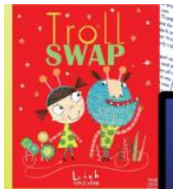
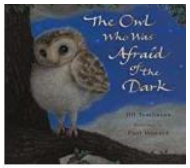
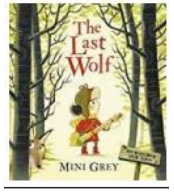
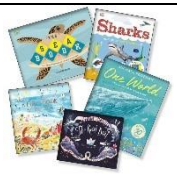
St Chad's CE School Year 2 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
English Focus text	 Troll Swop Writing Descriptions Poetry: in the woods	 The Owl Who was Afraid of the Dark Non-Chronological reports	 Great Fire of London Developing grammar	 The Dragon Machine Adventure Stories	 The Lost Wolf Letters in Role Poetry: night sounds	 Pirate Cruncher Writing Story endings The Seahorse
Guided reading	 Science: Plants and Habitats	 Contemporary Stories	 History: The Great Fire of London	 Fairy Stories and Poems	 Traditional Tales	 Geography: Rivers & Seas
Enquiry question	What can you find in the deep dark wood? 	Why do we remember special events at this time of year? 	What do the Great Fire of London and the Great Fire of Nantwich have in common? 	What are the similarities and differences between China and England? 	Where are the hottest and coldest places in the world? 	Who are the greatest explorers? 
STEAM Outcome	**MATHS** Can I create and carry out experiments then present my data in a variety of ways?	**TECHNOLOGY** Can I design and build a structure using my knowledge and understanding of historical periods?	**ENGINEERING** Can I design and construct a product using my knowledge of the engineering process?	**ART** Can I create a piece of art based on the geography of a place?	**SCIENCE** Can I develop an understanding of the world around me?	**PERFORMANCE ART** Can I explore culture and celebrations from around the world?

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Maths	Partition numbers to 100 Write numbers to 100 in words 10s and 1s on the number line to 100 Compare and order numbers to 100 Count in 2s,3s, 5s and 10s Bonds to 100 (10s) Add three 1-digit numbers Add and subtract 10s and within 10 10 more and 10 less Subtract a 1-digit number from a 2-digit number	Add and subtract 2 digit numbers Comparing number sentences Missing number problems Recognise 2D and 3D shapes Identify properties of shapes Draw 2D shapes Lines of symmetry Sorting shapes Patterns with shapes	Count in pence and pounds Identify notes and coins Make different amounts of money Calculate with money and find change Recognise and make equal groups Know the x sign Use arrays Know the 2, 5 and 10 times tables including division facts	Measure in cm and m Compare and order heights and lengths Compare mass Measure in Kg and g Measure in ml and l Read temperatures	Understand parts and wholes Recognise and find half, quarters, thirds Recognise unit and non-unit fractions Understand three quarters O'clock and half past Quarter past and quarter to Telling the time to 5 mins Minutes and hours	Tally charts Block graphs Pictograms Language of position Movement and turns
RE	**What do different people believe about God?**	**Why is light important in festivals around the world?**	**Why are holy buildings important to people of faith?**	**What can we learn from stories about Jesus?**	**Why is the Bible a special book for Christians?**	**What does it mean to live a good life?**
Key Christian themes	Share own views about God. Understand why there are shared rules and values for believers Explore what Christians believe about God.	Explore why Jesus was described as the Light of the World. Explore how light is used in the Christingle service	Give pupils an understanding of 'church' as a holy place and a body of people. Begin developing in pupils an understanding of what happens in church and why.	Increase the children's awareness that Jesus was an extraordinary person who welcomed everyone as a friend. Develop knowledge and understanding that Jesus had the power to miraculously heal people. Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan & other parables studied.	Widen the children's understanding of the Bible, its contents, presentation and importance to Christians. Understand the Bible is a holy book (special) and explain why it might be important to Christians.	Talk about how and why Jesus was special Describe key important things Christians believe about Jesus. Refer to the Easter story, life & teachings of Jesus.

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				Describe key important things Christians believe about Jesus. Refer to the Easter story, life & teachings of Jesus.		
Comparing to Islam, Judaism other worldviews	Talk about who Muslims say Allah and Muhammad (pbuh) are e.g., 99 names of Allah / Prophet of God.	Describe how Jewish families celebrate festivals	Show an understanding of at least two Muslim artefacts and explain how they are used. (Qur'an stand and Misbaha (Islamic Prayer Beads) Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue. (Yad, Mezuzah, Menorah, Star of David.)		Explain that the Qur'an is the holy book of Islam and say how it should be treated. Show an understanding of at least two Muslim artefacts and explain how they are used. (Qur'an stand) Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives. Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue. (Yad)	Explain how a Humanist understands human beings, where they came from, that they have good and bad features and how they can help make the world a better place. Recognise the Happy Human as a symbol for Humanism and that there are different ways to be happy. Explain how Humanists try to approach life by being kind to people, animals and the planet. How people feel and how they should be treated. Why Humanists value human achievements, promote freedom and fairness and want to make the world a better place.
Science	**Forces** What is a contact force? 	**Magnets** What is a magnet and how do they work? 	**Rocks and Soils** What is rock and how can it be grouped? 	**Animals incl Humans** How does the human body work? 	**Plants** What does a plant need to stay alive? 	**Light** Can we see without light? 
Scientists	**Leonardo Da Vinci**	**Masato Sagawa**	**Sanjeev Gupta** **Mary Anning**	**Charlotte Armah** **Louis Pasteur**	**George W Carver** **Luciano Scandian**	**Isamu Akasaki** **Thomas Edison**

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Substantive Knowledge	Know that contact forces are pushes and pulls that require contact between two objects. Know that friction is a contact force that affects the movement of objects. Know that friction acts in the direction opposite to that of the object moving on the surface. Know that smoother surfaces produce less friction.	Know that the force of magnetism can act at a distance. Know that magnets have a magnetic field within which they attract magnetic objects. Know that magnets have two poles. The poles may attract or repel depending on which poles are facing each other Know that metals containing iron, steel and nickel will be attracted to magnets Know that magnets come in different forms. Know that different magnets have different strengths of magnetic field.	Know that rocks can be grouped based on their appearance and simple physical properties Know that rocks form in different ways (metamorphic, sedimentary and igneous) Know that some rocks are permeable, and some rocks are impermeable. Know that some rocks are more durable than other rocks. Know that the things we use rocks for, relate to their differing properties. Know how fossils are formed Know that soils are made from rocks and organic matter.	Know that humans need the following food types: fruit and vegetables, carbohydrates, protein, dairy and fat. Know that animals also need a healthy and balanced diet Know that skeletons protect organs in the body, support us and enable movement. Know that not all animals have a bony skeleton Know that muscles help the skeleton move - they work together in pairs. Muscles contract and relax. Know that physical activity leads to greater fitness and stronger muscles	Know that seeds can be dispersed in a variety of ways. Know that seeds are dispersed so that plants do not compete and become overcrowded Know the main functions of different parts of a flowering plant, including roots, stems, leaves, flowers. Know that roots keep plants steady in the soil and root hairs absorb water and nutrients. Know that plants need water to make their own food. Know the function of a plant stem, leaves and roots in absorbing and transporting water. Know that plants are alive, and they need air, light, water, nutrients from the soil and room to grow to stay alive and grow. Know that the cycle from seed to plant to flower to seed is called a lifecycle. - Know that pollination is when pollen is moved from plant to plant	Know that we need light to see. If there is no light, we cannot see. Some objects are visible because they are light sources, and some are visible because they reflect light. Light travels in straight lines, hits objects and bounces off into our eyes and that is how we see things. Know that we can see in a mirror because light is reflecting off the surface and into our eyes. Changing the angle of the mirror changes the direction in which light is reflected. Know that shadows are formed when objects block light. Opaque objects create darker shadows and transparent objects create lighter shadows. The closer the light source is to the object, the bigger the shadow will be or the higher the light source is, the smaller the shadow will be Know we can protect our eyes with hats and sunglasses and by not looking directly at the sun or bright lights.
Disciplinary Knowledge	Use observation to identify forces being used and to identify the effect these forces have on objects. Understand why tests should be fair and control all but one variable (the surface the car travels on).	Make systematic observations, testing the strength of magnetism from different distances. Predict whether two magnets will attract or repel each other,	Make careful observations of rocks using a hand lens or magnifying glass. Classify rocks according to whether they have grains, crystals or layers	Organise food into food groups to demonstrate a balanced and healthy diet Sort animals into groups of those with and those without skeletons Create a model of muscles	Make systematic and careful observations of seeds to look for properties that will help us to understand how they are dispersed. Sort seeds into groups according to dispersal method. Set up simple practical enquiries, comparative and fair	Set up a simple comparative test to see which materials can be seen in low light. Make systematic and careful observations to identify which objects can be seen in different lighting conditions. Record findings in a table. Report on findings and draw a

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	- Independently set up an investigation that follows the agreed method. Use measuring tape to measure the distance the cars travel. Record results in a table and use this data to draw conclusions about which surface slowed down the moving object the most	depending on which poles are facing Sort into groups objects that are attracted to magnets and those that are not. Carry out a simple investigation and record results in tables and bar charts Measure the strength of a magnet by working out how many sheets of paper need to be in the way before a paperclip is no longer attracted. Discuss the factors that might influence magnet strength, such as the size, shape, and material of the magnet.	Record findings using simple scientific language, drawings and labelled diagrams With support, carry out a comparative test to find out which rocks are permeable Use a stopwatch or second hand on a clock to time the length the rocks are in the water. Make careful observations.. Record findings using scientific language Create a model of a fossil to help understand the process of fossilisation Make careful observations using hand lenses or magnifying glasses. Set up a simple, comparative test. Use a simple yes/no classification key to identify the soil samples.	Set up a simple, comparative practical enquiry which is a fair test. Make predictions. Collect and analyse data.	tests to find out how quickly the roots of a seed grow. Use a ruler to take measurements Set up simple practical inquiries to show water transport through a stem, marking the changes on a jar Set up a comparative test to see how plants in different situations grow. - Make systematic and careful observations of the plants each week for changes in condition. - Measure different changes e.g. height and number of leaves over time Gather, record and presenting data in a graph that shows the frequency of different colours in the plants. Use results to draw simple conclusions and make predictions e.g. which colours are most common and why might that be?	conclusion about which materials are more visible in low light Make careful observations when using mirrors, to learn how light behaves when it is reflected . Take systematic and accurate measurements of length in cm, to measure how shadows change in size. Use observation, tables of data and comparison to answer questions. Use a simple diagram to show how shadows are formed. Use results to draw simple conclusions about why distance and height changes the size of shadows.
History		**Significant events and people: Gunpowder Plot, Remembrance, Walter Tull** To understand the key dates, people and events surrounding the Gun Powder plot and how it is remembered today. To understand why we remember soldiers from WW1	**The Great Fire of Nantwich, Great Fire of London comparison** To detail the Great Fire of London, articulating when it occurred, how it started, how we know about it and how London is different today because of it. Compare to the fire in Nantwich			**Explorers** To develop a knowledge of famous explorers and understand how they contributed to national and international achievements

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		Events beyond living memory that are significant nationally/globally (Gun Powder Plot and WW1) • Know where events and people I have studies fit on a basic timeline. • Give cause of an event and give a reason why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer	Events beyond living memory that are significant nationally/globally (Great Fire of London/Nantwich) • Know where events and people I have studies fit on a basic timeline. • Similarities and differences between ways of life. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred			The lives of significant individuals in the past who have contributed to national and international achievements (lives in different periods Ibn Battuta,, Christopher Columbus, Amelia Earhart, Matthew Henson). • Describe significant people from the past • Know where events and people I have studied fit on a basic timeline. • Describe historical events
History Skills	• Observe or handle evidence (artefacts, pictures, online sources) to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Develop chronological understanding. • Recognise that there are reasons why people in the past acted as they did					
Geography	Skills Use simple fieldwork and observational skills to study the geography of Winsford and the key human and physical features of its surrounding environment. • Use simple compass directions (North, South, East and West) and locational and directional language • Use aerial images and plan perspectives to recognise landmarks and basic physical features.					
	Mapping and the local area Use geographical vocabulary (compass directions, locational language) to describe the physical and human features of the local area Plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key			**China** Decribe where China is located in relation to other places in the world. • Draw a map of China with some physical and human features. • Describe human and physical features of China and begin to give a location of some of these features Understand the importance of farming in China and	**Oceans and seas** Identify the seven continents and five oceans of the world, using globes and digital resources to describe our locality in relation to these and our responsibility to sustain them. Locate the equator and North and South Poles • Use simple compass directions (NSEW)	

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				explain how rice is grown and produced.	Use world maps atlases and globes to begin studying the seven continents and five oceans. Ask simple questions about an area or theme e.g. oceans/seas Suggest reasons why areas' waters polluted and ways this can be helped.	
Art	**Sculpture** Nature Andy Goldsworthy Investigate texture by making rubbings. Make careful observations when sketching from nature. Discuss the work of Andy Goldsworthy and the materials he uses. Select natural materials by colour, shape and texture. Combine natural materials into a sculpture.	**Printing** Van Gogh Fireworks Experiment with different ideas and say what they think about their work. Experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. Mix and select colours. Design patterns of increasing complexity and repetition.	**Collage** Great fire of London Select and mix fire colours. Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap paper to create effects. Use sketchbooks to record ideas and mix colours.	**Mixed Media** Dragon Eyes Record and explore ideas from observations. Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. Select and combine colours and shapes. Experiment with constructing and joining recycled, natural and manmade materials.	**Paint mixing** Hot and cold colours Use a variety of tools and techniques including different brush sizes and types. Identify hot and cold colours, Use primary colours to mix secondary colours. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. .	**Drawing** Claude Monet's ships Ask and answer questions about Claude Monet. Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media. Observe and draw shapes from observations. Use colour to create distance.
						
DT		**Structures**		**Mechanisms**		**Food Technology**

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		Tudor Houses		**Weather Instruments**		**Sandwiches for a Picnic**
		Generate design criteria based on historical research. Draw and label their own design for a Tudor house. Plan what to do next for each step of creating a structure. Use simple finishing techniques suitable for a Tudor house. Make freestanding structures stronger, stiffer and more stable		Generate design ideas and criteria for weather instruments Develop and communicate ideas through drawings and mock-ups. Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. Explore and evaluate a range of weather instruments		Evaluate existing products to determine what they like best. Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk Decide the purpose and user of the sandwich and agree on design criteria that can be used to evaluate. Develop their design through drawing and talking making improvements. Decide the amounts of ingredients they need and prepare these using a range of utensils Evaluate their sandwich using the design criteria.
PE	**Dodging Locomotion**	**Gymnastics - Linking**	**Swimming**	**Swimming**	**Dance**	**OAA Teamwork**
	Learn how to dodge effectively. Apply dodging skills to games. Understand attacking and defending roles. Work in a team	Develop and link different movements on the apparatus. Sequence jumps, rolls and balances. Explore ways of moving into rolls.			Control and co-ordinate bodies to perform movements that represent an explorer preparing for an expedition. Show emotion through body shape and facial expression. Develop motifs with a partner including some different elements of choreography	Apply learned ball skills and fundamental movement skills. Set relevant, achievable goals as a group/team, Know a sequence of steps for solving a problem. Share ideas for possible solutions to a problem

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	Ball skills feet	**Ball skills hands**	**Dance Great Fire London Throwing and Catching**	**Dance Chinese New Year Throwing and Catching**	**Athletics**	**Attack and defence**
	Develop dribbling using our feet in order to keep control and possession of the ball. Develop passing and receiving using our feet in order to keep possession of the ball. Combine dribbling, passing and receiving using our feet. Dribbling using our feet in order to keep possession and score a point.	Develop dribbling in order to keep control and possession of the ball. Develop passing and receiving in order to keep possession of the ball. Combine dribbling, passing and receiving. Score points in a game	Develop control, coordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness • Perform movements or patterns, including some from existing dance traditions Explore moods and feelings and to develop their response to music through dances,	Practise the skill of rolling and stopping a ball. Throw under and overarm. Master the skill of catching. Practise the skill of bouncing a ball and catching a bounced ball Participate in team games,	Use a range of speeds to move into space. Explore and develop techniques for running at different paces. Demonstrate different techniques for jumping for height and distance. Make simple strategic decisions in team and individual physical activities.	Use space well in a team game. Understand how to mark players. Defend in a game by intercepting. Use a range of tactics to get past a defender. Learn to pass the ball to another player. Use attacking and defending skills in a game
Music	**Grandma Rap**		**Great Fire of London**	**Charlie Chaplin**	**Instruments: Glockenspiels**	
	Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers). Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. Learn a clapping game to Hi lo chicka lo that shows the rhythm. Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. Chant Grandma rap rhythmically and perform to an accompaniment children create		In small groups compose music for putting out a fire. Find the notes of the tune (C, E, G and F, A, C') Create a dance and drama scene to fit with the backing track.	Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics. Compose a soundtrack to a clip of a silent film.	Learn to play the notes on the glockenspiel Play the C Major scale both ways Learn to play Twinkle Twinkle Little Star and Baa Baa Black Sheep making links between notes Learn to play Ode to Joy in C Major Learn London's Burning as a round and perform as groups and a class	
ICT	**2.1 Coding**	**2.2 Online Safety**	**2.3 Spreadsheets**	**2.6 Creating Pictures**	**2.7 Making Music**	**2.8 Presenting Ideas**
	Beginn to understand that the Repeat and Timer commands both make objects repeat actions but function differently and the type of object can affect	Begin to understand how things can be shared electronically for others to see. Open and send an email. Discuss experiences and understanding of what email is used for	Explain what rows and columns are in a spreadsheet. Open, save and edit a spreadsheet. Add images from the image toolbox and allocate them a value.	Use 2Paint a Picture to create art based upon different styles. Describe the main features of art that uses repeating patterns	Use the different sounds within 2Sequence to create a tune. Explore how to speed up and slow down tunes. Change the volume of the background sounds.	Examine a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file. Make a quiz about a story. Talk about their work and make improvements

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	which is the best command to use. Explain what debug (debugging) means. Debug simple programs Explain why it is important to save work after each functioning iteration of the program they are making. Plan and use algorithms in programs successfully to achieve the desired a result. Code a program using a variety of objects, actions, events and outputs successfully.	Give examples of things that they wouldn't want to be in their digital footprint.	Use tools in a spreadsheet to automatically total rows and columns. Use a spreadsheet to solve a mathematical puzzle. Create a table of data on a spreadsheet. Use data to create a block graph manually	Combine more than one effect in 2Paint a Picture to enhance their patterns Use the eCollage function in 2Paint a Picture to create surrealist art using drawing and clipart.	Upload and use own sound chosen from a bank of sounds.	to solutions based on feedback received. Use a variety of software to manipulate and present digital content and information. Collect, organise and present data and information in digital content.
PSHE	**Health and Wellbeing**		**Dreams, Goals and Character**		**Relationships Celebrating Differences**	
	Establishing routines and revisiting school behaviour expectations Know about rewards and consequences and that these stem from choices Revisiting our emotions (the way we feel inside) and the Zones of Regulation. Understanding that feelings change and that not everyone experiences the same feeling in the same situation. Learning about our brains, our sensory needs and how tools can help us to manage our emotions and self-regulate. Knowing what their body needs to stay healthy – food, exercise, hygiene, cleaning teeth Understanding which foods given their bodies energy		Choosing a realistic goal and think about how to achieve it. Learning how to persevere Learn how adaptability can make you feel more positive in different situations through the story of Abede Bikila. Recognising how questioning things and curiosity help us to achieve through Alan Turing. Knowing how optimism, positivity and confidence can help people overcome challenges through Helen Keller Learning how perseverance and commitment can help us reach goals through Michaelangelo		Recognising the difference between a one-off incident and bullying Understanding that friends can be different and still be friends	

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