

YEAR 2 CURRICULUM OVERVIEW 2024 - 2025

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Right of the month	September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to	November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion	January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights	March: Article 7 – the right to a name and a nationality April: Article 24 – the right to food, water and medical care	April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practise your own culture, language and religion	June: Article 22 – the right to special protection and help if you are a refugee July: Article 31 – the right to play and rest
Skills Builder	September: Listening October: Speaking	November: Teamwork December: GLOBAL GOALS	January: Problem Solving February: Staying Positive	March: Creativity April: GLOBAL GOALS	April: GLOBAL GOALS May: Aiming High	June: Leadership July: GLOBAL GOALS Skills Builder Project: Community Cafe
DT	Food Technology	Information Technology use technology purposefully for research	See Food Technology	Mechanisms Moving Vehicles (Kapow)	Computer Science code a sequence of events using block coding using precise instructions	See Food Technology
English	The Colours of Us Amazing Grace	Wilderness: Earth's Amazing Habitats The Amazon Rainforest One Snowy Night	World traditional tales (The Story Tree) Goldilocks: Ghanian and UK (Pie Corbett)	Mr Chicken goes to London Mr Chicken goes to Australia	Omar the Bees and Me Tell Me about Plants The Big Book of Blooms	Billy and The Beast Poetry Books to Perform Persephone
	Character description Narrative Story map (retelling)	Setting Description Non-Chronological Reports	Character and setting description Narrative Story map (retelling)	Diary Entry Persuasive writing	Letter Instructions	Narrative Poetry
	Y1 + question and exclamation marks; commas; apostrophes; present and past tense; coordinating and subordinating conjunctions; nouns and simple noun phrase; verbs, adjectives and adverbs; convert adjectives to adverbs e.g hopeful - hopefully; identify features of commands, statements and questions; identify past and present tenses					
Oracy, including Skills Builder Step 2 and debating motions e.g. <i>This house believes that Global Goal X is the most important...some people deserve more food than others...the Romans were better than the Celts.</i>						
Daily practice of number facts and Maths Meetings covering number, time, measurement and statistics.						

Maths	Place Value Addition and subtraction	Addition and subtraction Shape	Money Multiplication and Division Statistics	Multiplication and Division Shape Measures	Fractions Time	Statistics Addition and Subtraction Measures Money
Science	Animals including humans	Living things and their habitats	Uses of Everyday Materials STEM Project: Primary Engineer Shoebox Buggies		Plants	SRE

History			History Immersion Day: The Great Fire of London		EQ: What impact did the Romans have on Britain?	
Geography	Exploring the UK Map Skills		Exploring the world: <i>Continents and Oceans</i>	Fair Trade Fortnight Compare and Contrast: UK and Australia		
RE	How and why do we celebrate special and sacred times? (Christians reviewed and Jews)					
	Harvest Festival Rosh Hashanah	Christmas Hanukkah Advent Diwali	Lunar New Year Shrove Tuesday	Easter Story Holi Purim	Ramadan Eid	
			Who is a Muslim and what do some believe? What can we learn from sacred books? (Christians, Muslims, Jews) How should we care for others and the world and why does it matter? (Christians and Jews)			
PE	Ball Skills - Hands Dance - Explorers	Ball Skills - Feet Dance - DDMix	Locomotion - Dodging Gymnastics - Linking	Locomotion - Jumping Gymnastics - Pathways	Games for understanding Health and Wellbeing	Ball Skills - Hands Team Building
Art	Painting and printing <i>Healthy Eating</i> <i>Vincent Van Gogh</i>	Collage <i>Fireworks</i> <i>Cai Guo Qiang</i>	Painting <i>Continents and Oceans</i> <i>Helen Zughaib</i>	See DT	Drawing <i>Plants</i> <i>Georgia O'Keefe</i>	Mosaics and Sculpture <i>Romans</i> <i>Alma Thomas</i>
Music	Pulse, timbres, pitch and voice matching	Sing solos using two note songs. Clarify the difference between rhythm and pulse.	Reading and singing from notation	Percussion instruments. Sing two note songs with accurate pitch.	Learn to internalise rhythms and phrases with increasing aural memory. Sing solos and recall melodic phrases. Improvise instrumental patterns.	Compose and perform rhythm patterns in groups. Singing three note songs with accurate pitch, recognising changes in pitch. Compose 4 beat rhythm patterns.

PSHE/RRS	Physical Health and Wellbeing <i>What keeps me Healthy?</i>	Mental Health and Emotional Wellbeing <i>Friendship</i>	Keeping Safe and Managing Risk <i>Indoors and Outdoors</i>	Drug, Alcohol and Tobacco Education <i>Medicines and Me</i>	Relationships and Sex Education (RSE) <i>Boys and girls, changes</i>	
Computing	Creating Media take a digital photograph and explain the artistic choices I made	Computing systems and networks look after technology in my classroom identify technology in the world around me	Data and information create a digital pictogram to display data	Creating Media use keywords to find appropriate information using a search engine use technology purposefully to create digital content	Computer Science use a Beebot to create and predict what will happen in a sequence of events	Computer Science use block coding to create a simple algorithm