p>	<p><b>Textiles</b> <b>Skills:</b> Weave, flat or 3D Sew a number of different type of stitches Work from observation <b>Knowledge:</b> To know that you can weave using strips of paper <b>Vocab:</b> names of stitches, warp, weft <b>Artist:</b> Gustav Klimt</p>	<p><b>Drawing</b> <b>Skills:</b> Increase accuracy controlling a pencil Different grades of pencil demonstrating linear tone Increasing range of pattern and texture Produce a range of tones when infilling using coloured pencils Use a viewfinder for focussed observation Use many drawing media on different surfaces <b>Knowledge:</b> To know that you can use lines to create shade <u>To know how to express an opinion on the work of famous, notable artists</u> <u>To know how to create a piece of work in response to another artist's work</u> <b>Vocab:</b> infill, solid, linear tone, Hb, 2B etc <b>Artist:</b> Da Vinci, Michelangelo</p>
<b>DT</b>	Design and make a Polar Bear glove puppet	Design and make vegetable soup	<p>Look at inventions of Da Vinci Design and make a model of a vehicle that can travel on land and sea</p>
<b>Music</b>	Charanga Unit: Hands, Feet, Heart	Charanga unit: I WANNA PLAY IN A BAND	CHARANGA UNIT: FRIENDSHIP SONG

	<p>IMPROVISE - using notes C &amp; D</p> <p>EXTENDED IMPROVISATION - improvise responses to the leader (Q &amp; A) using a wide range of notes</p> <p>COMPOSE - drag note names on to a grid to create a piece</p> <p>Music Express – Y2 Water</p> <p>Musical Focus - Pitch</p>	<p>IMPROVISE using notes F &amp; G</p> <p>EXTENDED IMPROVISATION: improvise responses to the leader (Q&amp;A) using a range of notes</p> <p>COMPOSE drag note names on to a grid to create a piece</p> <p>Music Express Unit - UNIT: Y2 TRAVEL</p> <p>Musical Focus – Performance.</p>	<p>IMPROVISE using notes C &amp; D</p> <p>COMPOSE drag note names on to a grid to create a piece</p> <p>Music Express – Y2 Our Land</p> <p>Musical Focus Exploring Sounds.</p>
<b>PE</b>	<p><b>Social (Real PE)</b></p> <p>Getset4PE</p> <p>Ball skills</p> <p>Fundamentals</p> <p><b>Personal (Real PE)</b></p> <p>Getset4PE</p> <p>Fundamentals</p> <p>Gymnastics</p>	<p><b>Creative (Real PE)</b></p> <p>Getset4PE</p> <p>Send and Receive</p> <p>Invasion</p> <p><b>Physical (Real PE)</b></p> <p>Getset4PE</p> <p>Invasion</p> <p>Dance</p>	<p><b>Cognitive (Real PE)</b></p> <p>Getset4PE</p> <p>Target Games</p> <p>Athletics</p> <p><b>Health and Fitness (Real PE)</b></p> <p>Getset4PE</p> <p>Athletics</p> <p>Strike and field</p>
<b>PSHE</b>	<p>Rights, Rules and Responsibilities Cit5 RR12</p> <p>My Emotions MMR5 ME12</p> <p>Anti-bullying MMR7 AB12</p>	<p>Working Together Cit3 WT12</p> <p>Financial Capability EW1 FC12</p> <p>Relationships Education HSL10 SR2</p> <p>Drug education HSL8 DE12</p>	<p>Managing risk HSL MR12</p> <p>Safety concerns HSL5 SC12</p> <p>Healthy Lifestyles HSL7 HL12</p>
<b>Learn to Learn</b>	<p>Challenger Initiative</p> <p>What 'initiative' means and its benefits</p>	<p>Challenger initiative</p> <p>What 'communication' means, how we communicate and importance of communicating</p>	<p>Challenger Leadership</p> <p>What is a leader? Qualities of a leader</p>
<b>RE</b>	<p>The Family in Christianity – What difference does belonging to a faith make to a family? (4wks) <b>Visit St Andrews Church – What makes a place special for Christian People (unit missed</b></p>	<p>How does the Khalsa influence the lives of Sikh families? (4wks)</p> <p>How do the stories from the Gurus and the concept of Seva (selflessness) affect Sikh</p>	<p>Easter – Who do we need to thank for the bread we eat? What do Christians do in communion and why? (wk2)</p> <p>Easter – Why do Christians say that the holy</p>

	<p>in Y1)</p> <p>Harvest – How do Christians give thanks at Harvest time? (2wks)</p> <p>Special Books – Why are some books special to some people? (Christianity / Judaism / Islam) (4wks)</p> <p>Christmas – What does the Christmas story teach us about giving? (2wks)</p>	<p>children? (3wks)</p> <p>What are the special ways Humanists celebrate in their lives? (4wks)</p> <p>Easter – What are the symbols of Easter and what do they mean? (1wks)</p>	<p>spirit is so important? (4wks)</p> <p>What message did the Prophet Muhammad (pbuh) bring? Keeping the 5 pillars – What difference does it make? (7wks) <b>Visit Mosque (Faizan E Madina)</b></p>
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