

Year 2 – Curriculum Overview

	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1 SATS	Summer 2
Topic	Art Attack	Globetrotters	Dazzling Dahl	Sleigh Bells Ring!	Who's Afraid of the Big, Bad Wolf?	Fire, Fire!	Superheroes to the Rescue!	Where the Wild Things Are
Articles	Article 29 Article 31	Article 24 Article 27	Article 9 Article 13	Article 9 Article 13	Article 3, Article 11	Article 4 Article 27	Article 2 Article 43-54	Article 12 Article 17
Sparkly Starter	Art Attack project (big art)	Treasure hunt	Roald Dahl character dress up day	Mischievous Elf	Story Teller	Great Fire of London drama day	Superhero dress up day	Watch Where the Wild Things Are
Fab Finish	Art Exhibition	Canford Heath and Poole Quay trips	Coffee morning with parents	Perform cultural poems	Wolf parade	The Great Fire of London exhibition World book day – dress up as a character	Superhero car race	Moors Valley Trip Leavers' assembly
Focus author	Roald Dahl/ Quentin Blake				Anthony Browne	Malorie Blackman	David Walliams	
Focus literature	My Many Coloured Days	Lila and the Secret of Rain	Roald Dahl texts	Let's Celebrate	Little Red Riding Hood/ Other alternative stories where the wolf is nice or Little Red is mean	The Great Plague/ The Great Fire of London/ The Great Fire of London poem	Traction Man	Where the Wild Things Are

Literacy genres	Poetry (contemporary colour poems)	Narrative – setting description and story Non-fiction – non-chronological report (Kenyan village)	Narrative – character description Non-fiction – persuasive writing Narrative – setting description Poetry - riddles	Poetry (celebration and acrostic poems)	Narrative – story (stories from another perspective) Non-fiction – instructions (puppets)	Non-fiction – recounts (drama day) Non-fiction: newsreport Non-fiction – recount (GFoL) Non-fiction: recount (diary) Poetry (classic) Non-fiction: persuasion (letter)	Poetry – riddle (super hero) Narrative – story writing (super hero) Non-fiction- non-chronological report (Alexander Fleming)	Narrative – story description Non-fiction – non-chronological report (growing plants) Non-fiction - personal recount Letter
Numeracy	Number: place value Number: addition and subtraction		Measurement: weight, mass, volume, capacity and temperature Measurement: length and height Measurement: money Geometry: properties of shape	Number: multiplication and division Number: fractions	Number: fractions Measurement: time Geometry: Position and direction Statistics	Number: place value to 100 Number: addition with regrouping Number: subtraction with exchanging	Measurement: weight, mass, volume, capacity and temperature Measurement: time Measurement: money Number: multiplication and division	
Science	Living things and their habitats (habitats)		Uses of everyday materials	Animals including humans (healthy lives)		Living things and their habitats (food chains)	Plants	
Geography	Locational knowledge: continents Physical/human geography: features of the local area and comparison with a village in Kenya Skills and fieldwork: maps of the local area			Skills and fieldwork: compass directions Physical geography: seasonal climate patterns				Physical geography: features in different landscapes Skills and fieldwork: maps and compass directions

History	Significant historical places in the local area: Poole Quay			Events beyond living memory that are significant nationally or globally: The Great Fire of London	Lives of significant individuals	
Art and Design	3D art: sculpture Artists: Andy Goldsworthy, Barbara Hepworth, Henry Moore	2D art: illustrations Artists: Tony Ross, Quentin Blake, Axel Scheffler		2D art: mixed media Silhouette pictures		
Design Technology		Food technology: Design, make and evaluate fruit smoothies	Textile products: Design, make and evaluate puppets	Food technology: breadmaking	Construction: Design, make and evaluate a moving vehicle	
Computing	E-Safety and skills: Digital communications and safe internet use	Digital imagery: animation	Coding: Test and debug multiple errors	Coding: Create and debug multi-step code	Digital presentation: 3D modelling	Digital presentation: Data graphs
Music	Animals African call and response song/ djembe	Untuned percussion	Kodaly stick notation Bamboo Tamboo and Tuned percussion	Myths and Legends Graphic scores	Orchestra/ Instrument progression	Dot notation/creating own notation End of year performance
PE	Fitness (closely linked to fundamentals – agility, co-ordination, balance etc)	Sending and Receiving (3/4 weeks) Team building (3/4 weeks)	Invasion	Net and Wall	Athletics	Striking and Fielding (3/4 weeks) Sports Day practise (3/4 weeks)
	Dance	Gym	Dance	Gym	Dance	Gym
PSHE <small>(including relationships and sex education)</small>	Being Me in My World	Celebrating Difference (including Anti-Bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Sex Education)
Religion and Worldviews	<u>Buddhism</u> What do Buddhists value?	<u>Christianity</u> Why do most Christians believe God gave Jesus to the world?	<u>Islam</u> How important is the Quran to Muslims? Does praying at regular intervals help a Muslim in his/her everyday life	<u>Christianity</u> How important is it to most Christians that Jesus came back to life after his crucifixion?	<u>Christianity</u> What do Christians learn from parables?	<u>Humanism</u> What do Humanists believe?

