

YEAR 2 CURRICULUM

	Autumn	Spring	Summer
Literacy	<ul style="list-style-type: none"> • Reading stories with familiar settings e.g. about school and home. • Reading and writing instructions. Linked to science topic of plants • Reading and writing information texts linked to history. • Reading Poems. 	<ul style="list-style-type: none"> • Reading traditional stories and stories from other cultures. • Reading and writing explanations. • Poems by significant poets. 	<ul style="list-style-type: none"> • Reading different stories from the same author (Roald Dahl). • Nonsense Poetry. • Reading information books. Look at books about animals/general interest. Discuss how the book is set out. Look at the contents page and indexes.
Numeracy	<ul style="list-style-type: none"> • Numbers within 100 • Add and subtract 2 digit numbers • Measuring length • Graphs • Multiplication and division (2, 5 and 10 times tables) 	<ul style="list-style-type: none"> • Time • Add and subtract 2 digit numbers • Money • Shape • Fractions 	<ul style="list-style-type: none"> • Numbers within 1000 • Add and subtract 2 digit and 3 digit numbers • Capacity and volume • Mass • Time • Multiplication and division
Science	<ul style="list-style-type: none"> • Plants Observe and describe how seeds and bulbs grow. Investigate the conditions plants need to grow. • Uses of everyday materials Identify and compare the suitability of different materials. Investigate the properties of materials. 	<ul style="list-style-type: none"> • Animals including humans Describe the basic needs of animals for survival. Observe how different animals grow. Human lifecycle. • Working scientifically (being able to observe and question, record and gather data, perform simple tests and answer questions) 	<ul style="list-style-type: none"> • Living things and their habitat Explore and compare the difference between things that are living, dead and things that have never been alive. Identify and name plants and animals in their habitats. Describe simple food chains. • Working scientifically – linked to seasonal changes
(History / Geography)	<p>How did people care for each other in the past? History</p> <ul style="list-style-type: none"> • Florence Nightingale & Mary Seacole. Find out about nursing and what it means to work in a hospital today and in the past. 	<p>Where in the world is the UK? Geography (Locational knowledge)</p> <ul style="list-style-type: none"> • Name the countries and capital cities in the UK • Identify and locate the continents and oceans of the world • Use maps and atlases to develop mapping skills. 	<p>How do people live in different parts of the world? Geography comparative study</p> <ul style="list-style-type: none"> • Comparing living in London to living on an Island. • Compare transport, homes, diet, local jobs
PSHE	<ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference 	<ul style="list-style-type: none"> • Dreams and Goals • Healthy Me 	<ul style="list-style-type: none"> • Relationships • Changing Me
Religious Education	<ul style="list-style-type: none"> • Community and Christmas Light 	<ul style="list-style-type: none"> • Islam and Easter 	<ul style="list-style-type: none"> • Prayer and Jesus the Teacher
Computing	<ul style="list-style-type: none"> • Sequencing instructions • Story creator 	<ul style="list-style-type: none"> • Animation • Web research 	<ul style="list-style-type: none"> • Data Handling

Design and Technology & Art	<ul style="list-style-type: none"> Vehicles. Designing and making their own vehicle. Art: Buildings. 	<ul style="list-style-type: none"> Winding up toys. Design and make a toy with a wind up mechanism 	<ul style="list-style-type: none"> Bag designers Art: Mother Nature.
PE	Games and Dance	Gym and Games	Athletics, Dance and Gym
Music	<ul style="list-style-type: none"> Exploring long sounds and short sounds (rhythm) Establishing pulse What is pitch in music? Developing singing skills 	<ul style="list-style-type: none"> Noticing repeating patterns in music (ostinato) Playing simple melodies on tuned percussion Continuing to develop singing skills 	<ul style="list-style-type: none"> creating graphic scores Choosing instruments to create a soundscape Continuation of singing skills e.g. simple part songs and rounds; call and response