

St. Aidan's Catholic Primary School

Curriculum Overview

YEAR 2



SUBJECT	AUTUMN TERM	SRPING TERM	SUMMER TERM
R.E.	<p>Beginnings Signs & Symbols Judaism Preparations</p>	<p>Books Islam Thanksgiving Opportunities</p>	<p>Spread the Word Rules Treasures</p>
Literacy - Writing Genres	<p>Poetry- Rhyme Place value of grammar and punctuation Biography: Black History Month Narrative: Book based on diversity Instructions: Linked to history Christmas Narrative: The longest journey</p>	<p>Narrative: Setting descriptions Report writing: Amelia Earhart Author Study: International Women's Day Explanation Texts: What is the life cycle of a butterfly?</p>	<p>Persuasive Texts: Visit Newcastle Narrative: tales from other cultures Letter: Aspiration week- To aspirational person Poetry: Beauty of our world</p>
Numeracy	<p>Place value Addition and subtraction Geometry – properties of shape</p>	<p>Measurement - Money Multiplication and division Measurement - Length and height Measurement – Mass, capacity & temperature</p>	<p>Fractions Measurement – Time Statistics Geometry – position and direction</p>
Science	<ul style="list-style-type: none"> • Uses of Everyday Materials <ul style="list-style-type: none"> • distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching • Famous Scientists <ul style="list-style-type: none"> • find out about people who have 	<ul style="list-style-type: none"> • Animals including humans <ul style="list-style-type: none"> • name and locate parts of the human body, including those related to the senses and describe them • describe the basic needs of animals for survival and the main changes as offspring from young animals, including humans, grow into adults • group animals according to what they eat, describe how animals get their food from other animals and/or plants, and use simple food chains to describe these relationships • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<ul style="list-style-type: none"> • Living things & habitats <ul style="list-style-type: none"> • identify whether things are alive, dead or have never lived • explore and compare the differences between things that are living, dead, and things that have never been alive • name different plants and animals and describe how they are suited to different habitats • 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

	<p>developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.</p>	<ul style="list-style-type: none"> describe the basic needs of animals, including humans, for survival (water, food and air) <ul style="list-style-type: none"> <u>Vocab:</u> egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>animals in their habitats, including micro-habitats</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> <u>Vocab:</u> Habitat: A natural environment or home of a variety of plants and animals Micro-habitat: A very small habitat, for example for woodlice under stones, logs or leaf litter <ul style="list-style-type: none"> Plants describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <ul style="list-style-type: none"> <u>Vocab:</u> bulbs. germination, reproduction (questions that recognise growth), growth, survival
Art & Design	Explore and Draw	Expressive Painting	Be An Architect
Design & Technology	<p>Cooking and nutrition: A balanced diet</p> <ul style="list-style-type: none"> Name the main food groups and identify foods that belong to each group. Describe the taste, texture and smell of a given food. Think of four different wrap ideas, considering flavour combinations. 	<p>Structures: A sturdy chair</p> <ul style="list-style-type: none"> Identify man-made and natural structures. Identify stable and unstable structural shapes. <ul style="list-style-type: none"> Contribute to discussions. Identify features that make a chair stable. Work independently to make a stable 	<p>Textiles: Pouches</p> <ul style="list-style-type: none"> Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. Prepare and cut fabric to make a pouch from a template. Use a running stitch to join the two pieces

	<ul style="list-style-type: none"> Construct a wrap that meets the design brief and their plan. 	<p>structure, following a demonstration.</p> <ul style="list-style-type: none"> Explain how their ideas would be suitable for Baby Bear. Produce a model that supports a teddy, using the appropriate materials and construction techniques. Explain how they made their model strong, stiff and stable. 	<p>of fabric together.</p> <ul style="list-style-type: none"> Decorate their pouch using the materials provided.
Geography	<p>Our World</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans <p>Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify continents and oceans 	<p>What's it like in Africa? (Non-European study)</p> <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify continents and oceans 	<p>Mapping skills and fieldwork – parks</p> <p>Geographical skills and fieldwork</p> <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 features and routes on a map 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 use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
History	<p>Explorers</p> <p>[Christopher Columbus and Neil Armstrong] The lives of significant individuals in the past who have contributed to national and international achievements - some should be used to compare aspects of life in different periods</p> <ul style="list-style-type: none"> To understand what an explorer is To use sources to find out about an explorer To ask questions about explorers To compare explorers from different times (Christopher Columbus & Neil Armstrong). 	<p>The Titanic</p> <p>Events beyond living memory that are significant nationally</p> <ul style="list-style-type: none"> To understand what life was like in 1912, was it the same for everyone? To learn how the unsinkable Titanic sank <ul style="list-style-type: none"> To explore how the Titanic sank To explore why more people weren't saved from the Titanic Assessment – What are the best ways of stopping disasters such as the Titanic ever happening again? 	<p>Rosa Parks & Emily Davison</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements - some should be used to compare aspects of life in different periods [Rosa Parks and Emily Davison] significant historical people in their own locality</p> <ul style="list-style-type: none"> To understand what equality is To understand who Rosa Parks was To understand who Emily Davison was To identify similarities and differences between Rosa Parks and Emily Davison To identify the impact of Rosa Parks and Emily Davison

	<ul style="list-style-type: none"> Assessment: Which explorer was the most important? <p>Remembrance Day events beyond living memory that are significant nationally</p>				<ul style="list-style-type: none"> Assessment – who had the greatest impact and why? 	
Music		Christmas		Charanga		Charanga
P.H.S.E. & R.S.E.	Family and Relationships Being Safe		Citizenship Economic Wellbeing		Physical health & mental wellbeing Careers and aspirations	
I.T.	<p>COMPUTING SYSTEMS AND NETWORKS</p> <p>Information technology around us</p> <p>Online Relationships (PSHE)</p>	<p>Privacy and security Self-Image and identity (PSHE)</p>	<p>CODING and COMPUTATIONAL THINKING</p> <p>Coding- Crash Course</p> <p>Online Reputation Online Bullying (PSHE)</p>	<p>Managing online information Copyright and ownership (PSHE)</p>	<p>INFORMATION TECHNOLOGY</p> <p>Creating pictures</p> <p>Health, wellbeing and lifestyle (PSHE)</p>	
P.E. (Complete PE)	Linking Dodging	Pathways Hands 1	Water Feet 1	Hands 2 Explorers	Games for understanding Jumping 1	Team building Health & wellbeing