

Year 2 Curriculum Overview 2018-2019 – Mr; Barker

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Parables and miracles Sharing in the life of Mary	Celebrations Advent	Christmas O.T stories and prayers	Lent Holy Week	Easter Pentecost	Our Church The Mass
Topic	Fire! Fire! Why has a 'great fire' never happened in our life time? A historical look at the events of the fire and how we keep safe today.	WW1 100 th anniversary & What can we fit in a shoebox? Topic linked with the Shoebox appeal	A world away.... How does the geography of Kenya effect people's lives? Study of a contrasting location, geographical features, oceans and continents	Traditional tales – once upon a time... Use different versions of traditional stories to compare	Monsters, magic and make believe Monster Machine by Nicola L Robinson Poems linked with monsters and magic	Dangers and delights of the sea The lighthouse keeper and Mousehole Cat and other stories by the same author
Science	Uses of everyday Materials Identify and compare the suitability of a variety of everyday materials for particular uses, such as parts of a house How does flour change into bread?	Animals, including humans Basic needs of animals, including humans Staying healthy	Living things and their habitats Explore and compare living things in their habitats Describe how animals obtain their food from plants and other animals (simple food chains)	Plants – what do plants need to grow? (Jack and the Beanstalk) Investigations linked to materials – RRH (waterproof clothing) or little pigs houses	Uses of everyday materials Find out how the shapes of solid objects made from some materials can be changed... Magical science investigations	Living things and their habitats Animals, including humans
Literacy	Information text – Great Fire of London Writing narratives about experiences those of others Fantasy stories: Dragons (finding an egg....) writing narrative	Writing Poetry (winter) Writing narratives Writing for different purposes Persuasive letter	Stories from other cultures: writing narrative Instructions: making chapatti and fruit kebabs	Stories with familiar settings/traditional tales: text maps and tales learnt off by heart. Narrative adventures plotted through looking at crimes committed and changing the crimes, mixing up the tales Writing narratives	Writing poetry Writing for different purposes - instructions	Explanation text: lighthouses Writing about real events (Grace Darling) Stories by the same author
Maths	Place value, addition and subtraction, multiplication and division, problem solving	Properties of shape; fractions; measurement and statistics. Problem solving.	Position and direction; place value and statistics. Problem solving.		Addition and subtraction; multiplication and division. Problem solving.	Properties of shape; position and direction; fractions; measurement.
History	Great Fire of London: events beyond living memory that are significant nationally and globally	WW1 anniversary events beyond living memory that are significant nationally and globally	Christopher Columbus and Neil Armstrong lives of significant individuals in the past who have contributed to national and international		lives of significant individuals in the past who have contributed to national and international achievements. Some	Grace Darling/ Queen Victoria: lives of significant individuals in the past who have contributed to

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			achievements. Some should be used to compare aspects of life in different periods.		should be used to compare aspects of life in different periods. Inventions linked with machines/medicine	national and international achievements. Some should be used to compare aspects of life in different periods.
geography	Name, locate and identify the four countries and capital cities of the UK use world maps, atlases and globes to identify the United Kingdom locate London on a map make map of fire escape route from school	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (to use 8 points on the compass).	Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (taught through ICT and maths).		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
Art	Portrait of Pepys, drawing using different grades of pencil, charcoal and pastels. Great Fire of London nightline to use drawing and painting to develop and share their ideas, experiences and imagination	Use a range of materials creatively to design and make products – link with poppies (WW1) Look at a range of artists, craft makers and designers describing the differences and similarities between different practices and disciplines (linked with poppies)	African printing-pressing, rolling, rubbing and stamping Rangoli art; Savannah sunset; African printing; jewellery making and weaving: develop techniques using colour, pattern, texture, line, shape, form and space	Colour mixing and painting	To use sculpture to develop and share their ideas, experiences and imagination – create clay models of monsters	Responding to artists – look at artists work linked with lighthouses Lighthouse project: use a range of materials creatively to design and make products
Design and Technology	Make a Tudor House To generate, develop, model and communicate their ideas	Make a container for a shoebox, such as a sewn bag/pouch or a box	Make chappati and fruit kebabs: select from and use a range of tools and	Build structures, exploring how they can be made stronger, stiffer and more	Make a moving monster using levers,	Lighthouse keeper's basket: select from and use a range of

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	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, Food technology - Baking bread and compare different types of bread	To select from and use a wide range of materials and components including textiles according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria.	equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	stable- make 3 little pigs house	pulleys and basic pneumatics.	tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Lighthouse project: build structures, exploring how they can be made stronger, stiffer and more stable.
PSHE	BLP readiness Fire safety SEAL – new beginnings	BLP SEAL – getting on and falling out Making positive relationships	BLP Water Aid Poverty in Africa Animal conservation	BLP Good to be me	BLP Going for goals	BLP Changes/transition
Computing	Recognise common uses of information technology beyond school e-safety research the Great Fire of London, retrieving and manipulating digital content	e-safety understand algorithms	Use logical reasoning to predict the behaviour of simple programs. E-safety.	Use logical reasoning to predict the behaviour of simple programs. E-safety.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. e-safety	Create and debug simple programs e-safety
Music						
PE	Dance – Great Fire of London PoS Master basic movement e.g. running, jumping, throwing, catching, agility, balance, coordination Participate in team games Games: Tennis skills	Master basic movement, e.g. running, jumping, throwing, catching, agility, balance, coordination Participate in team games Gym: Movement skills Games: Throwing and catching skills (Handball)	Perform dances using simple movement patterns African dance PoS Master basic movement e.g. running, jumping, throwing, catching, agility, balance, coordination PoS Participate in team games Games: Tag rugby skills	Master basic movement, e.g. running, jumping, throwing, catching, agility, balance, coordination Participate in team games PoS Participate in team games Gym: Movement skills using gymnastics apparatus Games: Striking and catching skills	PoS Master basic movement e.g. running, jumping, throwing, catching, agility, balance, coordination PoS Participate in team games Gym: Movement skills using gymnastics apparatus Games: Striking and catching skills	PoS Master basic movement e.g. running, jumping, throwing, catching, agility, balance, coordination PoS Participate in team games Athletics: Track + field skills Games: Team games (Ultimate netball)
	Open afternoon for parents to view what the children have done		A long way from home day (Africa day)			Trip to the Sealife centre

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The following areas are covered throughout the Year 2 and are not specific to a certain topic.

Reading – word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading –comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways

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- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Spelling

Pupils should be taught to:

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

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- use spacing between words that reflects the size of the letters.

Writing - composition

- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

The sequence for writing in Year 2 follows the Pie Corbett approach outlined below:

Fiction

Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)

Plan opening around character(s), setting, time of day and type of weather

Understanding 5 parts to a story with more complex vocabulary

Opening e.g.

In a land far away....

One cold but bright morning.....

Build-up e.g.

Later that day

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Problem / Dilemma e.g.

To his amazement

Resolution e.g.

As soon as

Ending e.g.

Luckily, Fortunately,

Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.

Non-Fiction

(Refer to **Connectives and Sentence Signposts** document for **Introduction and Endings**)

Introduce:

Secure use of planning tools: Text map / washing line / 'Boxing –up' grid

Introduction:

Heading

Hook to engage reader

Factual statement / definition

Opening question

Middle section(s)

Group related ideas / facts into sections

Sub headings to introduce sentences /sections

Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams

Ending

Make final comment to reader

Extra tips! / Did-you-know? Facts / True or false?

The consistent use of **present tense** versus **past tense** throughout texts Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming, he was shouting*)

Sentence construction skills

-‘ly’ starters

e.g. *Usually, Eventually, Finally, Carefully, Slowly, ...*

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Vary openers to sentences

Embellished simple sentences using:

Adjectives e.g. *The boys peeped inside the dark cave.*

Adverbs e.g. *Tom ran quickly down the hill.*

Drop in a relative clause:

who/which e.g.

Sam, **who** was lost, sat down and cried. The Vikings, **who** came from Scandinavia, invaded Scotland. The Fire of London, **which** started in Pudding Lane, spread quickly.

Use long and short sentences:

Long sentences to add description or information. Use short sentences for emphasis.

Expanded noun phrases

e.g. *lots of people, plenty of food*

List of 3 for description

E.g. *He wore old shoes, a dark cloak and a red hat.* African elephants have long trunks, curly tusks and

Word structure/language

Prepositions:

behind above along before between after

Alliteration

e.g. *wicked witch*

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slimy slugs

Similes using...like...

e.g.

... like sizzling sausages

...hot like a fire

Two adjectives to describe the noun

e.g.

The scary, old woman...

Squirrels have long, bushy tails.

Adverbs for description

e.g.

Snow fell gently and covered the cottage in the wood.

Adverbs for information e.g.

Lift the pot carefully onto the tray.

The river quickly flooded the town.

Generalisers for information, e.g.

Most dogs....

Some cats....