

Year 2 Curriculum Overview

YEAR 2	1 st half Autumn	2 nd half Autumn	1 st half Spring	2 nd half Spring	1 st half Summer Forest School	2 nd half Summer
ART	ART: Drawing	ART: Painting – Tints & Tones		ART: 3D sculpture Islands		
COMPUTING	Online Safety	Scratch - programming	e-mails	Bookmarking	Editing Photos	Recording data
DT			DT: Construction – Boats Pirates		Around the World DT: Textiles: Flags	Around the World - DT: Food – preparing fruit + vegetables: stir fry
GEOGRAPHY		Beaches Bournemouth Beach		Islands Trip to Brownsea Island	Around the World	GEOG: Hot & Cold Deserts / Icy Lands
HISTORY	Great Fire of London		Pirates Poole Harbour Trip			
MUSIC	Hands, Feet Heart– Charanga	Christmas performance	I wanna play in a band – Charanga (With Pirates experience day and African drumming experience)	Zoo Time – Charanga	Friendship song – Charanga	Reflect, Rewind and Replay – Charanga
P.E.	Ball Skills Football – a.m. Dance	Orienteering * Gymnastics	Invasion Games Yoga	Fundamentals Athletics	SF: Rounders & Cricket co-ordination & small ball skills Team Building	Swimming NW: Tennis
PSHE	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
R.E.	CHRISTIANITY: What did Jesus teach?	CHRISTIANITY: Christmas - Jesus as a gift from God	ISLAM: Prayer at home	CHRISTIANITY: Easter - Resurrection	ISLAM: Community & Belonging	ISLAM: Hajj
SCIENCE	Everyday Materials	Everyday Materials	Living things and their habitats	Living things and their habitats	Plants	Animals including Humans

Year 2 Curriculum Overview

Art & DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Great Fire of London ART: Drawing	Icy Lands ART: Painting – Tints & Tones	Pirates - DT: Construction–Boats	Islands - ART: 3D Landscape DT Link - structures	Around the World DT: Textiles: Flags	Around the World - DT: Food – * preparing fruit + vegetables: stir fry
Overarching Question	How can I show tone when I am drawing?	How can I make colours darker or lighter?	What are the best materials to make a boat?	How can I work with others to create a collaborative piece of art?	How could we create a Talbot Primary School flag?	What healthy food can I make that is perfect for a picnic?
Key Concepts & Vocab	Tones, shading, highlights, shadow	Tints, tones, warm and cool colours, colour mixing.	Selecting materials, cutting, finishing, shaping, purpose, design, make	Use of Mod roc – Large scale construction. Fine details,	Templates and joining techniques,	Nutrition, eatwell plate, evaluate,
Key artists, designers, artwork, objects	Floris van Dyck Floris van Schooten Artwork from 1600s Still Life compositions	Paul Klee- Senecio, Paul Klee – Sinbad the Sailor	Images of pirate ships and other boats with differing designs such as catamaran; Variety of materials	Images of islands Man-made and natural forms. Clay Paper Mache Visit to AUB	Variety of flags (for analysis) Make use of the flags of the countries studied.	Simple recipes using fruit or vegetables (from other countries)
Precis	Learn that Tones are created by the way light falls on a 3D object. Parts of the object on which the light is strongest are called highlights, the darker areas are shadows. Range of tones in between the highlights & shadows. Shading used to capture these different tones in a drawing . Create still life drawings based on food related to the 1600s.	Revising colour mixing before introducing new key concepts: Add white to make tints and add black (grey) to make tones. Investigate artists who have used warm and cool colours and tints/tones to create an effect. Children will draw and paint a sea creature using cool colours inspired by Paul Klee.	Investigate boats and their features, before exploring most suitable materials to create one. Children work in groups to create their own boats. Allow opportunities to design own proto-types, using their knowledge of materials and how a boat floats/moves. Test boats in 'battle' in swimming pool.	investigate islands before creating a design in sketch books. Ensure they are exposed to natural and man-made islands. Use mod-roc to create island. Teachers model how to make smaller details using fabric & PVA glue to shape, use plasticine to make a figure of an appropriate size.	Investigate and evaluate flags, explore and compare e.g. fabrics, joining techniques, finishing techniques and fastenings. Generate a range of ideas for a Talbot flag - What will it be made from? What size will it be? How will it be joined and finished? Choose an idea to follow through. Evaluate against design criteria.	Recap on work from Yr1 where pupils explored fruits and veg. Investigate fruit and veg from around the world. Use food processing skills to prepare, cook and taste a range of dishes from around the world. Children select menu for class banquet, considering nutrition, cultural variety and seasonality of ingredient. Evaluate.
Outcome:		Children will draw and paint a picture using a palette of either warm or cool colours.	Design, make and evaluate a model pirate ship for a sea battle	3D islands in groups, embellish with fine details e.g. greenery, people, boats and rocks	Design, make and evaluate a flag to represent Talbot Primary School	Design, make and evaluate savoury dishes using fruit and vegetables.
NC Skills & knowledge * Allergies check required	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination About the work of a range of artists, crafts makers and designers, describing the differences between different practices and disciplines, and making links to their own work.	Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products - Evaluate their ideas and products against design criteria	- To use a range of materials, creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate their ideas and products against design criteria	To design purposeful, functional, appealing products for themselves and other users based on design criteria. To select from and use arrange of tools and equipment to perform practical task (e.g. cutting, shaping, joining and finishing). To explore and evaluate a range of existing products. To use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from.
Art Assessment Fundamentals	Vocabulary: To know, understand and use the following vocabulary accurately and with confidence: tone, highlights, shadows, still-life, pencil hardness, tints, tones, warm and cool colours, mod-roc, three-dimensional, natural, man-made, line and wash, mixed-media, fine detail, realistic Drawing: * Know how to look closely at an object or image and represent what is seen when drawing. * Know that tones show variation in lightness and darkness of colour/graphite. * Know that pencils come in a range of hardness and can create different tones Painting: * Know how to mix white to a colour to make tints, and black to a colour to make tones. * Know how to recognise and use warm and cool colours in a painting 3-D: * Know how to join clay pieces using scratch, moisten and merge. * Know how to work collaboratively to create art. * Know how to embellish and refine work with fine detail					
DT Assessment Fundamentals	Vocabulary: To know, understand and use the following vocabulary accurately and with confidence: sew, stitch, staple, glue, mast, sail, keel, hull, rudder, template, join, decorate, finish, design criteria, purpose, function, names of equipment and utensils, sweet, sticky, smooth, sharp, crisp, sour, skin, pip, core, healthy diet, ingredients Construction: * Know the basic features of a boat e.g. hull, sail, mast, rudder, etc. * Select materials which are the most effective for the purpose. * Know how to use tools and utensils safely, including hacksaws, scissors and glue guns Textiles: * Know how to mark out, tape or pin fabric to templates and cut out the relevant fabric pieces. * Know and be able to use a range of joining techniques e.g. running stitch, stapling, lacing and gluing Food and Nutrition: * Know and understand the concept of healthy eating and be familiar with the 'Eat well Plate' * Know how to prepare fruit and vegetables for cooking * Know how to carry out basic cooking techniques such as frying, boiling, baking, etc.					

Year 2 Curriculum Overview

Computing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Online Safety	Scratch - programming	e-mails	Bookmarking	Editing Photos	Recording data
Overarching question	What are the key rules when being online?	How do game characters work?	How do e-mails help us stay connected?	How does bookmarking help us when researching?	Are all photos natural?	What way is the most effective of showing data?
Key Concepts	Responsible users of ICT	Understand fundamentals of Computer Science and are able to solve computer program related problems.	Can evaluate and apply information technology	Are responsible, competent, confident and creative users of information and communication technology.	Are responsible, competent, confident and creative users of information and communication technology.	Are responsible, competent, confident and creative users of information and communication technology.
Precis	Children to learn the key rules of online safety – lock it, zip it, flag it. Recite these rules so they children know them off by heart, and what they mean/how they can ensure they are following them. Look at different scenarios and discuss how the children can stay safe in those situations.	Recap on learning from Y1 – beebots being controlled by simple instructions. Talk about how all computers are controlled by algorithms (covered in Y1). Introduce Scratch. The children will be controlling the Sprite and making it act in different ways. This will be looking at using the 'block programming' - a simple click and drag into position, making sure they understand 'when' and 'if' concepts. Each week sees the children control the sprite in a different way.	What are e-mails? How are they used? How are they different to letters? Talk about the potential e-safety issues which may arise – also once sent they can't be taken back! Very clear rules when using. Teacher to interact with the children via e-mails. Look at logging in, keeping passwords safe, not giving out details to anyone – cover Key Rules from Autumn 1.	Linked to Humanities Topic – children will conduct some research. Each week, they will look at a different area of their topic. They need to remember what pages they looked at as they need photos to support their facts next term. Look at bookmarking, how it is used and how it is helpful when you find a good page. They can then begin to add these pages to favourites tool bar to speed things up further. CAN THEY E-MAIL THEIR BEST PAGES TO EACH OTHER?	Using the bookmarked pages, the children are to be taught how to copy and paste searched images. Again, recap on e-safety issues which may arise – what to do if an image comes up which they don't like. Model pasting into a word document. Using the word tools, children manipulate images using the features on Microsoft Word. Which are the most effective? Why? What editing looks best?	How did we display data in Y1? What other ways can we think of? Children to be given data each week, and look at different tables, charts and premade tools in Word which make them based on the data inputted. Are some ways easier to show key points than others? Is a graph always the best way?
NC Skills & Knowledge	To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	To recognise common uses of technology beyond school To use technology safely and respectfully	To use technology purposefully to create, <u>organise</u> , store, manipulate and <u>retrieve</u> digital content.	To use technology purposefully to create, organise, store, <u>manipulate</u> and retrieve digital content.	To use technology purposefully to <u>create</u> , organise, store, <u>manipulate</u> and retrieve digital content.
Computing Assessment Fundamentals Knowledge	<ul style="list-style-type: none"> - What the Key Rules of e-safety are. - How bookmarking helps us research. - Images can be edited and manipulated. - How e-mails have enabled people to stay connected all over the world. - Data can be shown in a variety of ways, and for different purposes. 					
Skills	<ul style="list-style-type: none"> - Recite the Key Rules and explain what Zip it, Block it, Flag it! means. - Program a character using 'when' and 'if' concepts. - Send and receive e-mails safely. - Bookmark key pages. - Copy, paste and edit images. - Display data in a variety of ways. 					

Year 2 Curriculum Overview

Geography History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values	The Rule of Law - Is the King always right?	<i>Christianity – British national religion</i>	The Rule of Law – Piracy or Lawful conquest?	Individual Liberty – Freedom to Travel and settle	Tolerance - Islam – Its beliefs and community in UK	Mutual Respect - Islam – What does that look like in Britain?
Area of Focus	Great Fire of London	Beaches Bournemouth Beach	Pirates Poole Harbour Trip	Islands Trip to Brownsea Island	Around the World	Hot and Cold
Overarching Question	Why was it a 'Great Fire' of London? (positives/negatives)	Why are the human and physical features of beaches	Pirates. Are they heroes or villains?	Is it better to live on an island than on the mainland?	How could you travel around the world in 80 days?	What is climate and how does it change?
Key Concepts & Vocab	Sources, Community	Change, landscape, settlement, tourism, weather	Tyranny, Trade, Empire	Habitat, Landscape, Settlement	Continents, 5 Oceans, Population, Settlement, Natural Resources	Biome, Climate, Habitat, Landscape, Weather
Precis	Focus on the events of the Great Fire, the days leading up to, during and after. Key elements include: - Samuel Pepys; Christopher Wren; Buildings (Monument); River Thames. Look at the consequences, positive as well as negative of the fire.	Looking at beaches, cliffs, dunes, sea etc and man-made features such as amusements, the pier, promenade etc. Children will learn about coastal towns and recognise that Bournemouth & Poole are on the south coast of England.	Comparison between pirates in history and modern pirates. Key focus on: Vocabulary ; Privateers, Corsairs, Buccaneers ; Famous real pirates ; Locations (Dorset) ; Case Study on Harry Paye (Harry Paye Day is in June) & compare with Sir Francis Drake ; Contrast with modern day pirates – Somalia (revisit Africa from Y1)	Links with Africa / Madagascar (Yr1). Greater focus on a local study (Brownsea Island– <u>with a school trip</u>). Make comparisons back to the knowledge learnt from Madagascar looking at similar and differences. Compare to UK, Ireland and then to Brownsea Island	Identify 7 continents & 5 oceans. Compare continents: size, weather population, location on a world map. Look at aspects associated with each continent – culture, trade, natural resources. Note how much of the land mass is inhabited – comparing directly to Britain –why are settlements located where they are?	Children learn how to monitor weather over time, focussing on levels of precipitation, temperature and atmospheric conditions. They record their findings to develop understanding of how weather over time informs our understanding of our climate. Children will learn about hot and cold climates across the world.
NC Skills & knowledge ALL GEOGRAPHY: To use world maps, atlases and globe to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. ALL HISTORY: To develop an awareness of the past, using common words and phrases relating to the passing of time.	* Basic UK Geography here (England–London–Poole) To know where the people and events they study fit within a chronological framework To ask questions, choosing and using parts of stories and other sources to show that they know and understand the key features of an event. To understand some of the ways in which we find out about the past and identify different ways in which it is represented. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national achievements.	To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas To use simple compass directions (NSEW) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map. use basic geographical vocabulary to refer to: 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	* Basic UK Geography here (England–London–Poole) To know where the people and events they study fit within a chronological framework. To identify similarities and differences between ways of life in different periods. The lives of significant individuals in the past who have contributed to national achievements. Significant historical events, people and places in their own locality.	* Basic UK Geography here (England–Poole - Brownsea) To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. To use simple fieldwork and observational skills to study the geography of their school and its grounds and physical features of its surrounding environment.	To use simple compass directions (NSEW) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map. To name and locate the world's seven continents and five oceans. To use world maps, atlases and globe to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. To identify geographical similarities and differences.	. To name, locate and identify the equator - To name and locate the world's seven continents and five oceans To identify geographical similarities and differences. - 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 - To 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
Geography Assessment Fundamentals	Vocabulary: To know, understand and use the following vocabulary accurately and with confidence: Habitat, Landscape, Region, Climate, Settlement, Continents, Oceans, Population, Direction, Position, * To identify the Arctic and the Antarctica on a map/globe and recognise their differences. * To be able to recall the seven continents and five oceans on the world and identify them on a map/globe. * To be able to identify and describe the key features of a local area. * To be able to use simple terminology to understand why the Arctic and Antarctica are changing.					
History Assessment Fundamentals	Vocabulary: To know, understand and use the following vocabulary accurately and with confidence: Sources, Community, Tyranny, Trade, Empire. * To describe key people and events studied: Who was Samuel Pepys? Christopher Wren? Harry Paye? Sir Francis Drake? Why did the Great Fire of London start? * Can explain how we know about the Great Fire of London. * Are able to explain the differences between a privateer, buccaneer and corsair. * To be able to ask and answer clear questions relevant to the historical topics they have studied.					

Year 2 Curriculum Overview

MUSIC	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Hands, Feet Heart– Charanga	Christmas performance	I wanna play in a band – Charanga With Pirates experience day and African drumming experience.	Zoo Time – Charanga	Friendship song – Charanga	Reflect, Rewind and Replay – Charanga
Overarching Question	Can you recognise pulse within different styles of South African music?	Can you tell the story of Christmas through music?	Can you use the rhythm grid to plan your own backing rhythms? And use your voice to improvise?	Can you send more than one rhythm around a circle or do different rhythms with hands while keeping a pulse with feet?	Can the group sing two different melodies at the same time? (parts singing)	What is classical music? Does it tell a story and have emotion?
Key Concepts & Vocab	<u>Key concepts:</u> Sing, play, perform Listen, recall and respond <u>Vocabulary:</u> pulse, rhythm, verse and chorus. Improvise, copy and compose. Pitch, glockenspiels, chime bars.	<u>Key concepts:</u> Sing, play, perform Listen, recall and respond <u>Vocabulary:</u> Christmas, Nativity, carols, chorus, verse, loud, quiet.	<u>Key concepts:</u> Compose and Improvise Listen, recall and respond <u>Vocabulary:</u> Rock music, guitars, composing rhythms, improvisation with vocals. Djembes.	<u>Key concepts:</u> Listen, recall and respond Sing, play, perform Compose and Improvise <u>Vocabulary:</u> Reggae, Pulse, rhythm, repeated riffs, bass guitar, Jamaica, bongo drums.	<u>Key concepts:</u> Sing, play, perform Listen, recall and respond <u>Vocabulary:</u> Parts singing, coda, tempo, musicals, harmonica,	<u>Key concepts:</u> Listen, recall and respond <u>Vocabulary:</u> Classical music, stringed instruments, violins, pizzicato, flute, clarinet, trumpet, orchestra, feelings, emotions, composers, texture, tempo
Precis	To be able to hear and move to a pulse within different South African songs. Play pulse games that require body movement. Explore the use of simple pitched percussion such as chime bars or one octave glockenspiels. Discover how adding an instrument over singing can produce texture and add a high or low pitch to create different effects. Improvise and copy sounds with the chime bars. Show the most basic form of composition using the Charanga program – lesson 5/6.	Work towards a performance for parents to include both traditional carols and modern Christmas songs to celebrate the Nativity.	Listen and appraise the rock music genre. What instruments are involved? This is a free genre and can have improvisation on both instruments and with vocals. Learn and perform the song I wanna play in a band. Compare with 5 other rock songs from this genre and discover any differences or similarities. Use the rhythm grid program from the flexible games section to try and identify the key rhythms from each song. Play them back to see if you are correct. Enjoy improvising with vocals!	Using the Charanga Reggae songs to progress rhythm work. Trying to make pulse as steady as possible while increasing rhythm difficulty level. Use 'other games' section in 'flexible games track mode' to really work on their listening and recall of accurate sounds. There are twelve different games to try. Listen and compare the styles of the six reggae songs in this unit – they all have a strong pulse. Learn the key song to perform at the end of the unit called Zootime. If possible add some easy pitched percussion to this.	Listening and appraising songs related to friendships. Songs are from a broad range of genres, so compare these and especially look at the musical theatre number from Bugsy where there is a gradual tempo change. Track 5 introduces them to a new instrument – harmonica! The performance song introduces singing in parts and requires the children to hold their melody against another group of singers.	A consolidation of the year's work and look at the history of music. Study various classical pieces, try to identify orchestral instruments and find out the stories behind the pieces and their composers. How does each piece make you feel? Do they produce an emotional response? Play the 'Listen out' games each week to identify different instruments and how they sound. Review duration of notes and tempo so that the children can see how notation is written down in music.
FUNDAMENTAL SKILLS and KNOWLEDGE	Sings expressively to reflect meaning. Can use an instrument to join in or generate a musical pattern, adjusting volume, tone and tempo to suit. Explore changes in pitch to communicate an idea. Perform simple patterns and accompaniments keeping to a steady pulse. Understand how to control playing a musical instrument so that they sound, as they should.	Find out how to sing with expression, confidence and creativity to an audience to create dramatic effect.	Can listen to pieces of music and describe the kinds of instruments and sounds that they include. Improvise in making sounds with the voice. Recognise and explore how sounds can be organised. Use sounds to achieve an effect. (including use of ICT) Represent sounds with symbols. Choose carefully and order sounds in a beginning middle and end.	Can respond to starting points that have been given. Create short musical patterns. Perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be organised.	Notice how music can be used to create different moods and effects and to communicate ideas. Sort composers in to different genres and instruments in to different types. Sings with a sense of the shape of a melody.	Can listen to pieces of music and describe the kinds of instruments and sounds that they include. Notice how music can be used to create different moods and effects and to communicate ideas. Sort composers in to different genres and instruments in to different types. Can demonstrate the way that different instruments make their sounds. Know that sounds can be represented as symbols.
Music Assessment Fundamentals SKILLS & KNOWLEDGE	Keep a pupil evidence log/ bubble ups in a scrapbook per year group to evidence work and performances. Where possible photograph and video key pieces from the end of a unit. Key stage 1 - Pupils should be taught to: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music.					

Year 2 Curriculum Overview

P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Ball Skills – GS4PE Yr 1/2 Football - a.m.	Gymnastics GS4PE – Yr2	Invasion Games GS4PE – Yr1/2	Fundamentals GS4PE – Yr1/2	SF: Striking & fielding GS4P.E. – Yr 1/2	Swimming (See Swimming Plan)
Overarching question	What are the skills needed to play football?	How many ways are there to travel safely using our bodies in different ways?	What is attacking and defending?	Which equipment can I use safely when playing?	Which skills do we need to play rounders or cricket?	
Key Concepts, Skills & Vocab	Physical: Rolling / Kicking / Throwing / Catching Bouncing / Dribbling / Social: Co-operation / Communication / Leadership / Supporting others Emotional: Honesty / Perseverance / Challenging myself Thinking: Using tactics / Exploring actions	Physical: Shapes / Balances / Shape jumps / Travelling movements / Take-off and landing/ Barrel roll / Straight roll / Forwards roll Social: Sharing / Working safely / Emotional: Confidence / Independence Thinking: Observing and providing feedback / Selecting and applying actions	Physical: Throwing & catching Kicking / Dribbling with hands and feet / Dodging Social: Co-operation / Communication / Supporting & encouraging others / Respect Emotional: Honesty & fair play Managing emotions Thinking: Connecting information / Decision making	Physical: Balancing / Sprinting Jogging / Dodging / Jumping / Hopping / Skipping Social: Taking turns / Respect / Supporting and encouraging others / Communication Emotional: Challenging myself / Perseverance / Honesty Thinking: Selecting and applying / Identifying strengths	Physical: Throwing / Catching / Retrieving a ball / Tracking a ball / Striking a ball / Social: Communication / Supporting and encouraging others / Consideration of others Emotional: Perseverance / Honesty and fair play Thinking: Using tactics / Selecting and applying skills / Decision making	
Precis	In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.	Pupils develop the basic skills of sending, receiving, dribbling a ball. They develop understanding of attacking & defending and what being 'in possession' means. They play uneven & even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect	Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will work collaboratively with others, taking turns and sharing ideas.	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.	
Assessment Statements	I am beginning to understand and use simple tactics. I can describe how my body feels during exercise. I can dribble a ball with my hands and feet with some control. I can roll a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills. I can track a ball and collect it. I communicate with others to complete tasks and ensure that everyone in my group is included. I use the rules of games and show fair play.	I am beginning to provide feedback using key words. I am proud of my work and confident to perform in front of others. I can describe how my body feels during exercise. I can perform the basic gymnastic actions with some control and balance. I can plan and repeat simple sequences of actions. I can use directions and levels to make my work look interesting. I can use shapes when performing other skills. I can work safely with others and apparatus.	I can dribble a ball with my hands with some control. I can find space away from others when playing games. I can move with a ball towards my goal. I can send and receive a ball with increasing consistency with hands and feet. I can stay close to another player to try to stop them from getting the ball. I understand what to do when I am an attacker and a defender.	I can describe how my body feels during exercise. I can show balance when changing direction. I can show hopping, skipping and jumping movements with some balance and control. I show balance and co-ordination when running at different speeds.	I am beginning to provide feedback using key words. I am developing underarm and overarm throwing skills. I can describe how my body feels during exercise. I can roll a ball to hit a target. I can sometimes hit a ball using a racket. I can track a ball and collect it. I can use simple tactics. I know how to score points and can remember the score. I understand the rules of the game and can use these to play fairly in a small group.	
Health & Safety	Teach the pupils how to behave and move in a safe way both with and without equipment. Ensure that all equipment is stored safely when not in use. Use a bench turned on the side or cones to stop them rolling.	For gymnastic activities, pupils should remove shoes and socks. Refer to the gymnastic guidelines in the resource bank for further info on: 'Safely Moving Apparatus,' 'Safely Using Apparatus' and 'Rolls.'	Teach the pupils how to behave and move in a safe way both with and without equipment.	Teach pupils how to behave and move in a safe way both with and without equipment. Ensure that all equipment is stored safely	Teach the pupils how to behave and move in a safe way both with and without equipment.	

Year 2 Curriculum Overview

Area of Focus	Dance	ORIENTEERING (The Power of P.E.)	Yoga Yr1/2 GS4PE	Athletics	Team Building GS4PE – Yr 2	NW: Tennis GS4PE - Yr 3
Overarching question	How can I make basic movements more interesting when linking them together?	What are the features of a map and how can I use them to find my way?	What effect does it have on me if I can control my breathing?	What are the different skills needed in athletics?	What is the most important skill to be successful as a team?	How many different way can I use a tennis racket to control a ball?
Key Concepts, Skills & Vocab	Physical: Copying and performing actions / Using dynamics, pathway, expression and speed Social: Respect / Consideration / Sharing ideas/ Decision making with others Emotional: Acceptance / Confidence Thinking: Selecting and applying actions / Counting / Observing and providing feedback / Creating	Physical: Travelling / Running / Walking Balancing Social: Communication / Listening / Leading Inclusion Emotional: Trust / Honesty and fair play / Respect / Thinking: Planning / Decision making / Problem solving / Observing / Communicating	Physical: Breathing / Balance / Flexibility / Strength Social: Working safely / Sharing ideas / Leadership Emotional: Calmness / Patience Understanding Thinking: Selecting actions / Creating poses / Focus / Providing feedback	Physical: Running at different speeds / Combining running and jumping / Throwing for distance / Agility and co-ordination / Jumping for distance and height Social: Working safely / Collaborating with others Emotional: independence / Determination Thinking: Observing	Physical: Travelling / Jumping / Balancing Social: Communication / Listening / Leading Inclusion Emotional: Trust / Honesty and fair play / Acceptance / Thinking: Planning / Decision making / Problem solving	Physical: Forehand / Backhand / Throwing / Catching / Ready position Social: Collaboration / Respect / Supporting others Emotional: Honesty / Perseverance Thinking: Decision making / Understanding rules / Using tactics
Precis	Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.	Pupils will learn the basic skills required in orienteering, including responding to simple instructions with guidance, listing the different points on a compass and showing knowledge of what a 'key' is on a map. They will be taught how to use the key to help them find where they are on a map. Pupils will learn to move their thumb & map to display where they are, and which way they are facing. They will work independently and in small groups to work through a series of orienteering challenges listening to feedback from their peers and supporting adults.	Pupils learn about mindfulness and body awareness. They begin to learn yoga poses/techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. They will create their own poses in response to a theme.	Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They learn how to improve, identifying areas of strength and areas to develop.	Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.	In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.
Assessment Statements	I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases. I can describe how my body feels during exercise. I can show a character and idea through the actions and dynamics I choose. I can use counts to stay in time with the music. I can work with a partner using mirroring and unison in our actions. I show confidence to perform.	I can move within a space in a variety of ways I can respond to simple instructions with guidance (i.e – Stand at 'North') I can list the four directions of the compass. I can describe what a 'key' is on a map I can read a map and place my thumb in the correct place with guidance. I can move my thumb as I move, turning the map to show which way I am facing consistently I can share my ideas and help to solve tasks. I can work co-operatively with a partner and a small group. I show honesty and can play fairly.	I am beginning to provide feedback using key words. I can copy, remember and repeat yoga flows. I can describe how my body feels during exercise. I can move from one pose to another thinking about my breath. I can use clear shapes when performing poses. I can work with others to create simple flows showing some control.	I can describe how my body feels during exercise. I can identify good technique. I can jump & land with control I can link running and jumping movements with some control and balance. I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas. I show balance and coordination when running at different speeds and in different directions.	I can follow instructions carefully. I can listen to and am accepting of others' ideas. I can reflect on when I was successful at solving challenges. I can share my ideas and help to solve tasks. I can work co-operatively with a partner and a small group. I show honesty and can play fairly.	I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can return a ball to a partner. I can use basic racket skills. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.
Health & Safety	For dance lessons pupils should remove their shoes and socks. It is also good practice for teachers to do this. Ensure pupils work in their own safe space. Base stations can help to aid this.	Teach the pupils how to behave and move in a safe way both with and without equipment. Ensure the area is safe and the children are aware of how to negotiate the obstacles safely.	Pupils remove shoes and socks. Remind pupils that they can stop and rest at any time and not do anything that isn't comfortable.		Teach the pupils how to behave and move in a safe way both with and without equipment. When using blindfolds, ensure the area is safe and free from obstructions.	Ensure the teaching space is clear before beginning and that children are suitably dressed to participate. Any unused equipment must be stored in a safe place.
P.E. Assessment Fundamentals SKILLS KNOWLEDGE	<ul style="list-style-type: none"> - I can perform the basic gymnastic actions with some control and balance. - I show balance and coordination when running at different speeds and in different directions. - I can copy, remember, repeat and create dance phrases. - I can send and receive a ball using both kicking and throwing and catching skills. - I understand the benefits of exercise. 					

Year 2 Curriculum Overview

P.S.H.E. - Jigsaw	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overarching Question	What is the importance of having rights and responsibilities? What part do I play in this?	What makes me different than my friends?	How does working cooperatively help ?	What food is good for me? How does it help me?	Which things can cause conflict between me and my friends?	What are the physical differences between boys and girls? Why should some parts be private?
Key Concepts & Vocab	<p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Rewards and consequences(2)</p> <p>Our learning charter</p> <p>Owning our learning charter</p>	<p>Boys and girls</p> <p>Boys and girls</p> <p>What does bullying mean?</p> <p>Standing up for myself and others</p> <p>Making a new friend</p> <p>Celebrating difference and still being friends</p>	<p>Goals to success</p> <p>My learning strengths</p> <p>Learning with others</p> <p>A group challenge</p> <p>Continuing our group challenge</p> <p>Celebrating our achievement</p>	<p>Being healthy</p> <p>Being relaxed</p> <p>Medicine safety</p> <p>Healthy eating</p> <p>Healthy eating(2)</p> <p>The healthy me cafe</p>	<p>Families</p> <p>Keeping safe- exploring physical contact</p> <p>Friends and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Celebrating my special relationships</p>	<p>Life cycles in nature</p> <p>Growing from young to old</p> <p>The changing me</p> <p>Boy's and girl's bodies</p> <p>Assertiveness</p> <p>Looking ahead</p>
Precis	Children are given more ownership over developing rights and responsibilities.	Children will discuss the differences between boys and girls – toys clothes, play	Children will begin to explore how to collaborate effectively to achieve a common goal.	Children will learn what they can do to help themselves and keep healthy.	Children will investigate aspects of relationships like physical contact and trust.	Children will be prepared for changes at school and to themselves.
Outcome	Learning charter	Trophy of celebration	Dream birds	Recipe book ch 2 Healthy Eating	Compliment bunting	Leaves for tree of change
PSHE Assessment Fundamentals SKILLS & KNOWLEDGE.						

Year 2 Curriculum Overview

R.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 2	CHRISTIANITY: What did Jesus teach?	CHRISTIANITY: Christmas - Jesus as a gift from God	ISLAM: Prayer at home	CHRISTIANITY: Easter - Resurrection	ISLAM: Community & Belonging	ISLAM: Hajj
Overarching Question	Is it possible to be kind to everyone all of the time?	Why do Christians believe God gave Jesus to the world?	Does praying at regular intervals help a Muslim in his/her everyday life?	How important is it to Christians that Jesus came back to life after his crucifixion?	Does going to a mosque give Muslims a sense of belonging?	Does completing Hajj make a person a better Muslim?
Key Concepts & Vocab	Gospel (good news - the teaching of Jesus), Samaritan, kindness, Parable, The Story of the Good Samaritan, The story of the Paralysed Man	Advent, calendar, incarnation (God taking human form), problem solving, saving/rescuing, kindness, love your neighbour as yourself	Salah, Allah, Qur'an, Makkah/Mecca, Ka'bah, Islam, Muslim, Mosque, commitment, prayer	Salvation, Easter Egg, hot cross bun, resurrection, heaven, the Easter story	Belonging, community (ummah), Mosque Minaret, Musalla, Mihrab, Minbar, Qur'an, Wudu, Prayer mats, Hajj	Hajj, Hajj robes, Makkah/Mecca, Qur'an, Grand Mosque, Mount Arafat, Five Pillars, pilgrimage, pilgrim, journey, the Prophet Muhammad
Precis	To re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people	To reflect on the Christmas story and the reasons for Jesus' birth.	To explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.	To re-tell the Easter story and understand what Jesus' resurrection means for Christians.	To understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging	To understand what happens during Hajj and to explore the importance of this to Muslims.
Assessment R.E. Assessment Fundamentals SKILLS KNOWLEDGE.	<p>I can tell you when I have been kind to others even when it was difficult.</p> <p>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>I can say if I think Christians should be kind and give a reason.</p> <p>Suggested final assessment: Is it possible to be kind to everyone all the time? Jesus tells Christians to be kind to everyone. How do they achieve this? Possible Christian visitor (e.g. Salvation Army/Christian Aid) to discuss how Jesus' teachings affect their day to day life now. Use Activity Sheet 1. Children complete each of the boxes.</p>	<p>I can say how I could help solve a problem by showing love.</p> <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</p> <p>I can tell you why Christians think God gave Jesus to the world.</p> <p>Suggested final assessment: Why do Christians believe God gave Jesus to the world? Discuss how God wanted Jesus to save/help the world, not by himself, but by teaching others to love each other and their world, helped by God. Activity: Children fill in the first 2 heart templates: 1) My picture of the Christmas story 2) Christians believe God gave Jesus to the world so that...</p>	<p>I can explain how it felt to have to stop doing something to reach the target we had set.</p> <p>I can use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>I can start to think through how praying 5 times a day might help in some ways more than others.</p> <p>Suggested final assessment: Recap on the learning of the investigation on Activity Sheet. Task 1: In the box, children draw/write what they remember about the Muslim prayer routine. Task 2: Children cut out 3 bubbles and stick on the task sheet i.e. the 3 things they think praying 5 times a day would help Muslims with. Explain their reasons next to one bubble. Then complete the last box: Why might praying 5 times a day be difficult?</p>	<p>I can say what I believe happens to you when you die and tell you how I remember people close to me.</p> <p>I can recall what Christians believe happened on Easter Sunday.</p> <p>I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p> <p>Suggested final assessment: Show children the Activity Sheet with 4 boxes, the first depicting the cross, the second depicting the tomb with the boulder and the third box: What do Christians believe happened next? Ask them to draw/write their answer (in box 3) and an alternative explanation in box 4. Can they add their own thoughts? Do they think Jesus actually came back to life? (box 4)</p>	<p>I can understand how meeting in a certain place could make me feel like I belong.</p> <p>I can explain what happens when Muslims pray alone or at the mosque.</p> <p>I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p> <p>Suggested final assessment: Which Muslim would feel the strongest sense of belonging? Why? Do Muslims need to be together to pray in order to have a strong sense of belonging? Do Muslims have a sense of belonging even if they are on their own praying? Are they on their own? Focus on picture of Muslims praying at Grand Mosque in Makkah during Hajj. Explain circles, Ummah (community). Activity: Children to have copies of the picture cards from the input and choose the one which they feel answers the key question and complete Activity Sheet.</p>	<p>I can tell you about a special journey and why it was special to me.</p> <p>I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p> <p>I can start to think about the significance of Hajj to a Muslim.</p> <p>Suggested final assessment: Children complete activity sheet drawing 3 things that are important to Muslims when they go on a Hajj. Reflecting on their thoughts and feelings.</p>

Year 2 Curriculum Overview

Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Materials	Materials		habitats	Plants	Animals including humans
Overarching Question	Why should I use this material?	Why should I use this material?		Why do organisms live where they do?	What do healthy plants need to grow?	What do we need to survive?
Key Concepts & Vocab	Force, Friction, Solid, Liquid, Gas	Force, Friction, Solid, Liquid, Gas		Living, Deceased, Habitat, Environment, Organisms, Ecosystem, Food chain, Microhabitat	Seedling, Mature, Nutrients, Temperature	Offspring/reproduction, Exercise, Hygiene, Diet
Precis	<p>Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing or different materials are used for the same thing.</p> <p>They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials.</p>			<p>Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'microhabitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other.</p>	<p>Pupils should use the local environment throughout the year to observe how plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants.</p>	<p>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p>
NC Skills & Knowledge	<p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>		<p>To explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>To 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</p> <p>To identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>To 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.</p>	<p>To observe and describe how seeds and bulbs grow into mature plants</p> <p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>To notice that animals, including humans, have offspring which grow into adults</p> <p>To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
Assessment Fundamentals Science KNOWLEDGE & SKILLS	SCIENCE					
	<p>- Identify a range of habitats and the organisms that live within them and why. - Observe and describe how plants grow (including bulbs) and their requirements.</p> <p>- Describe the needs of animals for survival and that animals reproduce. - Identify, describe and sort everyday materials based on their uses. - Describe how materials can be changed using force</p>					
	WORKING SCIENTIFICALLY					
	- Ask questions based on observations - Use simple recording equipment. - Perform simple tests (eg floating/sinking)					