

Year 2 Curriculum Overview 2021-22

<u>RE</u> <i>Following 'The Way, the Truth and the Life' Scheme</i>		The Chosen People	The Mystery of God	The Good News	The Mass	Eastertide	The Church is Born
<u>RSE</u>			Story session: Handmade w/love	I am unique, Girls and Boys, Clean and Healthy	Feelings, Likes and Dislikes, Feelings Inside Out, Super Susie Gets Angry	The Cycle of Life, Trinity House, The Communities We Live In	
<u>English</u>	<i>Text</i>	Fairy Tales A Midsummer Night's Dream	A Whales' Song Adventure (Lynne Kelly)link to science link to geography and science	Diary of a killer cat	The Flower	Charlotte's Web Fantasy (E B White) link to science	Anthony Browne - author study
	<i>Non-fiction</i>	Non-chronological reports (linked to science) Recount (history - a day on the life of Florence or Mary)	Persuasion (link to science) Advert for a habitat and persuasive letter to whale fisherman	Recounts (History - Diary based on Samuel Pepys) Explanations (verbal - science)	Persuasion texts (geography - visit London)	News reports Instructions (DT - recipes)	Persuasive Writing (link to geography - come to....) Debate (link to geography Seaside or city?)
	<i>Poetry</i>	A Midsummer Night's Dream retold by Lois Burdett	The Months by Sara Coleridge	Granny Is Valerie Bloom (multi cultural - Caribbean) rhyme/rhythm/ /personification		Nonsense - Changing guard at Buckingham Palace AA Milne and Soldier Freddy by Spike Milligan - rhyme, nonsense, rhythm repetition, call and response, humour - link to history	
<u>Maths</u> <i>Following the Wandsworth Maths Themes</i>		Using place value and number facts to solve problems (4 weeks) Understanding addition and subtraction (5 weeks) Reasoning about addition and subtraction (3 weeks)		Fractions of Shapes, lengths and quantities (3 weeks) Solving problems involving multiplication and division (4 weeks) Understanding and reasoning about time (3 weeks)		Reasoning about sequences and patterns (3 weeks) Solving Geometrical problems (3 weeks) Asking and answering questions about data (3 weeks)	
<u>Science</u>		Living Things and their Habitats		Super Scientists	Plants	Animals, including humans (link to DT - healthy diets))	Uses of Everyday Materials
<u>History</u>		Changing Attitudes How have Mary Seacole and Florence Nightingale helped to make the world a better place? (link to literacy, art)		London What was life like living through the 'Great Fire of London' and the 'Great Plague'? (link to literacy Non fiction, art)		Queen Elizabeth II What changes has Queen Elizabeth seen across Britain in her lifetime? (link to literacy, art)	
<u>Geography</u>			Comparing Countries Where would you rather live: Australia or the UK? (link to literacy)		A London Study What would a visitor find interesting about our city?		Coastal Features Why do we love to be beside the seaside? (link to DT and literacy)
<u>Computing</u>		Book Creator: Information book - maybe animals and their habitats		E-safety & Reading information/Researching/Analysing - Functional IT		Coding	
<u>PE</u>		2/3/4/5 minute runs Small game development Gymnastics	2/3/4/5 minute runs Small game development Gymnastics	2/3/4/5 minute runs Aiming and target games Gymnastics	2/3/4/5 minute runs Aiming and target games Gymnastics	Tennis skills. Striking Games	Sports day preparation Tennis skills
<u>Art</u>		Collage - Design a medal for Mary Seacole (link to history)		Painting Skills and collage (link to history - depiction of the Great Fire of London)	Still Life drawing - London artists		Seascapes
<u>DT</u>		Levers and sliders including pop up and lift the flap				A healthy lunch (link to science)	
<u>UNICEF CONVENTION ON HUMAN RIGHTS Rights Respecting Articles</u>		Universal Rights: Article 1: All are free and equal in dignity and rights Article 2: The rights apply to everyone: whatever their race,	Children's Convention: Article 13: The right to learn Article 28: The right to an education Article 29: Education should develop each child's	Children's Convention Article 31: The right to relax and play, and join in with a range of activities	Children's Convention Article 12: The right to give an opinion and for adults to take that opinion seriously	Children's Convention Article 9: The right not to be separated from parents Article 10 and 11: The right not to be taken away from your country:	Children's Convention Article 27: The right to a standard of living adequate to meet physical and mental needs Article 32: The right to be protected from danger

	religion or abilities, whatever they think or say, whatever type of family they come from. Article 3: The right to life, liberty and the ability and security of person	personalities and talents to the full. Article 30: Right to learn and use the customs of the family					Article 33: The right to be protected from drugs
<u>British Values</u>	Tolerance of other faiths	Individual Liberty	Individual Liberty	Democracy	Rule of Law	Rule of Law	Rule of Law
<u>PSHE</u> <i>Following the Jigsaw Scheme</i>	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Changing Me
<u>Spanish</u>	Greetings, feelings, days and numbers Days of the week Greetings (<i>hello/goodbye; how are you?; what's your name?; how old are you?</i>) Feelings (<i>sad, happy, angry, tired, scared</i>) Numbers up to 20	Colours, Animals and Food New colours (<i>pink, orange, purple</i>) Wild and domestic animals. Food (<i>where to buy it; role play games buying food in different shops</i>) Reviewing numbers	Objects, Shapes and Body Parts Describing objects (<i>big/small/colours</i>) Reviewing shapes (<i>circle, square, triangle</i>) To work with a story and a song about the doctor to review body parts	Faces and Instructions To learn face parts (<i>eyes, nose, mouth, ears</i>) To follow instructions; ask and answer questions to find things.	Family Members, Home and Clothes To learn new family members (<i>granny, grandpa</i>) To learn clothes (<i>t-shirt, shirt, trousers, socks, shoes</i>)	Numbers and Holidays To introduce numbers up to 30 Introduce reading of simple words in Spanish Summer holidays (<i>summer vocabulary of beach items</i>)	Numbers and Holidays
<u>Music – over the year</u>	Pulse	Rhythm	Melody and Notation	Active Listening	Improvising and Composing	Performing	Singing
	Keep a steady pulse in a group and solo with musical accompaniment in 2 time signatures – 3/4 and 4/4	Repeat longer basic rhythms using symbols/notation (eg crotchets, quavers and minims)	Sing back short melodies that use around 3 pitched notes; perform from rhythmic notation using crotchets and minims.	Identify where elements change (eg music gets faster or louder); replicate these changes in performance	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms	Perform with awareness of different parts, playing longer parts on tuned percussion instruments and body percussion	Sing simple tunes confidently rounds, acapella and accompanied with increasing accuracy and control of pitch