










# Long Term Year 2 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science 	Animals, including humans  What do all animals need to survive?  What do you need to look after a pet dog/cat/lizard and keep it healthy?  How do we keep ourselves healthy?  Garden	Living things & their habitats  What is a living thing?  Why do some animals have underground habitats?  What would you find living in the garden?	Living things & their habitats  Where do plants and animals live?  How does a cactus survive in the desert with no water?	Plants  How do plants grow?	Plants  How do plants survive?  What would you find growing in the garden?	Materials  Which materials are waterproof? Strong? etc  What materials can be changed by squashing ,bending, twisting & stretching?  John Dunlop, Charles Macintosh or John McAdam.
History 	Power Why did the fire spread so quickly? Fire of London Disasters	Power Why did the fire spread so quickly? Fire of London Disasters	Pioneering Were Queen Victoria and John Cadbury Pioneers? Queen Victoria John Cadbury	Pioneering Were Queen Victoria and John Cadbury Pioneers? Queen Victoria John Cadbury	Culture How have holidays changed over time? Holidays (Victorians)	Culture How have holidays changed over time? Holidays (Victorians)
Geography 	Place Compare Birmingham to Istanbul What are the similarities and differences between Birmingham and Istanbul?	Place Compare Birmingham to Istanbul What are the similarities and differences between Birmingham and Istanbul?	Sustainability Oceans How do we use them?	Sustainability Oceans How do we use them?	Culture & appreciation Hot & cold places Equator Would you prefer to live in a hot or cold place?	Culture & appreciation Hot & cold places Equator Would you prefer to live in a hot or cold place?

DT 	Textiles: Can I design, create and evaluate a functioning coin pouch?		Structures and mechanisms: Can I design and make a windmill that is stable with a functional rotating mechanism?		Food: Can I make a savoury wrap and rainbow salad?	
Art 	Drawing To know what oil pastels are and to create a picture using pastels in a variety of ways to create different effects.	Collage To some different materials that can be used to make a collage and create image based on based on Gaudi's 'Salamander'	Painting To try and create a sense of movement in an image inspired by Hokusai's Wave	Sculpture To manipulate and model clay to create the shape of an animal. Roll, pull and pinch clay and use tools to add detail.	Printing To know what screen painting is and use contrasting colours to create a portrait in the style of Andy Warhol.	Painting / Drawing To understand how colours, lettering and images are used to persuade us to buy things. Create an attractive and appealing poster with different lettering and images.

<p>RE</p> 	<p>Creating Unity and Harmony</p> <p>– Know how and where equality is discussed and identified in non-religious viewpoints, Christianity ‘The Good Samaritan’ and Sikhism ‘The Langar’</p> <p>Children to learn the importance of participation, and that a Church whilst a holy place is more than a building but a collection of people.</p>	<p>Children to visit a Church and understand what the importance of celebrating Christmas involves.</p> <p>-Visitation to a Church, children learn how Christians feel connected to one another during Christmas time and how they feel close to God and Christ, hymns, lighting of the candles, giving to charity.</p> <p>-Once returned from the trip children identify and explain using tier 2 and 3 vocab the Churches importance for Christians celebrating the birth of Christ.</p>	<p>-Sikhism children learn the 5 K’s and their importance within Sikhism.</p> <p>-Children learn how to correctly handle the 5’Ks and why we handle them with respect.</p> <p>-Children compare the 5k’s to previous religious artefacts such as the Mezuzah and the Crucifix</p> <p>Children understand the artefacts and traditions that align themselves with the faith.</p>	<p>Sikhism and how Sikhs respect the Earth and the importance within the faith.</p> <p>Read the penultimate verse of the Japji Sahib (the Sikh morning prayer).</p> <p>Revisit Judaism with the children, how the Israelites were freed from Egypt with Moses. Introduce Tu Bishvat is a festival that Jewish people celebrate.</p> <p>This festival is when the Jews were looking for a new land to escape slavery. God had promised a land for them. They were given rules about how to look after the land. Trees would be part of this important plan. The Jews were given rules about trees; that they should leave a tree for the first three years of its life and then could pick the fruit on the fourth year.</p>	<p>Teach children the tale of Guru Gobind Singh and its importance within Sikhism.</p> <p>How is the traditions of Vaisakhi 13/14<sup>th</sup> April Sikhism Wearing of traditional colourful clothes, dancing and charity? Why this celebration is important within Sikhism.</p> <p>Children compare the festival of Vaisakha to Easter Many people enjoy parades and special processions through the streets called nagar kirtans.</p> <p>'Nagar' means town and 'kirtan' means the singing of hymns from the Guru Granth Sahib, which is the Sikh holy book. How Christians sing hymns and decorate the churches for the resurrection of Christ.</p>	<p>Introduction to children in ‘Quaker’ Religion which is where people follow traditions of finding God in peace, solitude and equality.</p> <p>Introduce children how different faiths use sound to call to prayer e.g. the Adhan (Islamic call to prayer) and Church bells. Revisit when they visited the Church and Mosque and the importance of silence within holy places.</p>
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PSHE 	Resilience  Bounce Back	British Values  Rights	RSE  Mental Well-being	British Values  Rights	Economic  Well-being	Keeping safe Drugs & Alcohol Online safety
PE 	Run, Jump, Throw Hit, Catch, Run	Send and Return Attack, Defend, Shoot	Gymnastics Send and Return	Dance Attack, Defend, Shoot	Gymnastics Hit, Catch, Run	Dance Run, Jump, Throw
Music 	Learning Music through percussion, Song and recorder  The children start to read music for the notes B and A and G on the recorder.  Class 1	Learning Music through percussion, Song and recorder  The children start to read music for the notes B and A and G on the recorder.  Class 2	Learning Music through percussion, Song and recorder  The children start to read music for the notes B and A and G on the recorder.  Class 3	Consolidation using more challenging and more complex pieces and composing techniques. The children continue to learn the recorder notes B and A, G, E and start to play and sing in musical phrases. Class 1	Consolidation using more challenging and more complex pieces and composing techniques. The children continue to learn the recorder notes B and A, G, E and start to play and sing in musical phrases. Class 2	Consolidation using more challenging and more complex pieces and composing techniques. The children continue to learn the recorder notes B and A, G, E and start to play and sing in musical phrases. Class 3
Computing 	Computer Science – Programming (coding)  We are astronauts  Programming onscreen in scratch Jr	Computer Science – computational thinking  We are games testers  Working out the rules of games using Scratch	Information Technology (Creative Media)  We are photographers  Taking, selecting and editing digital images	Digital literacy (online Safety)  We are safe researchers  Researching a topic online	Information Technology (Creative Media)  We are animators  Creating a stop-motion animation.	Information technology (Data Science)  We are zoologists  Collecting data about bugs

Reading 	WCR:  Texts linked to wider curriculum M-W  Class story- Th  Book Talk Class Story- F  LW Reading where needed	WCR:  Texts linked to wider curriculum M-W  Class story- Th  Book Talk Class Story- F  LW Reading where needed	WCR:  Texts linked to wider curriculum M-W  Class story- Th  Book Talk Class Story- F  LW Reading where needed	WCR:  Texts linked to wider curriculum M-W  Class story- Th  Book Talk Class Story- F  LW Reading where needed	WCR:  Texts linked to wider curriculum M-W  Class story- Th  Book Talk Class Story- F  LW Reading where needed	WCR:  Texts linked to wider curriculum M-W  Class story- Th  Book Talk Class Story- F  LW Reading where needed
Writing 	Stuck Story  Great Fire of London- Diary	My Christmas Star Story  Carding Mill Valley Recount	The owl who was afraid of the dark Story  Habitats Non-Chronological Report	If I were in charge of the world Poem  Biography John Cadbury	Animation Planning Story  Persuasive leaflet Weston Super Mare	Crow's Tale Traditional Tale  My Incredible Machine- Explanation
Maths 	Place Value Partitioning Recognising and writing Number lines Estimating	Addition and Subtraction Shape Related facts Number bonds Add to make 10 Bridging Missing numbers Vertices, faces, edges	Money Multiplication and Division Count in pounds and pence Compare Change Arrays Grouping and sharing	Length and Height Mass, capacity and temperature Compare, order length and height Measure in g, kg, ml, l Temperature	Fractions Time Recognise and find $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ Unit and non-unit fractions Count in fractions Half past, quarter past, quarter to	Statistics Position and Direction Draw and interpret pictograms Describe movements and turns

		Symmetry	2, 5 and 10s		Time to 5 mins	
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