

Long Term Curriculum Overview – Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Healthy Me	Discovering Detectives	Dungeons and Dragons		Ready, Steady, Sow	Jungle Fever
Key Texts	The Colour Monster The Twits Poetry books Handa's Surprise	The Emperor's Egg Variety of non-fiction texts Harvey Schlumferberger's Christmas Present	Princess and dragons unite! (Twinkl) The Boy who Grew a Dragon George and the Dragon			The Great Kapok Tree – Lynne Cherry
English	Description Recount Grammar and punctuation Read Write Inc phonics	Instructions Non-fiction texts Grammar and punctuation Read Write Inc phonics	Story Writing Newspaper Reports Grammar and punctuation Read Write Inc phonics Letter writing			
Cross Curricular writing	Sentence structure across all curriculum areas Free recording Creating menus and posters	Free recording Writing instructions Cards Creating Fact Files	Free recording Creating tables of information Creating Fact Files			
Maths	Place Value	Addition and subtraction	Money Multiplication and Division			
Science To ask simple questions and recognise that they can be answered in different ways To observe closely, using simple equipment To perform simple tests To identify and classify	Animals including Humans <ul style="list-style-type: none"> To notice that animals, including humans, have offspring which grow into adults 	Materials <ul style="list-style-type: none"> To identify and compare the suitability of a variety of everyday materials, including wood, 	Living Things and Their Habitats <ul style="list-style-type: none"> To explore and compare the differences between things that are living, dead, and things that have never been alive To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of 		Plants <ul style="list-style-type: none"> To find out and describe how plants need water, light and a suitable temperature to grow and stay 	Living Things and Their Habitats <ul style="list-style-type: none"> To describe how animals obtain their food from plants and other animals, using the idea of a simple

To use their observations and ideas to suggest answers to questions

To gather and record data to help in answering questions

- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Working scientifically

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
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- metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Working scientifically

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animals and plants, and how they depend on each other

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healthy observe and describe how seeds and bulbs grow into mature plants

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food chain, and identify and name different sources of food

Plants

- To identify and name a variety of plants and animals in their habitats, including microhabitats

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	help in answering questions	<ul style="list-style-type: none"> gathering and recording data to help in answering questions 			
History	Lives of significant individuals <ul style="list-style-type: none"> To learn about the lives of significant individuals in the past who have contributed to national and international achievements. (Pieter Bruegal the Elder and LS Lowry) 		Lives of significant individuals <ul style="list-style-type: none"> To learn about the lives of significant individuals in the past who have contributed to national and international achievements. David Attenborough? Patron Saints 	Significant events in the local area <ul style="list-style-type: none"> Significant historical events, people and places in their own locality (William Carey/Charles Wicksteed) 	
Geography <i>Throughout KS1-identify seasonal and daily weather patterns in the United Kingdom</i> <i>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i> <i>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</i>		Geographical skills and fieldwork <ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of 	Locational Knowledge <ul style="list-style-type: none"> To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Geographical skills and fieldwork (revisit) <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, 	Locational Knowledge <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans 	Human and Physical Geography <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical skills and fieldwork Use basic geographical vocabulary to refer to:

		features and routes on a map			<ul style="list-style-type: none">➤ Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather➤ Key human features including city, town, village, factory, farm, house, office, port, harbour and shop
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<p>RE</p>	<p>Is it possible to be kind to everyone all of the time?</p> <p>AT1</p> <ul style="list-style-type: none"> Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions Retell some of the religious and moral stories from the Bible and at least one other religious texts or special books Begin to understand what it looks like to be a person of faith Pupils begin to use key words and vocabulary related to Christianity and at least one other religion <p>AT2</p> <ul style="list-style-type: none"> Talk and find meanings behind 	<p>Why do Christians believe God gave Jesus to the world?</p> <p>Concept: Incarnation</p> <p>AT1</p> <ul style="list-style-type: none"> Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions Retell some of the religious and moral stories from the Bible and atleast one other religious texts or special books Begin to understand what it looks like to be a person of faith Pupils begin to use key words and vocabulary related to Christianity and at least one other religion <p>AT2</p>	<p>How important is it for Jewish people to do what God asks them to do?</p> <p>AT1</p> <ul style="list-style-type: none"> Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions Retell some of the religious and moral stories from the Bible and atleast one other religious texts or special books Begin to understand what it looks like to be a person of faith Pupils begin to use key words and vocabulary related to Christianity and at least one other religion <p>AT2</p> <ul style="list-style-type: none"> Talk and find meanings behind 	<p>How important is it to Christians that Jesus came back to life after his crucifixion?</p> <p>Concept: Salvation</p> <p>AT1</p> <ul style="list-style-type: none"> Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions Retell some of the religious and moral stories from the Bible and atleast one other religious texts or special books Begin to understand what it looks like to be a person of faith Pupils begin to use key words and vocabulary related to Christianity and at least one other religion <p>AT2</p> <ul style="list-style-type: none"> Talk and find meanings behind 	<p>How special is the relationship Jews have with God?</p> <p>AT1</p> <ul style="list-style-type: none"> Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions Retell some of the religious and moral stories from the Bible and atleast one other religious texts or special books Begin to understand what it looks like to be a person of faith Pupils begin to use key words and vocabulary related to Christianity and at least one other religion <p>AT2</p> <ul style="list-style-type: none"> Talk and find meanings behind 	<p>What is the best way for a Jew to show commitment to God?</p> <p>AT1</p> <ul style="list-style-type: none"> Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions Retell some of the religious and moral stories from the Bible and atleast one other religious texts or special books Begin to understand what it looks like to be a person of faith Pupils begin to use key words and vocabulary related to Christianity and at least one other religion <p>AT2</p> <ul style="list-style-type: none"> Talk and find meanings behind
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	<p>different beliefs and practices</p> <ul style="list-style-type: none">• Suggest meanings of some religious and moral stories• Ask and respond to questions about what individuals and faith communities do• Express their own ideas opinions and talk about their work creatively using a range of different medium	<ul style="list-style-type: none">• Talk and find meanings behind different beliefs and practices• Suggest meanings of some religious and moral stories• Ask and respond to questions about what individuals and faith communities do• Express their own ideas opinions and talk about their work creatively using a range of different medium	<p>different beliefs and practices</p> <ul style="list-style-type: none">• Suggest meanings of some religious and moral stories• Ask and respond to questions about what individuals and faith communities do• Express their own ideas opinions and talk about their work creatively using a range of different medium	<p>different beliefs and practices</p> <ul style="list-style-type: none">• Suggest meanings of some religious and moral stories• Ask and respond to questions about what individuals and faith communities do• Express their own ideas opinions and talk about their work creatively using a range of different medium	<p>different beliefs and practices</p> <ul style="list-style-type: none">• Suggest meanings of some religious and moral stories• Ask and respond to questions about what individuals and faith communities do• Express their own ideas opinions and talk about their work creatively using a range of different medium	<p>different beliefs and practices</p> <ul style="list-style-type: none">• Suggest meanings of some religious and moral stories• Ask and respond to questions about what individuals and faith communities do• Express their own ideas opinions and talk about their work creatively using a range of different medium
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Art	<p style="text-align: center;">Drawing Painting</p> <p>Pieter Bruegal the Elder and Lowry</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p style="text-align: center;">Georgia O’Keefe- painting</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p style="text-align: center;">Sculpture(Link with DT)</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p style="text-align: center;">Collage/Mosaic</p> <ul style="list-style-type: none"> • Antoni Gaudi • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To use a range of materials creatively to design and make products 	
DT	Food-healthy eating To:-		To:- Sculpture (link with Art)		Mechanisms

	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, 		<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria 		<p>Lighthouses (moving parts)</p> <p>To:-</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including
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	<p>according to their characteristics</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria 				<p>construction materials, textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products 	
<p>Music</p>	<p>Hands, Feet, Heart</p> <ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speaking chants and rhymes • To play tuned and untuned instruments musically • To listen with concentration and understanding to a range of high-quality live and recorded music • To experiment with, create, select and combine sounds using the inter-related 	<p>Ho, Ho, Ho</p> <ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speaking chants and rhymes • To play tuned and untuned instruments musically • To listen with concentration and understanding to a range of high-quality live and recorded music • To experiment with, create, select and combine sounds using the inter-related 	<p>I wanna play in a band</p> <ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speaking chants and rhymes • To play tuned and untuned instruments musically • To listen with concentration and understanding to a range of high-quality live and recorded music • To experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Zootime</p> <ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speaking chants and rhymes • To play tuned and untuned instruments musically • To listen with concentration and understanding to a range of high-quality live and recorded music • To experiment with, create, select and combine sounds using the inter-related 	<p>Friendship Song</p> <ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speaking chants and rhymes • To play tuned and untuned instruments musically • To listen with concentration and understanding to a range of high-quality live and recorded music • To experiment with, create, select and combine sounds using the inter-related 	<p>Reflect, Rewind, Replay</p> <ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speaking chants and rhymes • To play tuned and untuned instruments musically • To listen with concentration and understanding to a range of high-quality live and recorded music • To experiment with, create, select and combine sounds using the inter-related

	dimensions of music	dimensions of music		dimensions of music	dimensions of music	dimensions of music
PE	<p>Team Building</p> <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending (NC) Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. 	<p>Fundamentals</p> <ul style="list-style-type: none"> Master basic movements including running and jumping and developing balance, agility and co-ordination, and begin to apply these in a range of activities (NC) Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements 	<p>Gymnastics</p> <ul style="list-style-type: none"> Master basic movements including running and jumping and developing balance, agility and co-ordination, and begin to apply these in a range of activities (NC) Pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of 	<p>Dance</p> <ul style="list-style-type: none"> Perform dances using simple movement patterns (NC) Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. 	<p>Ball Skills</p> <ul style="list-style-type: none"> Master basic movements including throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (NC) Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks. 	<p>Athletics</p> <ul style="list-style-type: none"> Master basic movements including running and jumping, throwing and catching, and developing balance, agility and co-ordination, and begin to apply these in a range of activities (NC) Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.

		<p>for their own and others' skills and identify areas of strength.</p> <ul style="list-style-type: none"> • Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas. 	<p>shapes, levels and directions.</p> <ul style="list-style-type: none"> • They learn to work safely with and around others and whilst using apparatus. 			<ul style="list-style-type: none"> • They are given opportunities to work collaboratively as well as independently. • They learn how to improve by identifying areas of strength as well as areas to develop.
Computing	<p>Information Technology Around Us</p> <ul style="list-style-type: none"> • To recognise the uses and features of information technology • To identify information technology in the home • To identify information technology beyond school • To explain how information technology benefits us • To show how to use information technology safely • To recognise that choices are made 	<p>Digital Photography</p> <ul style="list-style-type: none"> • To know what devices can be used to take photographs • To use a digital device to take a photograph • To describe what makes a good photograph • To decide how photographs can be improved • To use tools to change an image • To recognise that images can be changed 	<p>Robot Algorithms</p> <ul style="list-style-type: none"> • To describe a series of instructions as a sequence • To explain what happens when we change the order of instructions • To use logical reasoning to predict the outcome of a program (series of commands) • To explain that programming projects can have code and artwork • To design an algorithm • To create and debug a program that I have written 	<p>Pictograms</p> <ul style="list-style-type: none"> • To recognise that we can count and compare objects using tally charts • To recognise that objects can be represented as pictures • To create a pictogram • To select objects by attribute and make comparisons • To recognise that people can be described by attributes • To explain that we can present information using a computer 	<p>Making Music</p> <ul style="list-style-type: none"> • To say how music can make us feel • To identify that there are patterns in music • To describe how music can be used in different ways • To show how music is made from a series of notes • To create music for a purpose • To review and refine our computer work 	<p>An introduction to quizzes</p> <ul style="list-style-type: none"> • To explain that a sequence of commands has a start • To explain that a sequence of commands has an outcome • To create a program using a given design • To change a given design • To create a program using my own design • To decide how my project can be improved

	<p>when using information technology</p> <ul style="list-style-type: none"> • 					
PSHE	<p>Jigsaw Being Me in My World</p>	<p>Jigsaw <ul style="list-style-type: none"> • Celebrating Difference (Anti-Bullying Week) </p>	<p>Jigsaw Dreams and Goals</p>	<p>Jigsaw Healthy Me</p>	<p>Jigsaw Relationships</p>	<p>Jigsaw Changing Me</p>
Visits/Visitors	<p>Walk to the Parish Church or the Art Gallery. Walk around the local area</p>		<p>Drama visitors into school</p>	<p>Rockingham Castle?</p>		