



“As unique individuals, we do our best at work and play for the love of God and others.”

Year 2 Curriculum Overview

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
RE The Vine and Branches	<u>Creation and Covenant</u>	<u>Prophecy and Promise</u>	<u>Galilee to Jerusalem</u>	<u>Desert to Garden</u>	<u>To the Ends of the Earth</u>	<u>Dialogue and Encounter</u>
Stimulus for writing	<p><u>Text:</u> Bog baby - Jeanne Willis <u>Outcome:</u> retell <u>Purpose:</u> to entertain <u>Audience:</u> peers</p> <p><u>Text:</u> The Bog Baby <u>Outcome:</u> instructions - how to look after a creature <u>Purpose:</u> to inform <u>Audience:</u> peers</p> <p><u>Theme:</u> Seasons <u>Outcomes:</u> poetry <u>Purpose:</u> to entertain <u>Audience:</u> KS2 Library</p>	<p><u>Text:</u> Vlad and the Great Fire of London - Kate Cunningham <u>Outcome:</u> retell <u>Purpose:</u> to entertain <u>Audience:</u> parents</p> <p><u>Theme:</u> The Great Fire of London <u>Outcome:</u> to retell <u>Purpose:</u> Chronological report <u>Audience:</u> peers</p> <p><u>Theme:</u> Ranger Dan Day <u>Outcome:</u> letter <u>Purpose:</u> thank you <u>Audience:</u> Range Dan</p>	<p><u>Text:</u> Oliver and Patch - Claire Freedman <u>Outcome:</u> to retell <u>Purpose:</u> to entertain <u>Audience:</u> classroom display</p> <p><u>Text:</u> <u>Little</u> Red and the Very Hungry Lion - Alex T Smith <u>Outcome:</u> to retell <u>Purpose:</u> to entertain <u>Audience:</u> Reception</p> <p><u>Text:</u> Tadpole's Promise - Jeanne Willis <u>Outcome:</u> non-chronological report <u>Purpose:</u> to inform <u>Audience:</u> peers</p>	<p><u>Text:</u> The Story of Ruby Bridges – Robert Cole <u>Outcome:</u> to retell <u>Purpose:</u> to entertain <u>Audience:</u> parents</p> <p><u>Text:</u> Nobot the Robot - Sue Hendra and Paul Linnet <u>Outcome:</u> to retell <u>Purpose:</u> to entertain <u>Audience:</u> peers</p> <p><u>Theme:</u> School Life <u>Outcome:</u> information leaflet <u>Purpose:</u> to inform <u>Audience:</u> new parents and children</p>	<p><u>Text:</u> The Great Snortle Hunt - Claire Freedman <u>Outcome:</u> to retell <u>Purpose:</u> to entertain <u>Audience:</u> peers</p> <p><u>Theme:</u> Safari Park Trip <u>Outcome:</u> leaflet <u>Purpose:</u> to inform <u>Audience:</u> Year 1</p> <p><u>Text:</u> Dear Earth - Isabel Otter <u>Outcome:</u> write a letter <u>Purpose:</u> to describe <u>Audience:</u> parents</p>	<p><u>Text:</u> The Bear and the Piano - David Litchfield <u>Outcome:</u> to retell <u>Purpose:</u> to entertain <u>Audience:</u> parents</p> <p><u>Theme:</u> Fairy Tales <u>Outcome:</u> to retell <u>Purpose:</u> to entertain <u>Audience:</u> Year 1</p> <p><u>Text:</u> Mr Men - Roger Hargreaves <u>Outcome:</u> to describe <u>Purpose:</u> to entertain <u>Audience:</u> their family</p>
SPAG	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge • Using subordination (when, if, that, because) • Using co-ordination (or, and, but) • Using subordination or coordination. <p><u>Phonics:</u></p>	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge • Expanded noun phrases for description • Sentences as a statement, question, command or explanation. • Sentences as a statement, question, command or explanation 	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge • Correct choice of present and past tense throughout writing • Correct choice of present and past tense throughout writing 	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling (contractions) • Apostrophes to mark singular possession in nouns 	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge <p><u>Phonics:</u></p> <ul style="list-style-type: none"> • Why does 'c' make the sound /s/ in some words? • How can I spell the sound /zh/? • What happens when I add the suffixes -ment, - 	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge <p><u>Phonics</u></p> <ul style="list-style-type: none"> • Why do some longer words have the spelling 'ti' for /sh/ • How do I use the possessive apostrophe (singular possession)?



	<p><u>Phase 5 review</u></p> <ul style="list-style-type: none"> • /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e- e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou • /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow • /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si • /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re • ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or • Words: people, eye, whole, through, improve, move, prove, shoe, two, who, beautiful, their, parents, thought, sure, once, again, any, many, friend, busy, pretty, because, laugh 	<p><u>Phonics:</u></p> <ul style="list-style-type: none"> • What do I need to know to think about spelling? • How do I use the Complete the code chart to help me to spell? • Why do I double letters at the end of words? • Why do I double letters in some longer words ending in -er? • Why do some words end in 'k' or 'ck'? • Why do some words end in 'ch' or 'tch'? • When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? • Why do I swap the 'y' for an 'i' when I add the suffix -ed? • Why do I drop the 'e' when I add the suffix -ing? 	<ul style="list-style-type: none"> • Use of the progressive form of verbs in the present and past tense <p><u>Phonics:</u></p> <ul style="list-style-type: none"> • Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? • Why do I drop the 'e' when I add the suffixes • Why do some words end 'ge' or 'dge'? • Why can /j/ be spelled 'j' or 'g' in different words? • Words: once, two, any, many • Homophones: knight/night – one/won – where/wear 	<p><u>Phonics:</u></p> <ul style="list-style-type: none"> • The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? • Why do I swap the 'y' for an 'i' when I add the suffix -es? • Why do some words have the spelling 'ey' for the sound /ee/? • Why do some words end -le, -al, -il or -el? • Words: who, whole, people, friend, move, improve • Homophones: our/hour – quite/quiet – sea/see – to/two/too 	<p>ness, -ful -less and -ly to a root word?</p> <ul style="list-style-type: none"> • How can I show missing letters in a word? • Words: beautiful, laugh, busy, pretty, parents, because • Homophones: here/hear – be/bee – bare/bear – they're/there/their 	<ul style="list-style-type: none"> • When do I swap, drop or double? (-ing, -er, - est, -y, -ed) • Words: eye, shoe, thought, through • Homophones: sun/son – whole/hole – blew/blue
<p>Maths White Rose</p>	<p><u>Place Value</u></p> <p><u>Addition and Subtraction</u></p>	<p><u>Addition and Subtraction</u></p> <p><u>Shape</u></p>	<p><u>Money</u></p> <p><u>Multiplication and Division</u></p>	<p><u>Multiplication and Division</u></p> <p><u>Length and Height</u></p> <p><u>Mass, capacity and temperature</u></p>	<p><u>Fractions</u></p> <p><u>Time</u></p>	<p><u>Statistics</u></p> <p><u>Position and Direction</u></p> <p><u>Consolidation</u></p>



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Science Developing Experts	<u>Animals, Including Humans 1 – Growth</u>	<u>Use of Everyday Materials</u>	<u>Animals, Including Humans 2 - Life Cycles</u>	<u>Living Things and Their Habitats</u>	<u>Living Things and Their Habitats – Habitats From Around the World</u>	<u>Plants</u>
Computing Kapow	<u>What is a Computer?</u> <u>Online Safety</u>	<u>Online Safety</u>	<u>Word Processing</u> <u>Online Safety</u>	<u>Online Safety</u>	<u>Stop Motion</u>	<u>Online Safety</u>
Art	<u>Drawing: Understanding tone and texture</u>		<u>Painting and mixed media: Life in colour</u>		<u>Sculpture and 3D: Clay houses</u>	
DT		<u>Food Technology – Crudities and Dip</u>		<u>Mechanical Systems – Moving Vehicles</u>		<u>Structures – Marble Run</u>
History		<u>Bonfire Night and the Great Fire of London</u>		<u>Our Local Heroes</u>		<u>Holidays</u>
Geography	<u>Weather</u>		<u>UK and Kenya</u>		<u>Our Wonderful World</u>	
Music		<u>Music</u> • Explore pitch and dynamics. • Recognise simple notation • Play the glockenspiel using notes C, D and E. • Improvise and compose • Listen to music		<u>Music</u> • Explore pitch and dynamics. • Recognise simple notation • Play the glockenspiel using notes C, D and E. • Improvise and compose • Listen to music		<u>Music</u> • Explore pitch and dynamics. • Recognise simple notation • Play the glockenspiel using notes C, D and E. • Improvise and compose • Listen to music
PE Rising Stars Champions	<u>Gymnastics:</u> <u>Fitness: Skip to the beat!</u>	<u>Sport: Dance</u> <u>Fitness: Gymfit circuits</u>	<u>Sport: Brilliant ball skills</u> <u>Mighty Movers</u>	<u>Sport: Multi-skills</u> <u>Fitness: Boot camp</u>	<u>Sport (Cricket): Throwing and catching</u> <u>Fitness: Cool core (strength)</u>	<u>Sport: Active athletics</u> <u>Fitness: Fitness frenzy</u>
RSHE Ten Ten	<u>Emotional Wellbeing</u> • Feelings likes and dislikes • Feeling Inside Out	<u>Life Cycles</u> • Beginnings and Endings *Death and Grief	<u>Personal Relationships</u> • Special People • Treat Others Well	<u>Keeping Safe</u> • Physical Contact • Harmful Substances	<u>Living in the Wider World</u> • Who Will I Be?	<u>End of Key Stage Discussion/ Questions</u>



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	<ul style="list-style-type: none">• Super Susie gets Angry	<ul style="list-style-type: none">• Change is All Around• Classroom Shorts <p><u>Living in the Wider World</u></p> <ul style="list-style-type: none">• Needs and Wants	<ul style="list-style-type: none">• And Say Sorry	<ul style="list-style-type: none">• Can you help me?	<ul style="list-style-type: none">• Needs and Wants• Classroom Shorts	
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