



Curriculum Overview for Year 2

	All year	Autumn	Spring	Summer
Science	<u>Working Scientifically</u> I can ask questions and know they can be answered in different ways. I can watch closely using equipment. I can communicate my ideas, what I do, and what I find out in a variety of ways. I can do tests. I can name and group. I can use my observations and ideas to suggest answers to questions. I can collect and record data to help answer questions.	<u>Living things and their habitats</u> I can explain the differences between things that are living, dead and things that have never been alive. I can explain that most living things live in habitats which suit them and depend on each other. I can name some plants and animals in their habitats including micro-habitats. I can explain how animals get their food from plants and other animals using a simple food chain.	<u>Materials</u> I can say why I would choose a material for a particular job. I can explain how objects made from some materials can be changed. <u>Plants</u> I can explain how seeds and bulbs grow into plants. I can describe how plants need water, light and a suitable temperature to grow and stay healthy.	<u>Plants</u> I can explain how seeds and bulbs grow into plants. I can describe how plants need water, light and a suitable temperature to grow and stay healthy. <u>Animals, including humans</u> I can explain that animals, including humans, have babies which grow into adults. I can explain the needs of animals, including humans, for survival. I can explain the importance of exercise, eating healthily and keeping clean.
History	I can show an awareness of the past, using common words and phrases relating to the passing of time. I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods. I can use a wide vocabulary of everyday historical terms. I can speak about how I have found out about the past. I can record what I have learned by drawing and writing.		I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events. I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. I can describe events beyond living memory that are significant nationally or globally. I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.	I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events. I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. I can describe changes within living memory and aspects of change in national life. I can describe events beyond living memory that are significant nationally or globally. I can describe significant historical events, people and places locally. I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.

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Geography	I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. I can use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	I can name and place the world's seven continents and five oceans.	I can 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 can name, place and identify characteristics of the four countries and capital cities of the United Kingdom. I can name, locate and identify characteristics of the seas surrounding the United Kingdom. I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. I can 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.	I can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment. I can 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. I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
Physical Education	Through Physical Literacy, I can develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. I can engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. I can master basic movements including running, jumping, throwing and catching	I can develop balance, agility and co-ordination, and begin to apply these in a range of activities	I can perform dances using simple movement patterns.	I can participate in team games, developing simple tactics for attacking and defending

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Design and Technology	I can design useful, pleasing products for myself and other users based on a design brief. I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT. I can choose tools I would like to use and select materials based on my knowledge of their properties. I can safely measure, mark out, cut and shape materials and components using a range of tools. I can evaluate and assess existing products and those that I have made using a design criteria.	I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.		I can understand the need for a variety of food in a diet. I can understand that all food has to be farmed, grown or caught. I can use a wider range of cookery techniques to prepare food safely. I can explore and use mechanisms such as levers, sliders, wheels and axles in products.
Art and Design	I can try out different activities and make sensible choices about what to do next. I can choose the right materials to use for my artwork and use them well. I can give reasons for my opinions when I look at art/craft or design work. I can make collages by folding, crumpling and tearing materials.	I can understand that different artistic works are made by craftspeople from different cultures and times. I can try out making different tones using pencils, chalk or charcoal. I can paint and make things I have seen, remembered or imagined. I can experiment with basic tools on rigid and flexible materials. I can use different techniques like carbon printing, relief, press and fabric printing and rubbings.	I can develop techniques to join fabrics and apply decorations such as a running or over stitch.	

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Music	I can listen to and understand different pieces of high quality live and recorded music. I can find the pulse and internalise it in my head. I can improvise a simple rhythm using different instruments including my voice. I can understand that timbre describes the character or quality of a sound. I can understand that texture describes the layers within the music. I can understand that structure describes how different sections of music are ordered. I can describe a piece of music using musical language. I can confidently perform rhymes, raps and songs. I can understand that the words in a song can affect its melody. I can sing a song in two parts. I can use tuned and untuned classroom percussion to play accompaniments and tunes. I can use tuned and untuned classroom percussion to compose and improvise. I can play instruments using the correct techniques with respect. I can practise, rehearse and perform music to an audience with confidence. I can experiment with, create, select and combine sounds using the inter-related dimensions of music.	<u>Charanga music projects:</u> Hands, Feet, Heart Ho Ho Ho		<u>Charanga music projects:</u> I Wanna Play in a Band Zootime			<u>Charanga music projects:</u> Friendship Song Reflect, Rewind and Replay	
Beliefs and Values		Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	Theme: Holi Key Question: Is Holi important to Hindu children? Religion: Hinduism	Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	Theme: The Covenant Key Question: How special is the relationship Christians have with God? Religion: Christianity	Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam

	Autumn 1	Autumn 2	Spring	Summer
	Digital Citizenship	Digital Literacy	Computer Science	Information Technology
Computing	I can understand the importance of keeping my personal information private. I can think of ways to remember passwords and login information so that I can log in to my accounts.	I can find, open, edit and save files that I am working on. I can use different software programs and discuss the benefits of their usage.	I can predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm. I can create a simple program to perform a task. I can create and debug simple programs. I can find and fix simple bugs in programs. I can understand that programs run by following clear instructions.	I can recognise how others use technology outside of school.