

Year Two Topic Overview

This overview of our curriculum map for the year outlines the units of work for each subject and for each half-term. Please note that some curriculum subjects are not done in every half-term. The curriculum map will be implemented flexibly and adapted in response to events / developments that arise during the year to ensure the needs of all our children are met.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	Where do we call Home?	Helpers in our World	The Amazing World of Animals	The Big Impact Makers	The Magic of Travel	Exploring New Paths
PARENTAL PARTICIPATION	Harvest Craft Morning Parents evening	Maths, Reading and Phonics workshops Christmas concert	Parents evening	Mother's Day concert Easter Craft Morning		Meet the teacher Open evening
ENHANCEMENT OPPORTUNITIES		Visit from the firemen		Laches Wood		
ENGLISH	Purpose: Inform Establishing writing expectations and revisiting key skills in letter writing and recounts.	Purpose: Entertain Retelling familiar stories, writing traditional tales, and developing setting descriptions and character roles.	Purpose: Inform Using reports and recounts to share ideas, applying letter writing skills, and introducing instructions with focus on order and verbs.	Purpose: Entertain Retelling and writing stories with clear structure, exploring characters and settings, and creating simple poems using rhyme and description.	Consolidate and stretch Purpose: Inform Writing letters, instructions, and reports (both chronological and non-chronological), and creating persuasive posters with clear layout and purpose.	Consolidate and stretch Purpose: Entertain Retelling and creating stories, using descriptions and exploring character roles, and enjoying, performing, and writing simple poems.

<p>ENGLISH Kinetic Letters Handwriting Scheme</p> <p>Little Wandle Phonics Scheme</p>	<p>As well as the different types of texts studied, the children will also participate in weekly lessons to improve their use of grammar, punctuation, and spelling in their writing. Phonics sessions are held every day to introduce and consolidate their understanding of phonemes, graphemes and spelling patterns. We also do handwriting (Kinetic Letters) lessons regularly to help children with their letter formation and orientation.</p> <p>Children engage in weekly group class reading sessions, following the Little Wandle scheme, focusing on the skills of decoding, prosody and comprehension.</p>					
<p>MATHS White Rose Scheme</p>	<p>Place Value (within 100)</p> <p>Addition and Subtraction</p>	<p>Addition and Subtraction (cont.)</p> <p>Shape</p>	<p>Multiplication and Division</p>	<p>Money</p> <p>Length and Height</p> <p>Mass, Capacity and Temperature</p>	<p>Fractions</p> <p>Time</p> <p>Shape</p>	<p>Statistics</p> <p>Position and Directions</p> <p>Revisit Key Concepts</p>
<p>SCIENCE White Rose Scheme</p> <p>Weekly Forest School Sessions to support topics.</p> <p>Evidence: Individual Topic books and Science Big Book</p>	<p>Humans</p> <ul style="list-style-type: none"> • Exercise • Food • Hygiene • Teeth <p>Sustainability</p> <ul style="list-style-type: none"> • How is plastic helpful and harmful? • How can we reduce our plastic waste in school? 	<p>Materials</p> <ul style="list-style-type: none"> • Explore materials • Wood, paper and cardboard • Brick and rock • Glass and plastic • Metal • Fabrics • Same object, different material • Test materials - bend, squash, twist and stretch • Plan and Investigate - waterproof experiment 	<p>Celebrate British Science Week</p> <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> • Habitats • Food chains • Living, dead or never alive? 	<p>Animals' need for Survival</p> <ul style="list-style-type: none"> • Mammals • Birds • Fish • Amphibians • Reptiles • Humans 	<p>Plants (light and Dark)</p> <ul style="list-style-type: none"> • Explore plants • Plant parts • What do plants need to grow? • Plan - light and dark • Investigate - light and dark • Seeds and Bulbs 	<p>Growing Up</p> <ul style="list-style-type: none"> • Parent and offspring • Life cycle of humans • Life cycles of different mammals • Life cycle of amphibians • Life cycle of a butterfly • Are there patterns between the life cycles of different animals?

HISTORY	Historical Change Looking at the lives of Aethelflaed and Sir Robert Peel (local) and the reasons they are important.	Time Sources of Evidence Everyday Life Historical Change Looking at the lives and work of Mary Seacole and Florence Nightingale and answering questions about the past and discussing their significance.		Time Historical Change Looking at the lives and work of Martin Luther King and Vincent Van Gogh and looking at the past, present and future. Comparing achievements and discussing events beyond living memory.		
GEOGRAPHY	Map skills and field work Using and devising a map to investigate the geography of the local area, add key features and a key. Using aerial photographs of the school. Physical Features Describing the location using some key geographical vocabulary: coast,	Physical Features Knowing the location of hot and cold areas of the world in relation to the equator and north and south poles.	Map skills and field work Using North/ South/ East/ West when using a map or globe Locational Knowledge Using a map to locate and name the 7 continents and 5 oceans.		Locational Knowledge I can locate the major cities of the UK on a map.	

	<p>cliff, valley, mountain, etc.</p> <p>Comparing and contrasting a non-European location with Tamworth.</p> <p>Human Features Comparing and contrasting the key human features of Tamworth.</p>					
<p>ART</p> <p>Evidence: Creative Arts Big Book</p>	<p>Designing and making Christmas cards</p>	<p>Line Use crossing lines to make simple patterns.</p> <p>Record different types of line in the environment.</p>	<p>Form Use materials to make known objects for a purpose.</p> <p>Sort and select materials to make structures using appropriate joining methods.</p>	<p>Knowledge of artists Suggest how artists have used colour, pattern and shape. Discuss the techniques used by artists.</p> <p>Evaluation of creative works Talk about similarities and differences between our own and others artwork.</p>		<p>Colour Create all of the secondary colours.</p> <p>Create and use primary and secondary colours to represent what we see or imagine.</p>
<p>DESIGN TECHNOLOGY</p>		<p>Design Thinking of a product and explaining them in different ways, including drawing and talking about them.</p>			<p>Technology Exploring and using products like levers, sliders, wheels and axles.</p> <p>Cooking</p>	<p>Design Thinking of a product and explaining them in different ways, including drawing and talking about them.</p>

		<p>Using ICT to design</p> <p>Make Choosing the right tools and materials, based on what the materials are like.</p> <p>Evaluate Commenting on my own builds and explaining what went well and what could be improved.</p>			<p>Making simple foods and evaluating their taste.</p> <p>Talking about a healthy and balanced diet.</p> <p>Knowing where different foods come from.</p>	<p>Using ICT to design</p> <p>Make Choosing the right tools and materials, based on what the materials are like.</p> <p>Evaluate Commenting on my own builds and explaining what went well and what could be improved.</p>
<p>COMPUTING National Centre for Computing Education Scheme</p> <p>Evidence: stored on server</p>	<p>Online Safety</p> <p>Information Technology Around Us</p> <p>Identifying IT and how its responsible use improves our world in school and beyond.</p>	<p>Digital Photography</p> <p>Capturing and hanging digital photographs for different purposes.</p> <p><u>Ipads</u></p>	<p>Online Safety</p> <p>Robot Algorithms</p> <p>Creating and debugging programs and using logical reasoning to make predictions.</p> <p><u>Beebots</u></p>	<p>Pictograms</p> <p>Collect data in tally charts and using attributes to organise and present data on a computer.</p>	<p>Online Safety</p> <p>Making Music</p> <p>Using a computer as a tool to explore rhythms and melodies.</p> <p><u>Chrome Music Lab</u></p>	<p>Programming Quizzes</p> <p>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p> <p><u>Scratch Jr/Kahoot!</u></p>
<p>PSHE Staffordshire County Council Scheme</p> <p>Evidence: PSHE Big Book</p>	<p>Me and other people</p> <p>Wear Yellow for World Mental Health Day (October)</p>	<p>Me and my relationships</p> <p>Visit from NSPCC</p>	<p>Me and my school</p> <p>Children's Mental Health Week (February)</p>	<p>Me and my safety</p>	<p>Happy, healthy me</p>	<p>Me and the World</p> <p>Supporting transition to Junior School</p>

<p>MUSIC</p> <p>Evidence: Creative Arts Big Book</p>		<p>Performance</p> <p><u>Christmas concert</u></p> <p>Sing and follow a melody.</p> <p>Play clear notes on a tuned instrument.</p>	<p>Rhythm</p> <p>Repeat short rhythmic and melodic patterns.</p> <p>Sing or clap increasing and decreasing tempo.</p>		<p>Listening and appraising</p> <p>Listen out for particular things when listening to a piece of music.</p> <p>Say how a piece of music makes us feel.</p> <p>Use the word tempo appropriately.</p>	<p>Performance</p> <p><u>Leaver's Concert</u></p> <p>Composition</p> <p>Use symbols to represent sounds.</p> <p>Choose sounds which create an effect.</p>
<p>RE</p> <p>Staffordshire County Council Scheme</p> <p>Evidence: RE Big Book</p>	<p>Caring for the Natural World</p> <p>Finding out about how and who looks after the world. Introducing the creation story. Listening to stories that show how other religions prioritise caring for the world.</p>	<p>Light and Dark</p> <p>Learning about the significance of light and it is celebrated through different religions. Focus on: Diwali, Advent and Hanukah</p>	<p>Worship and Ceremonies</p> <p>Identifying symbolic actions, gestures and rituals. Talking about how they are used as part of worship and ceremonies.</p>	<p>Beginnings and Endings</p> <p>Comparing differences and similarities between religious ceremonies.</p>	<p>Showing Kindness and Being Good</p> <p>Listening to and responding to stories, highlighting morals and values of believers in practice.</p>	<p>Story Telling through Sacred writings</p> <p>Exploring a range of stories and extracts identifying the meanings they have for believers.</p>
<p>PE</p>	<p>Tennis</p> <p>Beginning to apply and combine a variety of skills to a game situation</p>	<p>Gymnastics</p> <p>Exploring and creating different patterns with movements</p>	<p>Dance</p> <p>Coping and exploring basic movements with clear control</p>	<p>Hockey</p> <p>Beginning to apply and combine a variety of skills to a game situation</p>	<p>Rounders</p> <p>Beginning to apply and combine a variety of skills to a game situation</p>	<p>Athletics</p> <p>Sports Day (June)</p> <p>Changing speed and direction whilst running</p>

	<p>Performing a variety of throws with coordination and control</p> <p>Developing spatial awareness</p> <p>Giving comments on my own and peers' performances</p> <p>Giving comments on how to improve performances</p>	<p>Using equipment in a variety of ways to create a sequence</p> <p>Linking movements together to create a sequence</p> <p>Giving comments on my own and peers' performances</p> <p>Giving comments on how to improve performances</p>	<p>Varying levels and speeds in a sequence</p> <p>Using space well and negotiating space clearly.</p> <p>Giving comments on my own and peers' performances</p> <p>Giving comments on how to improve performances</p>	<p>Developing some simple tactics and beginning to use them appropriately</p> <p>Beginning to develop and understand attacking and defending</p> <p>Giving comments on my own and peers' performances</p> <p>Giving comments on how to improve performances</p>	<p>Performing a variety of throws with coordination and control</p> <p>Developing spatial awareness and where to place myself in a game to be effective</p> <p>Beginning to apply and combine a variety of skills to a game situation</p> <p>Giving comments on my own and peers' performances</p> <p>Giving comments on how to improve performances</p>	<p>Jumping from a standing position with accuracy</p> <p>Performing a variety of throws with different equipment with coordination and control</p> <p>Giving comments on my own and peers' performances</p> <p>Giving comments on how to improve performances</p>
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