

Crawley Down Village C of E School

Year 2 Curriculum Overview



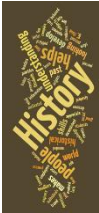
Crawley Down Village C of E School aspires to be a learning community where love and respect are at the heart of all we do. We aim to be a school that lives life in all its fullness; encouraging and supporting each other to be the best we can be.

Learning together, flourishing together: "With God, all things are possible." Matthew 19:26

Y2	Autumn London's burning	Spring Africa	Summer What a wonderful world!
Key Texts 	Katie in London The Big Night (A video from literacy shed) Vipers: Toby in London, Vlad and the great fire of London.	Anansi and the Sky God Meerkat Mail Vipers: One day on our blue planet, Non-fiction texts about Africa.	Someone Swallowed Stanley What a Waste Vipers: Smiley shark, Commotion in the ocean, A planet full of plastic, Michael recycle.
English 	Writing purposes: Writing to inform • Explanatory text about the London landmarks (Katie in London) • Fact file about Great Fire of London • Recount events of the Great Fire of London – Samuel Pepys Writing to entertain • Story writing with a focus on description • Diary writing in character role (star on stage) Toby in London Handwriting: We will be focusing on developing handwriting to move from printed cursive script to joined up in the autumn term. We will continue to work developing joined up writing throughout the year. Proof reading: We will be developing our proof reading skills to check our writing makes sense. As the year progresses we will check for punctuation. Editing: We will be assessing the effectiveness of our writing based upon its intended purpose and audience. Spelling: We will be working on Stage 3 Song of Sounds phonics. We will also be working on the Year 2 spelling word list. Reading: We read a variety of texts to develop vocabulary, inference, prediction, explanation, retrieval and sequencing skills (VIPERS). Phonics: We will be recapping and consolidating phonics using Song of Sounds Stage 1 and 2 and learning Stage 3.	Writing purposes: Writing to entertain • Senses poem about lions • story writing with a focus on character (Meerkat Mail) • Writing to entertain • Story writing with a focus on description (Anansi and the sky god) • Writing to inform: • Recount events from an African adventure (Meerkat Mail)	Writing purposes: Writing to entertain • Someone Swallowed Stanley focussing on character description • Someone Swallowed Stanley focussing on setting description • Poetry (riddles) Writing to inform: • focussing on water pollution in a fact file • instruction writing on creating moving picture • letter informing why we shouldn't litter

Maths 	- Place Value - Number bonds - Addition and subtraction (2 digit plus 1 digit) - Addition and subtraction (2 digit plus 2 digit) - Addition and subtraction (crossing through tens) - Multiplication and division	- Money - Shape - Fractions - Time - Revision of the four operations	- Measure - Position and direction - Statistics - Mass and Capacity
Science 	Use of Everyday Materials: - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. - They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. - Find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.	Animals Including Humans: - Notice that animals, including humans, have offspring which grow into adults - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Plants: - Observe and describe how seeds and bulbs grow into mature plants <i>Develop skills learned in Year 1</i> - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Living things and their habitats: - Explore and compare the differences between things that are living, dead, and things that have never been alive - 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 animals and plants, and how they depend on each other - Identify and name a variety of plants and animals in their habitats, including microhabitats - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
RE Understanding Christianity 	Christianity <i>Why is belonging to God and the church family important to Christians?</i> - Children should know that Christians believe: - They are part of a church family. - Christening / baptism is a special welcome into the Christian family. - Presents are given to help the baby grow up as a Christian.	Judaism Why is learning to do good deeds so important to Jewish people? Children should be able to: Tell a Jewish story and say some things that people believe Talk about some of the things that that are the same for different religious people	Christianity What is the good news Jesus brings? Children will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. Children will know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God.

	It is important to welcome people to church because Jesus always welcomed people. • Pupils know that Christians believe that Jesus is God. They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was • born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts. • Pupils use the term incarnation. They can talk about examples of how this theme has been explored in art and music (including hymns) by Christians. Christianity Why does Christmas matter to Christians? (Digging Deeper) Children should know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king in Matthew) and that he came to bring good news (for example, to the poor, in Luke). Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	Say what some Jewish symbols stand for or some of the art (music, etc) is about Talk about some things in stories that make people ask questions Talk about what is important to me and to others with respect for their feelings Christianity What are the best symbols of Jesus' death and resurrection at Easter? Children should be able to retell Easter stories and say some things Christians believe about Jesus Talk about what has made other people feel hurt or angry, excited or joyful Talk about things in the Easter story that make them, or others, ask questions Talk about what is important to me to celebrate and why Easter is important to me / others	Children know the story of the calling of Matthew the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless. Pupils know that Christians will pray to God prayers to say sorry to ask for things to say thank you. Islam How do some Muslims show Allah is compassionate and merciful? Children will be able to tell a story about Muhammad and an animal and say some things Muslims believe about being compassionate. Talk about some of the things that are the same for different Muslims at Ramadan e.g. eating early, fasting, breaking the fast Say that a crescent moon and star are symbols of Islam and what looking for the new moon at Eid-ul-Fitr is about Ask respectful questions about what it is like to fast and why Muslims do it .
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Geography 	Place knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. - <i>London</i> Human and physical geography: Use basic geographical vocabulary to refer to key physical features of a town, city, village, factory, office and shop. - <i>Revisit village, town and city from Year 1</i> Geographical Skills and fieldwork: Use simple fieldwork and observation skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Devise a simple map and use and construct basic symbols and a key. - <i>Crawley Down and London</i> Use aerial photographs and plan perspectives to recognise land marks and basic human and physical features. - <i>Build upon use of aerial photographs from Year 1</i>	Locational knowledge: Name, locate and identify characteristics of the four countries and capital cities of the UK (England, Wales, Scotland, Northern Ireland) and its surrounding seas. Place knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. - <i>Crawley Down</i> Geographical Skills and fieldwork: Use world maps, atlases and globes to identify the UK and its countries. Human and physical geography: Use basic geographical vocabulary to refer to seasons and weather. Use basic geographical vocabulary to refer to key physical features of a house.	Place knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. Human and physical geography: Use basic geographical vocabulary to refer to key physical features of a farm. Use basic geographical vocabulary to refer to seasons, weather and soil. Geographical Skills and fieldwork: Use aerial photographs to recognise landmarks and basic human and physical features. - <i>Local farms</i> Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features.
History 	The lives of significant individuals in the past who have contributed to national and international achievements. - Queen Elizabeth II and Queen Victoria Compare aspects of life in different periods. - <i>Christopher Columbus (1500s) - Transport, travel</i> - <i>Mary Seacole (1800s) - Medicine, inventions and technology, travel</i> - <i>Comparing back to modern day - Travel, medicine, inventions and technology</i>	Locational knowledge: Name and locate the world's 7 continents and 5 oceans. Place knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. - <i>Kenya</i> Human and physical geography:	Locational knowledge: Name and locate the world's 7 continents and 5 oceans. Human and physical geography: Use basic geographical vocabulary to refer to key physical features of a beach, cliff, valley, coast, sea, ocean, river, harbour, port. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the

		Use basic geographical vocabulary to refer to key physical features of vegetation. Geographical Skills and fieldwork: Use world maps, atlases and globes to identify countries, continents and oceans.	world in relation to the Equator, and the North and South Poles. Geographical Skills and fieldwork: Use world maps, atlases and globes to identify oceans and seas.
Computing  	Computing Systems & Networks 1: What is a computer? - To recognise the parts of a computer. - To recognise how technology is controlled. - To recognise technology. - To create a design for an invention. - To understand the role of computers. Online Safety - I know what happens to information posted online. Online Safety To know how to keep things safe and private online.	Online Safety - To explain what should be done before sharing information online. Programming 1: Algorithms and Debugging - To decompose a game to predict the algorithms that are used. - To understand that computers can use algorithms to make predictions (machine learning). - To plan algorithms that will solve problems. - To understand what abstraction is. - To understand what debugging is.	Online Safety - To explain why I have the right to say no and deny permission. Data Handling: International Space Station - To understand how computers can help humans survive in space. - To create a digital drawing of essential items for life in space. - To understand the role of sensors on the ISS. - To create an algorithm for growing a plant in space. - To interpret data. Online Safety - To understand strategies that will help me decide if something seen online is true or not.
PSHE 	Keeping Safe and Risks –Fair and unfair/right and wrong/rules - describe what fair and unfair / right and wrong means - explain how class/group rules help them to learn and make the classroom a safe place Keeping safe and emergencies – staying safe in emergencies	Emotional Resilience – Secrets and Privacy - Give examples of surprise that are nice to keep a secret - Explain what a secret is and what it means to keep a secret - Explain that no-one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that	Hygiene and Protecting your health – well, unwell and spread of germs - Recognise how some diseases can be spread and that these can be controlled by personal hygiene practices. - Explain how they can be responsible for helping to stop the spread of germs by keeping good personal hygiene.

	• Know how to access emergency services (appropriately) • First Aid training Online Reputation – Digital Footprints, cyberbullying and risk of sharing online • Understand the different places and ways people can communicate online. • Explain why I should be careful who I trust online and what information I should trust. • Identify how to behave positively online. • Describe what is appropriate to say and do on different online settings/platforms. • Know who I should ask if I’m not sure if I should put something online. • To understand the risk of putting or sharing information on the internet. • To know how my information can be used online for harm. • Identify why and when somethings need to be kept private and why (passwords etc) • Recognise the feeling of being unsure or hurt about something that has been shared when it was private. • Describe places they need to be safe and what they would do in each of them to be safe. • Describe ways to keep safe online. Self-Image, Mental health and Wellbeing • Anti bullying week Identity • Similarities and differences During PSHE week • To appreciate the worth of being different. • Identify the similarities and differences between others	means someone (including the person themselves) might be hurt. Sense of self – Stereotypes – Boys and Girls – use book All are welcome. • Consider why all families are different • Value the way their family is special • To understand that if someone leaves they might still love them. Identity – Change in growth (link to Science) • To know the human life cycle including birth. • To name the main external parts of the body. Body Privacy and saying Yes or No (PANTS rule) • To understand the private parts of our body. • To know the difference between appropriate and inappropriate touch. • To know some basic rules about keeping themselves safe. Family, friends and relationships • family: kindness, relationship and love • Consider why all families are different • Value the way their family is special • To understand that if someone leaves they might still love them. Identity - Similarities and differences • To appreciate the worth of being different. • Identify the similarities and differences between others.	• To know about basic personal hygiene routines and why these are important. Transition – Coping with Loss and changing situations Drugs, Alcohol and Tobacco – looking after our bodies safely • Identify what goes onto and into people bodies and how this can make people feel. • Describe ways to keep safe around household products. • To understand why safety rules are necessary. Drugs, Alcohol and Tobacco –medicines and safety • To understand the benefits of medicines/drugs. • To know people take medicines/drugs for different reasons. • To know the safety rules for using medicine/drugs. •
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Music  	Charanga Music Programme: Autumn 1: Pulse, Rhythm and Pitch Autumn 2: Playing in an Orchestra Percussion Instruments Using Glockenspiels *HARVEST PERFORMANCE*	Charanga Music Programme: Spring 1: Inventing a Musical Story Spring 2: Recognising Different Sounds Percussion Instruments Using Glockenspiels	Charanga Music Programme: Summer 1: Exploring Improvisation Summer 2: Our Big Concert Percussion Instruments Using Glockenspiels
Art 	Artist and Designer: Cityscapes – Stephen Wiltshire Media: Sketching – cityscapes Mark making, tone and shading, fine lining – cityscapes Pastels – flames Tudor houses – black ink Sketchbooks: • Practising using different mediums and techniques. • Respond to artists and comparing pieces of artwork • Plan and develop their ideas • Creating their own pieces inspired by artists • Reflect and evaluate successes and challenges	Artist and Designer: Monet Media: Watercolours (links to Watercolour RE) African sunsets and silhouettes Sketchbooks: • Practising using different mediums and techniques. • Respond to artists and comparing pieces of artwork • Plan and develop their ideas • Creating their own pieces inspired by artists • Reflect and evaluate successes and challenges	Artist and Designer: Mike Brennan Media: Collage – sea creatures Sketchbooks: • Practising using different mediums and techniques. • Respond to artists and comparing pieces of artwork • Plan and develop their ideas • Creating their own pieces inspired by artists • Reflect and evaluate successes and challenges
Design Technology 	Cooking and Nutrition Knowledge • To understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • To evaluate texture taste and smell of a variety of bread rolls • To know how to use appropriate equipment and utensils to prepare and combine food safely.	Structures Knowledge • To know how to make freestanding structures stronger, stiffer and more stable. • To know and use technical vocabulary relevant to the project.	Mechanisms/ Mechanical systems Knowledge • To explore and use sliders and levers. • To understand that different mechanisms produce different types of movement. • To know and use technical vocabulary relevant to the project

	To know about good hygiene when handling food. <i>Project: To design, make and evaluate a bread roll and healthy filling to sell in the baker's shop</i>	To research existing African drums and evaluate their appearance, sound and quality <i>Project: To design, make and evaluate an African musical instrument to play accompanying African music</i>	<i>Project: To design, make and evaluate a moving picture for an exhibition</i>
PE   	Real PE Unit 1 Personal <i>Coordination Floor Movement Patterns One Leg Standing</i> Real PE Unit 2 Social <i>Dynamic Balance to Agility Static Balance – Seated</i> Gymnastics	Real PE Unit 3 Cognitive <i>Dynamic Balance Static balance – small base</i> Real PE Unit 4 Creative <i>Coordination – ball skills Counter balance in pairs</i> - Tri-golf - Dance (African)	Real PE Unit 5 Applying Physical <i>Agility - React/Response Coordination with equipment</i> Real PE Unit 6 Health and Fitness <i>Cardio and agility Ball chasing Static balance Floor work</i> - Fundamental movement – Athletics - School Sports Day