



Tankersley C of E (A) Primary School

Year 2 – Curriculum Overview

This shows breadth and coverage of subject areas based on our school's schemes of work.

Subjects	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
English	<p>* Instructions –: Pumpkin Soup</p> <p>* Recount - Trip to Twycross Zoo</p> <p>*Stories with familiar settings The Tiger and the Jackal, The Tiger Child, The day the rains fell, Gorilla, Zoo.</p> <p>*Poetry - Rumble in the jungle</p> <p>*Drama: Habitat Jungle Hassle – Science based community drama</p>	<p>*Instructions – The Star that fell 2,</p> <p>*Stories with familiar settings – The Star that Fell 1, Starlight</p> <p>* Christmas Stories - Harvey</p> <p>Slumfenburger's Christmas Present, Hurry Santa!</p>	<p>Non-chronological reports:</p> <p>* Your amazing body.</p> <p>Recount:</p> <p>* Visit to Eureka</p> <p>Topic related:</p> <p>*Funny Bones</p> <p>*Dem Bones</p> <p>*Florence Nightingale.</p> <p>The Juicy Sweet Factory.</p>	<p>Traditional stories:</p> <p>*The Fisherman and his wife</p> <p>*The 3 Billy Goats Gruff</p> <p>*The Gingerbread man</p> <p>*The Three Little Pigs</p> <p>*Cinderella</p> <p>*Chicken Little</p> <p>* The boy who cried wolf.</p> <p>*Hansel and Gretel</p>	<p>Different stories by the same author:</p> <p>*The Park in the Dark – Martin Waddell</p> <p>*Can't you sleep Little Bear – Martin Waddell</p> <p>*Collection of Martin Waddell books</p> <p>*Author study.</p>	<p>Stories with familiar settings:</p> <p>*Katie Morag and the two Grandmothers</p> <p>*Katie Morag delivers the mail</p> <p>*Katie Morag and the Tiresome Ted</p> <p>*Katie Morag and the Big Boy Cousins</p> <p>*Katie Morag and the riddles.</p> <p>Recount:</p> <p>*Scarborough Sealife Centre</p>
	<ul style="list-style-type: none"> • RWI Spelling scheme taught daily • Nelson Handwriting • Guided Reading session plans for each group • RWI Phonics taught daily to less able children 					
Mathematics	<p>Place value. Recognise the place value of each digit in a two digit number (tens, ones)</p> <p>Identify, represent and estimate numbers to 100 using different representations including the number line.</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs.</p> <p>Use place value and number facts to solve problems.</p> <p>Addition/Subtraction Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p>	<p>Measurement: Length & Mass Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit, using rulers and scales.</p> <p>Compare and order length and mass and record the results using >, < and =.</p> <p>Multiplication & Division</p> <p>Graphs Ask and answer simple</p>	<p>Measurement: Money</p> <p>Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>Geometry: Properties of shape</p>	<p>Number Fractions</p> <p>Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.</p> <p>Recognise the equivalence of 2/4 and 1/2.</p> <p>Write simple fractions for example 1/2 of 6 = 3.</p> <p>Write simple fractions for example 1/2 of 6 = 3.</p>	<p>Measurement: Time</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour & the number of hours in a day.</p> <p>Compare and sequence intervals of time.</p> <p>Measurement: Capacity, Volume and Temperature Choose and use appropriate standard units to estimate and measure capacity (l/ml) and temperature (oC) to the nearest</p>	<p>Post SATs Project Work</p>

	<p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p>	<p>questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Multiplication & Division Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>	<p>Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Compare and sort common 2D and 3D shapes and everyday objects.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces</p> <p>Compare and sort common 2D and 3D shapes and everyday objects.</p> <p>Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p>		<p>appropriate unit, using thermometers and measuring vessels. Compare and order volume/capacity & record the results using >, < and =.</p>	
Science	<p>Habitats/ All living things – comparing animals and plants found locally with those in contrasting habitats – jungle/polar regions/desert</p> <p>Food chains</p> <p>Parts and functions of a plant</p>	<p>Sources of light & Electrical safety</p> <p>Natural/man-made light sources/ battery and mains powered/ Electrical safety/Basic circuits/ Michael Faraday</p>	<p>Animals including humans – senses/ healthy lifestyles/eating/dental hygiene/Nursing/ Hospitals</p>	<p>Materials and their everyday uses – changing materials/ properties of materials and their uses</p>	<p>Plants – observe and describe how seed and bulbs grow into plants/ investigate how plants need water, light and a suitable temperature to grow and stay healthy</p>	

Computing	Unit 2.1 Coding (5wks)	Unit 2.6 Creating Pictures (5 wks)	Unit 2.2 Online Safety (2 wks) Unit 2.5 Effective Searching (3 wks)	Unit 2.7 Making Music(3 wks) Unit 2.8 Presenting Ideas (4 wks)	Unit 2.3 Spreadsheets (4 wks)	Unit 2.4 Questioning (5 wks)
R.E.	Family Celebrations What are special occasions in a Christian's life? Baptism, Wedding, & Confirmation. How do Christians celebrate harvest? What is the meaning of the word commitment? How do Christians show this?	Jewish & Christian Festivals Why do Jewish people celebrate Hanukah? Why do Jewish people celebrate Hanukah? Menorah & Christingle candle. What do symbols mean to me and my family? What is the meaning of the Christmas story?	Miracles of Jesus What is faith? How did Jesus perform miracles? Why were people drawn towards Jesus? What lengths were people prepared to go to in order to meet with Jesus? Why is faith important? Why did the disciples have a strong enough faith to follow Jesus?	Jewish Worship What is a Synagogue? What does a Synagogue look like inside? What is the Torah? Why is it special to Jews? What are the ten commandments? Why are they relevant to the Torah scroll? Why is Easter a special time for Christians? What are the main events in Holy Week?	Jewish Worship What is the role of a Rabbi? What does a Rabbi wear? Who was Joseph? Why was his coat significant? What are the main points of the story of Queen Esther? What happened to Jericho? Who was Moses? What did God ask him to do? How did Joshua and Moses step out in faith?	Awe & Wonder What does awe and wonder mean? How can the environment be damaged? Why should we care for the natural world? What is special about the birth of a baby? How did God create the world? What happened on each day of Creation? Why did God send a flood?
PE	Gymnastics	Gymnastics	Dance	Dance	Games	Games
Creative Curriculum focus	Jungle/Animal Habitats	Festivals & Celebration	Marvellous Medicine	Fire of London KS1 SAT		An Island Home
Geography	Contrasting Locality overseas – Mexico - Tocuaro			London – looking at significant buildings/ aerial photographs		An Island home – contrasting locality in UK Isle of Coll
History		Remembrance Day – significance of the poppy Bonfire Night – Guy Fawkes	Florence Nightingale/Mary Seacole – research the lives and work of these significant people.	Fire of London significant event in British history		

<p>Art</p>	<p>*Identify differences in natural forms, using a camera take close up photographs. *Make sketches of these natural forms. *Look at <i>Acanthus</i> wallpaper, 1875 designed by <i>William Morris</i>, work by <i>Georgia O'Keeffe</i>-white trumpet flower 1932 and <i>Henri Matisse</i> - Tiger in a storm. *Enlarge previous drawings to a bigger scale and become more aware of space and design elements.</p>			<p>*Make rubbings of natural and man made materials to explore surface textures of buildings. *Print with a variety of objects. *Create a collage of the city of London on fire. *Create a model of the city of London from 1666. *Discuss what happens in various buildings and what materials have been used to build them. *Create a secret code like that of Samuel Pepys.</p>	<p>*Use a section of an image to extend imagination. *Create quick sketches of a scene. *Practice colour mixing ready to start painting. *Create a composition with Charcoal. *Show an understanding of scale. *Draw a picture of a path leading into the distance-perspective.</p>	
<p>D&T</p>		<p>Puppets – designing and sewing a star shaped hand puppet</p>	<p>Winding up – designing a winding mechanism – Incy Wincey spider/Well</p>			<p>Vehicles – design and make a junk model vehicle from the Isle of Coll/Struay</p>
<p>C&N</p>	<p><u>Mexican dishes</u> – tacos, stew, salad, tostadas, fajitas, vegetable wraps, tortilla chips Make - Tortillas</p>	<p><u>Bonfire Night</u> – soup, sausage rolls, toffee apples, baked potatoes, toffee <u>Christmas</u> – mince pies, ginger-bread biscuits Make – Toffee Make – Mince pies</p>	<p><u>Hospital Meals</u> – planning & making balanced diet dishes Make – A simple balanced meal</p>	<p>Cooked meats (eaten in Chop Houses) Bananas & pineapples introduced Drinking chocolate, tea & coffee Most people ate bread, cheese & onions with pottage (with added vegetables & meat) being part of the daily diet Make – A range of cooked meats</p>	<p>Fish dishes Make – A fish dish of choice</p>	

<p>Music & Drama</p>	<p>Jolly music scheme *Learn songs and rhymes using different voices</p> <p>*Perform in a group and individually</p> <p>*Perform with accurate pitch and pulse when singing</p> <p>*Body percussion</p>	<p>Christmas performance *Learn to sing the songs for the nativity</p> <p>*Sing as part of a group with accurate pitch, appropriate dynamics and tempo</p> <p>*Develop performing skills</p>	<p>Music and drama Florence Nightingale *Learn to sing songs about Florence Nightingale</p> <p>*Use music to acquire new knowledge about the topic</p> <p>*Develop vocal skills</p>	<p>Music and drama special assembly: The Great fire of London</p> <p>*Learn to sing the songs for the special assembly and perform to an audience</p> <p>*Revise and develop vocal technique</p> <p>* Use music to acquire new knowledge about the topic</p>	<p>Animal magic *Learn about musical instruments through the story of Peter and the Wolf by Sergei Prokofiev.</p> <p>*Learn about different families of instruments and their typical features.</p> <p>*Perform songs with an animal theme</p>	<p>Vocal skills & composing *Learn to sing rounds with good vocal technique and awareness of different parts</p> <p>*Compose new rounds by changing the lyrics of existing rounds</p> <p>*Work and perform in groups</p>
<p>P.H.S.C.E.</p>	<p><u>Rules of Law and Responsibilities</u></p> <p>Help make our class rules. Talk about the groups and communities we belong to Offer constructive support and feedback to others. Know how our behaviour affects other people. Know what is fair and unfair, kind and unkind, right and wrong. Know how we can contribute to the life of the classroom.</p>	<p><u>Tolerance and Respect</u></p> <p>Know that there are different types of teasing and bullying, that these are wrong and unacceptable. Resist teasing or bullying. If we experience or witness it we know how to get help. Understand people's bodies and feelings can be hurt and know what makes us feel comfortable and uncomfortable. Share our feelings and recognise how others show their feelings. Know ways to keep safe on the road, in our environments and online. Understand that we share a responsibility</p>	<p><u>Aiming High</u></p> <p>Understand the importance of and how to maintain personal hygiene. Know how some diseases are spread and they can be controlled. Know the responsibilities we have for our own health and that of others. Know about the process of growing from young to old and how people's needs change. Discuss growing and changing and the new opportunities and responsibilities that independence may bring. Know that household products, including</p>	<p><u>Understanding Ourselves</u></p> <p>Identify our special people (family, friends, carers). Say what makes them special and how special people should care for one another. Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). Talk about people who look after us. Know who to go to if we are worried and how to attract their attention. Think about ourselves and learn from our</p>	<p><u>Making Positive Choices</u></p> <p>Know what makes a healthy lifestyle. Discuss the benefits of physical activity, rest, healthy eating and dental health. Know what we like and dislike and how to make real, informed choices that improve our physical and emotional health. Recognise that choices can have good and not so good consequences. Know what improves and harms my local, natural and built environments and talk about the ways people look after them. Take part in discussions with one other person and the whole class. Know people and other living things have needs and that we have responsibilities to meet</p>	<p><u>Money Matters</u></p> <p>Know about the role money plays in our life. Think about how to manage our money and keep it safe. Know money comes from different sources and can be used for different purposes. Listen to other people and play and work cooperatively Discuss change and loss and the how we may feel. Make choices about spending our money and discuss what influences our choices.</p>

		for keeping ourselves and others safe. Know when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'	medicines, can be harmful if not used properly Name the main parts of the body. Discuss the similarities and differences between boys and girls.	experiences. Recognise and celebrate our strengths and set simple but challenging goals. Know the difference between secrets and surprises. Share our opinions and explain our views through discussions with one other person and the whole class.	them. Know it is important to take turns, share and return borrowed things.	
Educational Visits	Twycross Zoo		Eureka			Scarborough Sea life Centre / beach