



	They Made a Difference		Maybe it's because I'm a Londoner		Our Wonderful World	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Uses of everyday materials Would rubber be a good material to make a classroom table with?	Living things: habitats Why don't we find polar bears in the rainforest?	Living things: microhabitats What does a botanist do?	Animals: life cycles and health How do I keep my body healthy as it changes?	Plants What differences and similarities do plants have?	Making connections Which materials are suitable for making homemade plant pots?
History	They Made a Difference What makes somebody a hero?			The Great Fire of London What lessons were learnt from the Great Fire of London?		
Geography			Hot and cold places Would you prefer to live in a hot or cold place?		Our World Why is our world wonderful?	The Coast What is it like to live by the coast?
Art	Drawing Tell a story		Painting and mixed media Life in colour		Sculpture and 3D Clay houses	
DT		Mechanisms – wheels and axles Making vehicles		Textiles Decorative bunting		Food – healthy and varied diet Flapjacks
Computing	Computer systems and networks – information technology around us Does IT really make a difference?	Programming A – robot algorithms How do I program a robot to get it to do what I want?	Digital photography How can I edit a digital image?	Creating media – making music How do computers make music?	Programming B – programming quizzes How can I create a quiz in ScratchJr?	Pictograms How can pictograms help me understand data?
Music	Call and response Animals	Instruments Musical storytelling	Contrasting dynamics Space	Singing On the Island	Structure Myths and legends	Pitch Musical me

PE	Fundamentals Team Building	Dance Net and Wall Games	Fitness Sending and Receiving	Invasion Games Gymnastics	Athletics Yoga	Target Games Striking and Receiving
RE	Why do we need to give thanks?	What do candles mean to people?	How do we know some people have a special connection to God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
PSHE	Being Me in My World Celebrating Difference		Dreams and Goals Healthy Me		Relationships Changing Me	

Year 2 curriculum overview for parents and carers

Science curriculum overview

<p>Autumn 1</p>	<p>Uses of everyday materials</p> <p>Building on their knowledge of everyday materials and their properties, the children will learn that materials are suited to specific purposes and explore how actions such as stretching and bending affect the shape of solid objects. They will compare the suitability of materials; gather and record data in tables and block graphs and use their results to answer questions. They will also learn about the harmful effects of plastic and explore eco-friendly alternatives.</p>	<p>Autumn 2</p>	<p>Living things: habitats</p> <p>Considering the life processes that all living things have in common, the children will classify objects into alive, was once alive or has never been alive. They will explore global habitats, naming plants and animals that can be found there and learn how a range of different living things depend on each other for food or shelter. They will then explore this further by creating food chains to show the sequence that living things eat each other for energy to grow and stay healthy.</p>
<p>Spring 1</p>	<p>Living things: microhabitats</p> <p>Developing their understanding of scientific enquiry, the children will learn that scientists use a range of skills to answer questions. They will discover that microhabitats provide what minibeasts need to survive and carry out a survey to find out where different minibeasts live in the school grounds. They will practise asking scientific questions and follow a method to investigate which conditions woodlice prefer. The children will explore the job role of a botanist by identifying flowering plants.</p>	<p>Spring 2</p>	<p>Animals: life cycles and health</p> <p>Studying the life cycles of various animals, the children will learn what animals need to survive and how they change over time. They will collect data that allows them to observe changes in their peers, while also developing their ability to take measurements and record data. They will consider the role of expert scientific knowledge in careers that inform people to make healthy choices.</p>
<p>Summer 1</p>	<p>Plants</p> <p>Using their prior knowledge of important plant structures, the children will explain what factors are needed for successful growth and compare how those needs vary across different plants. They will grow plants from seeds and bulbs to ascertain the needs for initial development and compare this to the survival needs of plants in later growth phases. The children will take their own measurements and reflect on historical examples to understand how conclusions can be drawn.</p>	<p>Summer 2</p>	<p>Making connections: Plant-based materials</p> <p>Identifying ways to reduce, reuse and recycle, the children will draw on their knowledge of properties to invent creative uses for old objects. They will discover some natural materials derived from plants and look at the processes involved in making paper. Using their observational skills, they will conduct simple tests to choose the most suitable material for homemade plant pots, venturing outdoors to find natural materials to decorate them.</p>

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History and Geography curriculum overview

<p>Autumn 1</p>	<p>They make a Difference: What makes somebody a hero?</p> <p>The children will study the lives of significant individuals in the past who have contributed to national and international achievements. They will acquire historical knowledge whilst developing their use of historical concepts to evaluate the significance of the individuals in the past. They will discuss a number of historical people to ask the question, 'What makes somebody a hero?'. </p>	<p>Autumn 2</p>	<p>They make a Difference: What makes somebody a hero?</p> <p>Continuation of Autumn 1.</p>
<p>Spring 1</p>	<p>Hot and cold places: Would you prefer to live in a hot or cold place?</p> <p>The children will be introduced to the basic concept of climate zones, mapping out hot and cold places globally. They will compare features in the North and South Poles and Kenya as well as in London. The children will learn the four compass points and the names and location of the seven continents.</p>	<p>Spring 2</p>	<p>The Great Fire of London: What lessons were learnt?</p> <p>The children will study an event beyond living memory that is significant nationally. They will study the Great Fire of London, acquiring historical knowledge whilst developing their understanding of cause.</p>
<p>Summer 1</p>	<p>Our World: Why is our world wonderful?</p> <p>The children will identify features and major characteristics of the UK before learning about some of the amazing places in the world. They will name the oceans and locate these on a world map. They will consider what is unique about the natural habitats in their locality and use fieldwork to investigate and present this.</p>	<p>Summer 2</p>	<p>The coast: What is it like to live by the coast?</p> <p>Using atlases, the children will name and locate continents and oceans of the world, while revisiting the countries, cities and surrounding seas of the UK. They will learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.</p>

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Art and DT curriculum overview

<p>Autumn 1</p>	<p>Drawing – Tell a story</p> <p>Using storybook illustrations as a stimulus, the children will develop their mark making skills to explore a wider range of tools. They will experiment with creating patterned surfaces to add texture and detail to drawings.</p>	<p>Autumn 2</p>	<p>Mechanisms – Wheels and axles</p> <p>The children will explore and use wheels, axles and axle holders. They will distinguish between fixed and freely moving axles. They will evaluate their completed moving vehicle using technical vocabulary relevant to the project.</p>
<p>Spring 1</p>	<p>Painting and mixed media – Life in colour</p> <p>Taking inspiration from the collage work of artist Derek Gores, the children will consolidate their knowledge of colour mixing and create textures in paint using different tools. They will create their own painted paper in the style of Gores and use it in a collage, linked to a theme suited to their topic.</p>	<p>Spring 2</p>	<p>Textiles – Decorative bunting</p> <p>The children will learn how simple 3D textile products are made, using a template to create two identical shapes. They will begin to understand how to join fabrics using different techniques, e.g. running stitch, glue, over stitch, stapling. They will also explore different finishing techniques, e.g. using painting, fabric crayons, sequins, buttons and ribbon.</p>
<p>Summer 1</p>	<p>Sculpture and 3D – Clay houses</p> <p>Developing their ability to work with clay, the children will learn how to create simple thumb pots, exploring the work of sculptor Ranti Bam. They will apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p>	<p>Summer 2</p>	<p>Food – Healthy and varied diet</p> <p>In order to make their flapjacks, the children will learn where a range of ingredients come from, e.g. farmed or grown at home. They will learn and use basic principles of a healthy and varied diet.</p>

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Computing curriculum overview

<p>Autumn 1</p>	<p>Computer systems and networks – IT around us</p> <p>The children will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. They will then investigate how IT improves our world, and learn about the importance of using IT responsibly.</p>	<p>Autumn 2</p>	<p>Programming A – Robot algorithms</p> <p>This unit develops the children’s understanding of instructions in sequences and the use of logical reasoning to predict outcomes. They will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p>
<p>Spring 1</p>	<p>Digital photography</p> <p>The children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>	<p>Spring 2</p>	<p>Creating media – Making music</p> <p>In this unit, the children will use a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. They will compare creating music digitally and non-digitally. The children will look at patterns and purposefully create music.</p>
<p>Summer 1</p>	<p>Programming B – Programming quizzes</p> <p>This unit initially recaps on learning from the Year 1 ScratchJr unit ‘Programming B – Programming animations’. The children will begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They will use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, they will evaluate their work and make improvements to their programming projects.</p>	<p>Summer 2</p>	<p>Pictograms</p> <p>The children will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term ‘attribute’ and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. The children will use the data presented to answer questions.</p>

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Music curriculum overview

Autumn 1	Call and response song: Animals Chanting different call and response sound patterns, the children will progress to creating their own call and response pattern using untuned percussion instruments.	Autumn 2	Instruments: Musical storytelling Exploring longer pieces of music, the children will look at how music can tell a story through the use of different instruments. They will think creatively, considering how sounds can represent characters, actions, and emotions when creating a soundscape.
Spring 1	Contrasting dynamics: Space The children will learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city. They will use instruments and body percussion to create soundscapes representing one of the environments.	Spring 2	Singing: On the island The children will develop knowledge and understanding of dynamics using instruments. They will learn to compose and explore how varying loud and soft sounds can capture the unique characteristics of two different planets.
Summer 1	Structure: Myths and legends The children will develop an understanding of structure by exploring and ordering rhythms. They will listen to identify sections, analyse simple sound patterns, and see how these elements tell the story of the myth.	Summer 2	Pitch: Musical me The children will explore the song 'Once a Man Fell in a Well'. They will play it using tuned percussion, reading simple symbols representing pitch.

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PE curriculum overview

<p>Autumn 1</p>	<p>Fundamentals In this unit the children will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will be given opportunities to work with a range of different equipment. They will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength.</p> <p>Team building In this unit the children will develop key skills of communication and problem solving. They will learn to discuss, plan and reflect on ideas and strategies. They will lead a partner whilst considering safety. Children will have the opportunity to show honesty and fair play. They will also begin to use basic map skills.</p>	<p>Autumn 2</p>	<p>Dance In this unit the children will explore space and how the body can move to express an 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.</p> <p>Net and ball games In this unit the children will develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They will use and develop skills such as throwing and catching, tracking and hitting a ball. They will learn how to score points and how to play to the rules.</p>
<p>Spring 1</p>	<p>Fitness In this unit children will take part in a range of activities to develop components of fitness. They will begin to explore and develop agility, balance, co-ordination, speed and stamina. They will develop perseverance and show determination to work for longer periods of time.</p> <p>Sending and receiving In this unit children will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will use equipment to send and receive a ball. Children will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities.</p>	<p>Spring 2</p>	<p>Invasion games In this unit children will develop their understanding of the principles of defending and attacking for invasion games. They will use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They will have the opportunity to play uneven and even sided games, learning how to score in these types of games and learn to play to the rules.</p> <p>Gymnastics In this unit children will learn to explore and develop basic gymnastic actions on the floor and using apparatus. They will develop skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. They will develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.</p>
<p>Summer 1</p>	<p>Athletics In this unit children will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, they will engage in performing skills and measuring performance, competing to improve on their own score and against others. They will be given opportunities to work collaboratively as well as independently.</p> <p>Yoga In this unit children will learn about mindfulness and body awareness. They will begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities.</p>	<p>Summer 2</p>	<p>Target games In this unit children will develop their understanding of the principles of defending and attacking for target games. They will develop the skills of throwing, rolling and striking towards a target and given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will understand the importance of abiding by rules, learn how to score points and use simple tactics.</p> <p>Striking and receiving In this unit children will develop their understanding of the principles of defending and attacking for striking and fielding games. They will use and develop skills such as throwing and catching, tracking and striking a ball. They will learn how to score points in these types of games, how to play to the rules and use simple tactics.</p>

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RE curriculum overview

Autumn 1	Why do we need to give thanks? Using a range of sources including survey data, the children will learn about beliefs around the world using offerings to show gratitude.	Autumn 2	What do candles mean to people? Investigating the many ways light is used in religious and worldview contexts, the children will explore different festivals through artwork and stories, focusing on candles.
Spring 1	How do we know some people have a special connection to God? The children will explore how we know that some people are believed to have a special connection to God through looking for clues in religious stories.	Spring 2	What is a prophet? The children will investigate stories that show the characteristics of a prophet and what a prophet might mean to some people; they will identify similarities between prophets across different worldviews.
Summer 1	How do some people talk to God? Investigating why some people pray, the children will identify similarities and differences between prayer practices in the Hindu, Jewish and Muslim worldviews	Summer 2	Where do some people talk to God? Exploring places of worship in the Muslim, Jewish, Christian, Alevi and Pagan worldviews, the children will investigate why people choose to go to places of worship.

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PSHE curriculum overview

<p>Autumn 1</p>	<p>Being Me in My World</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> Identifying hopes and fears for the year ahead Understand the rights and responsibilities of class members Know that it is important to listen to other people Understand that their own views are valuable Know about rewards and consequences and that these stem from choices Know that positive choices impact positively on self-learning and the learning of others <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> Recognise own feelings and know when and where to get help Know how to make their class a safe and fair place Show good listening skills Recognise the feeling of being worried Be able to work cooperatively 	<p>Autumn 2</p>	<p>Celebrating Difference</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> Know there are stereotypes about boys and girls Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know that sometimes people get bullied because of difference Know the difference between right and wrong and the role that choice has to play in this Know that friends can be different and still be friends Know where to get help if being bullied Know the difference between a one-off incident and bullying <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Explain how being bullied can make someone feel Can choose to be kind to someone who is being bullied Know how to stand up for themselves when they need to Recognise that they shouldn't judge people because they are different Understand that everyone's differences make them special and unique
<p>Spring 1</p>	<p>Dreams and Goals</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere Know how to recognise what working together well looks like Know what good group working looks like Know how to share success with other people <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner Recognise how working with others can be helpful Be able to work effectively with a partner 	<p>Spring 2</p>	<p>Healthy Me</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> Know what their body needs to stay healthy Know what relaxed means Know what makes them feel relaxed / stressed Know how medicines work in their bodies Know that it is important to use medicines safely Know how to make some healthy snacks Know why healthy snacks are good for their bodies Know which foods give their bodies energy <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> Desire to make healthy lifestyle choices Identify when a feeling is weak and when a feeling is strong Feel positive about caring for their bodies and keeping it healthy

	<ul style="list-style-type: none"> • Be able to choose a partner with whom they work well • Be able to work as part of a group • Recognise how it feels to be part of a group that succeeds and store this feeling • Can store feelings of success so that they can be used in the future 		<ul style="list-style-type: none"> • Have a healthy relationship with food • Express how it feels to share healthy food with their friends
Summer 1	<p>Relationships</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know that there are lots of forms of physical contact within a family • Know how to say stop if someone is hurting them • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time • Know how to use the Mending Friendships or solve-it-together problem-solving methods • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> • Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict • Can identify the negative feelings associated with keeping a worry secret • Can identify the feelings associated with trust • Can identify who they trust in their own relationships • Can give and receive compliments • Can say who they would go to for help if they were worried or scared 	Summer 2	<p>Changing Me</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know that life cycles exist in nature • Know that aging is a natural process including old-age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age • Know the physical differences between male and female bodies • Know the correct names for private body parts (vagina, penis, vulva, testicles) • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable and some are unacceptable <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> • Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/ uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • Can say what they are looking forward to in the next year

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