

# Year 2 Curriculum Overview 2023-2024

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Learning Challenge	Our Author Study – Oliver Jeffers	What is Remembrance? What was a soldier's life like in World War 1?	London's Burning  Did London really burn down?	Where in the world do different stories come from?	Why and where were castles built?	How can we look after plants?
Units of Work	<p>Short narratives, sequencing of events</p> <p>Four sentence types</p> <p>Persuasive writing -leaflets linked to the moon</p>	<p>Non-chronological report writing</p> <p>Description writing about life in the trenches</p> <p>Diary entry from a soldier in the trenches</p> <p>Sequencing and retelling Buster's Christmas</p> <p>Christmas Poetry</p>	<p>Asking and answering questions about the Great Fire of London</p> <p>Imaginary recount about Toby from Toby and the Great Fire of London</p> <p>Non-chronological report</p> <p>Report writing following a science investigation</p>	<p>Setting descriptions</p> <p>Character descriptions</p> <p>Postcards</p> <p>Non-chronological report</p> <p>Story writing</p> <p>poetry</p>	<p>Labels</p> <p>Recount of our trip to Warwick Castle</p> <p>Persuasive writing</p> <p>Descriptions of castle defences and ways of attacking</p> <p>Diary entry</p> <p>Recipe for Mrs Twit</p> <p>Narrative relating to the effect the new medicine may have on Mrs Twit</p>	<p>Science report writing</p> <p>Descriptions</p> <p>Design and describe a new land that could be at the top of the faraway tree</p> <p>Story writing</p> <p>Poetry</p>
Grammar and punctuation	<p>In Year 2, children are developing simple sentences into more complex ones. They use expanded noun phrases to extend their descriptions and begin to explore more imaginative vocabulary. They use an increasing range of punctuation including possessive apostrophes, commas in a list, exclamation and question marks. As the year progresses, they begin to proof-read and edit their sentences to check that they make sense and are punctuated correctly as well as editing to improve their work. They expand on their writing by using conjunctions such as "but", "so", "if", "when", "because" and "and". They read their writing aloud in a clear voice with appropriate intonation to make meaning clear.</p>					

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	<p>Writing sentences using expanded noun phrases Identifying and writing the four sentence types punctuating them correctly Using commas in a list Using past and present tense Using co-ordinating conjunctions 'but' Subordinating conjunctions-'when'</p>	<p>Writing sentences using expanded noun phrases and exploring vocabulary Using a variety of the four sentence types, correctly punctuated. Past and present tense Story sequencing</p>	<p>Writing and answering questions using question marks Writing with all 4 sentence types Using conjunctions to explain answers Edit to correct and improve Subordinating conjunction-'if' Co-ordinating conjunctions-'because' Singular and plural</p>	<p>Writing sentences using expanded noun phrases Instructional writing using imperative verbs and sequencing Using the four different sentence types effectively and correctly punctuated Edit to correct and improve Subordinating conjunction-'so'</p>	<p>Writing sentences using expanded noun phrases Imperative verbs Using conjunctions to elaborate Edit to correct and improve Possessive apostrophes</p>	<p>Writing a science report in the correct tense and using appropriate vocabulary Writing sentences using expanded noun phrases and descriptive vocabulary Planning the sequence in a story Edit to correct and improve</p>
<p><b>Phonics, Spelling and Vocabulary</b></p>	<p><b>Phonics</b> Consolidation of Extended Code units 27, 29  Extended Code units 31, 32, 33, 37, 38, 39, 40 Polysyllabic words from SW  National Curriculum: dge, s spelt c  Suffixes ed and ing to words ending in 'e' and 'y' – including doubling the consonant after a single vowel, dropping the e and adding the suffix and changing the y to an i. Adding er and est  <b>Common exception words</b> door, floor, poor, water, because, most, only, both, gold, cold, hold, told, find, mind, kind, behind, child, wild, climb, eye, half, after, fast, last, past, father, class, grass, pass, plant, path, bath, even, people, money, Christmas  <b>Vocabulary words of the week</b></p>	<p><b>Phonics</b> Polysyllabic words from SW Extended Code units 41-45  Suffixes: ful, ly, less, ness, ment  National Curriculum: le, el, al, il at the ends of words  Contractions Plurals-adding es as a plural for words ending in y  Homophones: there, their, they're, to, too, two, hear, here  CEW – great, steak, break, move, prove, improve, beautiful, who, could, should, would, every, everybody, children, again, any, many, pretty, busy, whole  <b>Vocabulary words of the week</b></p>	<p><b>Phonics</b> Extended Code units 46-50  Polysyllabic words from SW  Apostrophe for singular possession  Homophones/near homophones Night/knight, bare/bear, quite/quiet, sun/son  Consolidation of suffixes and contractions CEW – hour, clothes, sugar, sure, parents,  <b>Vocabulary words of the week</b></p>			

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<b>Handwriting</b>	<p><b>Children are taught to:</b></p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul> <p>use spacing between words that reflects the size of the letters.</p>					
<b>Quality Stimulus Including books</b>	<p>How To Catch a Star, The Way Back Home Stuck Man on the Moon</p>	<p>A Planet Full of Plastic What a Waste Where the Poppies Now Grow The Christmas Truce You Wouldn't Want to Be in The Trenches, would you? Photos of WW1 Buster's Christmas book and John Lewis advert Christmas Poem Remembrance day Trip to the museum</p>	<p>Toby and the Great Fire of London Various non-fiction texts about the Great Fire Samuel Peyps visit</p>	<p>Meerkat Mail The Wizard of Oz Monkey-See, Monkey Do</p>	<p>The Pea and The Princess The Twits George's Marvellous Medicine – class read and linked to science work Warwick Castle trip</p>	<p>The Enchanted Wood – Enid Blyton  The Tin Forest</p>
<b>Maths</b>	<p>Numbers 10-100 Calculations within 20</p>	<p>Fluently add and subtract numbers with 10 Addition and subtraction of 2 digit numbers Introduction to multiplication</p>	<p>Introduction to multiplication Introduction to division structures</p>	<p>Shape Addition and subtraction of 2 digit numbers</p>	<p>Money Fractions Time Position and Direction</p>	<p>Multiplication and division – doubling, halving, quotative and partitive division Sense of measure – capacity, volume and mass</p>
<b>Science</b>	<p><b>Uses of Everyday Materials</b></p> <p>Can I identify different materials? What are different materials used for? Why are some materials used for certain things? How can we change the shape of some materials? Who is John Dunlop?</p> <p><b>Working scientifically:</b></p>		<p><b>Animals including Humans</b></p> <p><b>Working scientifically:</b></p> <p>-I can recognise that questions can be answered in different ways. -I can perform simple tests to find things out. -I can use my observations and ideas to suggest answers to questions.</p>	<p><b>Living things and their habitats</b></p> <p>Scientist – David Attenborough</p> <p>Can I identify living, dead and things that haven't been alive? What is a habitat? Are all habitats the same? Can I name some habitats and plants and animals that live there? What is a food chain? Can I give an example of a food chain? What is a predator? What is prey? What do living things need to survive and grow?</p> <p><b>Working scientifically:</b></p>		

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	<ul style="list-style-type: none"> <li>-I can perform simple tests to find things out.</li> <li>-I can use my observations and ideas to suggest answers to questions.</li> <li>-I can gather and record data (information) to help in answering questions.</li> <li>-I can identify and classify (sort) living and non-living things.</li> </ul>				<ul style="list-style-type: none"> <li>-I can recognise that questions can be answered in different ways.</li> <li>-I can observe closely, using simple equipment (like magnifying glasses).</li> <li>-I can use my observations and ideas to suggest answers to questions.</li> <li>-I can gather and record data (information) to help in answering questions.</li> <li>-I can identify and classify (sort) living and non-living things.</li> </ul> <p><b>Plants</b> How do seeds and grow into mature plants? What do plants need to grow and stay healthy?</p> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>-I can recognise that questions can be answered in different ways.</li> <li>-I can perform simple tests to find things out.</li> <li>-I can observe closely, using simple equipment (like magnifying glasses).</li> <li>-I can gather and record data (information) to help in answering questions.</li> </ul>	
<b>Computing</b>	Information Technology around us	Digital photography	Robot Algorithms	Pictograms	Making music	Programming quizzes
<b>RE</b>	Who Is Muslim and how do they live? Part 1	Why does Christmas matter to Christians? (incarnation)	Who Is Muslim and how do they live? Part 2	Why does Easter matter to Christians? (salvation)	What is the good news that Christians say Jesus brings? (gospel)	What makes some places sacred to believers?
<b>History</b>		<p><b>WW1 and Remembrance</b> What is Remembrance? What was a soldier's life like in World War 1? What was life like for the soldiers in the trenches in WW1? What was a typical day in the trenches like?</p>	<p><b>Great Fire of London- Did London really burn down?</b> <b>Samuel Pepys</b></p> <p>How did the fire start? Why did it spread so quickly? How did people try to stop the fire? How was London redesigned? Who was Samuel Pepys?</p>	<p><b>Amelia Earhart</b>-first woman to fly across the Atlantic</p>	<p><b>Castles Warwick Castle</b></p> <p>Why were castles so important? What are the features of a castle?</p>	

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<b>Geography</b>			<p><b>Human and physical features</b></p> <p>What are physical and human features? Can we give an example of each in our local area? Can we spot any human and physical features on a map?</p> <p><b>The continents and oceans of the world.</b></p> <p>Can you name 7 continents and 5 oceans of the world?</p>		<p><b>The importance of physical features for the location of castles.</b></p> <p>Why were castles so important? What are the features of a castle?</p>	<p><b>Geography Field Trip to the Rock Park</b></p>
<b>Art</b>	<p><b>Drawing</b> Drawing a Teddy Bear Tone, shade, shape</p>	<p><b>Painting</b> Looking at the artwork by Mondrian and using colour to recreate a piece of work</p>	<p><b>Drawing</b> A Tudor House</p>	<p><b>Collage</b> Tearing papers and matching colours to create a landscape – arctic, desert, rainforest</p>	<p><b>Artist Study</b> Bridget Riley</p>	<p><b>3D</b> Use malleable materials to construct tiles – 2D and 3D Clay shield Dragon's eye</p>
<b>DT</b>	<p><b>Structures</b></p>			<p><b>Mechanisms</b></p>		<p><b>Food – make a vegetable salad</b></p>
<b>PE</b>	<p>2.2 Mighty Movers (Running) 2.2 Ugly Bug Ball Dance</p>	<p>2.1 Multi-skills 2.1 Boot Camp</p>	<p>2.3 Skip to the Beat 2.3 Groovy Gymnastics</p>	<p>2.4 Brilliant Ball Skills 2.4 Gymfit Circuits</p>	<p>2.6 Active Athletics 2.6 Fitness Frenzy</p>	<p>2.5 Throwing and Catching 2.5 Cool Core (Strength)</p>
<b>Music</b>	<p><b>Charanga</b> Hands, feet, heart - charanga</p> <p>Melody, Harmony and Rhythm</p>	<p>Christmas nativity songs</p>	<p><b>Charanga</b> I wanna play in a band</p> <p>WYCNK Instruments and their families</p>	<p>Pulse, rhythms Percussion – body and instruments, not tuned Notation – reading and writing Composing &amp; recording Singing</p>	<p>Listening and appreciating- Orchestral sections – opera, tone poems, ballet etc – telling a story with music. E.g.</p>	<p>Further Listening and Appreciating Tuned Percussion Gamelan Bases Melo dies</p>

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					Peter and the Wolf –by Prokofiev - a fairytale in music Jazz – Louis Armstrong	
<b>PSHE</b>	<b>Citizenship</b> Rights, Rules and responsibilities	<b>Myself and My Relationships</b> Family and Friends Anti - Bullying	<b>Healthy and Safer lifestyles</b> Personal Safety <b>Healthy and Safer lifestyles</b> – Digital Lifestyles	<b>Healthy and safer lifestyles</b> Relationships and Sex Education	<b>Healthy and Safer Lifestyles</b> Drug education	<b>Myself and My Relationships</b> Managing Change <b>Healthy and Safer lifestyles</b> – Digital Lifestyles
<b>Visits/visitors/</b>		Visit to Harborough Museum and the Memorial Gardens	Samuel Pepys visit		Trip to Warwick Castle – usually in June	Visit to a local park