



Year 2 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Learning Question/ Title	What caused the Great Fire of London? (History)	Footprints from the past. (History)	How similar or different is Shanghai compared to Woking? (Geography)		Space explorers (History)	Fantastic food, healthy lifestyle. (Science, RHE)
Overarching Theme	Innovation- <i>What makes human beings uniquely creative?</i>					
	Change- How the events of the past had an impact on the lives of the people.	Courage- how people of the past led change.	Creativity- how people design and create their environment	Enquiry- how we can collect and analyse information to learn	Courage- how people of the past led change.	Inspiration- how we can be leaders of change for the good.
St. Dunstan's Curriculum Drivers	Serving our community <i>Belonging to the wider community. How communities work together to bring change.</i>	Serving our community <i>Understand fairness and equity Know the people in our community who are special.</i>	Equality and diversity <i>Understand our place in the world and how we are similar and different to others.</i>	Environmental responsibility <i>How to protect God's world, focusing on the transport we use.</i> Charity and fundraising <i>Understand fairness and equity</i>	Learning positively <i>Recognise and share gifts and talents</i>	Healthy Lifestyles <i>What a healthy and balanced diet is.</i> Environmental responsibility <i>Appreciation of God's world</i> Serving our community <i>Support Year 1 to prepare for Year 2</i>
Outcome of learning	Compare the impact of Great Fire of London to a modern disaster.	Write a Christmas card for someone special in our community thanking them for their work.	Share learning about Shanghai with others in school community.	Analyse data from transport survey to help consider transport use.	Create a google doc to show a simple biography of an important figure of the space race.	Create a speech or help sheet for children in Year 1 to support them with the move to Year 2.

Engagement with parents or community	Visit St Dunstan's Church. Grandparents week	Writing a note or draw a picture to send to a person in a local care home.	Learn interesting facts about China from parents in the community.	Share outcome of the changes they have made to the school grounds.	Recorder Concert to parents and Year 1	Sports Day Open evening
Enrichment	Freshwater Theatre – Great Fire of London Workshop Surrey Fire and Rescue Education Officer visitor	Archaeology morning	Visitor from school community.	Traffic survey in locality. How many cars, vans and other vehicles can they record?	Space Morning	Wisley Gardens visit
Themed Weeks	Fairtrade Fortnight Grandparents Week Road Safety Week	Remembrance Day Anti-Bullying Week	Creative Arts Week Safer Internet Day	World Book Day World Maths Day	First Aid Fortnight St. Dunstan's Day	Multi-Faith Week
English- Grammar	Capital letters for names and 'I'. Know component parts of sentences. Define a sentence (subject and verb). Use co-ordination to extend sentence (but, so, or, and). Use past tense. Spell regular plural noun suffixes (s/es).	Use of the suffixes –er –est, -ful and –less in adjectives. Use expanded noun phrases (adjective, adjective noun). Use questions. Use opening and concluding sentences. Use commas in a list.	Use the prefix –un to reverse the meaning. Formation of nouns using suffixes, such as –ness, -er and compound words. Use subordination to extend sentences (because, when, if). Introduce apostrophes to mark missing letters.	Identify, label and use the progressive form of verbs (ing). Introduce apostrophes to mark singular possession. Use exclamations.	Use commands. Use and identify different types of sentences.	Use adverbs for description (ly). Continue to embed and secure all grammar taught in Year 2 and support children to use independently. Use present tense.
English- Reading (Core Texts)	Vlad and The Great Fire of London The Twits- Roald Dahl Non-fiction books – Fire and London in the past	The Dinosaur's Diary Stone Girl, Bone Girl	The Truth Pixie	Secret Sky Garden	Counting on Katherine Fantastically Great Women Who Changed the World: Katherine Johnson Mary Jackson	Poetry Books about growing vegetables Kitchen Disco Planet full of Plastic - RHE

English- Writing	Writing: Write a character and setting description.	Writing: Create a non-fiction information text about Mary Anning. Write the Nativity story.	Writing Write a story with a moral through the lens of a pixie with a unique personality.	Writing Write a letter to the Eco Council about a new environmental project. Write about a real event – traffic survey	Writing Write about the life of Katherine Johnson.	Writing Look at rhyme, rhythm and syllables to create poems based on Kitchen Disco and Oliver's Vegetables.
Maths	<p>Number: Place value Read and write numbers to 100 in numerals and words.</p> <p>Compare and order numbers from 0 to 100.</p> <p>Count in 2's, 5's, 10's forwards and backwards.</p> <p>Addition and subtraction Number bonds to 10 and 100.</p> <p>Add and subtract -2-digit numbers and ones - 2-digit numbers and tens</p>	<p>Addition and Subtraction Add Three 1-digit numbers.</p> <p>Add and subtract across 10.</p> <p>10 more and 10 less.</p> <p>Add and subtract two 2- digit numbers.</p> <p>Solve missing number problems.</p> <p>Geometry: Identify and describe the properties of 2-D shapes (number of sides and line of symmetry) and 3-D shapes (number of edges, vertices and faces).</p>	<p>Number: Place value Odd and even numbers.</p> <p>Measurement: Money Count money in pounds (£) and pence (p).</p> <p>Recognise the value of coins and notes.</p> <p>Make the same amount.</p> <p>Compare amounts of money.</p> <p>Calculate with money in the same unit, including finding change.</p> <p>Multiplication and division Recognise and make equal groups.</p> <p>Introduce the symbol for multiplication (x) and division (÷).</p>	<p>Number: Place value Count in 3's forwards and backwards.</p> <p>Fractions Recognise unit fractions (a half, a quarter and a third) and non-unit fractions (three-quarters).</p> <p>Recognise equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> <p>Count in fractions up to a whole.</p> <p>Measurement: Length and height Measure in cm and m.</p> <p>Compare and order lengths and heights.</p> <p>Statistics: Make tally charts.</p>	<p>Mass, capacity and temperature Measure in grams (g) and kilograms (kg).</p> <p>Compare mass.</p> <p>Measure in millilitres (ml) and litres (l).</p> <p>Compare volume and capacity.</p> <p>Know temperature (°C) and read scales.</p> <p>Measurement: Time</p> <p>Tell and write the time (o'clock and $\frac{1}{2}$ past, $\frac{1}{4}$ to and past)</p> <p>To know time to five minutes.</p> <p>To know the number of: - minutes in an hour. - hours in a day.</p>	<p>Number: Place value Addition and subtraction facts to 20 and 100.</p> <p>Statistics: Interpret and draw pictograms, block diagrams and tables and answer simple questions.</p> <p>Geometry: Compare and sort 2-D and 3-D shapes.</p> <p>Identify 2-D shapes on the surface of 3-D shapes.</p> <p>Position language, describe movement and turns.</p>

			<p>Make equal groups by sharing and grouping.</p> <p>Doubling and halving.</p> <p>Multiply and divide by 2, 5 and 10.</p> <p>Times-tables X2, X10, X5</p>			
RE	<p>Creation and Covenant</p> <p>The children will re-tell the story of Noah, focusing on God's covenant shown through the rainbow, a sign of His everlasting promise and faithfulness. They will sing Psalms to praise God, lifting their voices in joyful worship and thanksgiving. Through religious reflection, they will explore the meaning of stewardship as a sacred duty to care for God's creation, and understand the sacrament of Baptism as the beginning of our life in Christ and our calling to live as faithful members of His Church.</p>	<p>Prophecy and Promise</p> <p>Recapping stories from Year 1, the children will re-tell key religious accounts from the Annunciation of John the Baptist and the Annunciation of Jesus, focusing on the Gospel of Luke. They will explore the role of a prophet as one who speaks God's truth and prepares His way. Pupils will reflect on Isaiah's message of light shining in a dark world, offering hope and guidance. They will also identify Zechariah's special message about John's future.</p>	<p>Galilee to Jerusalem</p> <p>The children will re-tell the story of John the Baptist and the Baptism of Jesus, recognising it as the beginning of Jesus' ministry (work). They will learn that parables are short stories Jesus used to teach us about God. They will understand that choosing to do wrong on purpose is called sin, and we say sorry to God in prayer through acts of contrition. The children will also explore Jesus' miracles, learning that through these signs of power, he shows us he is the Son of God.</p>	<p>Desert to Garden</p> <p>Recognising what Jesus said on the cross about forgiveness children will connect it to the belief that God always forgives us. They will understand that Lent is a special time for reconciliation, prayer and forgiveness. Using religious vocabulary, they will describe the Sacrament of Reconciliation as a way to say sorry and receive God's mercy and forgiveness. Children will also use correct religious terms to talk about the symbols of light and water in the Easter Vigil, showing new life and Christ's resurrection.</p>	<p>To the ends of the earth</p> <p>The children will sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost. They will learn that St. Luke wrote the Book of Acts, which tells the story of the early Church. Children will hear and retell the story of Saul's conversion and how God changed his life. They will recognise that Christians believe the Holy Spirit opens hearts to God, helping them to pray and grow in faith. They will also begin to name some of the fruits of the Spirit, such as love, kindness and patience.</p>	<p>Dialogue: Using the story of the Good Samaritan children will understand how Christians are called to love and care for others. The children will explore how Christians work together both locally and globally to serve others.</p> <p>Encounter: The children will talk about respecting the beliefs of people from different communities. They will explore the Jewish faith and encounter their beliefs through learning about the Torah, Shabbat and the ancient language of Hebrew.</p>

<p>Science</p>	<p>Uses of Everyday Materials</p> <p>The children will identify and compare the suitability of some everyday materials for particular uses. Looking at plastic and fabrics, they will find out how the shapes of solid objects can sometimes be changed. Thinking about new uses for materials, the children will discuss upcycling as a way of converting waste into new materials.</p>	<p>Living things and their habitats</p> <p>The children will explore and compare the differences between things that are living, dead, and things that have never been alive. They will identify that most living things live in habitats to which they are suited and describe how habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>	<p>Living things and their habitats</p> <p>They will identify and name a variety of plants and animals in their habitats, including microhabitats. They will 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.</p>	<p>Plants</p> <p>The children will develop an understanding that plants are alive and follow a life cycle. They will be able to recognise and name plant parts. They will undertake an investigation to observe and describe how seeds and bulbs grow into mature plants. They will also find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Animals including humans</p> <p>The children will notice that animals, including humans, have offspring, which grow into adults. We will classify different kinds of animal babies and think about how their growth cycles are different. They will find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>Animals including humans</p> <p>The children will describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
<p>Digital Literacy & Information Technology</p> <p>Use technology safely and respectfully and use Google apps to present information, enter and manipulate data</p>	<p>Basic technology skills with Google Chromebooks</p> <ul style="list-style-type: none"> - how to turn on, log in, locate, save and retrieve work. - how to carry safely <p>Google Classroom orientation and procedures for learning at home</p> <ul style="list-style-type: none"> - Use technology safely and respectfully. - Confidently open an assignment on Google Classroom to edit. Once complete hand in assignment. 		<p>Introduction to google docs.</p> <ul style="list-style-type: none"> -Create, organise, manipulate and retrieve digital content. -Basic Keyboard skills 			
<p>Computer Science</p> <p>Learn principles of information and computation, how digital systems work and how to put this knowledge to use through programming.</p>			<p>Simple programming- using LightBit and Scratch.</p> <p>Understand that fixing means debugging</p> <p>Order of instructions</p> <p>Developing sequencing using Scratch</p> <p>Basic Introduction to Scratch to change background and create a sprite</p> <p>Sequence instructions and explore what happens if?</p> <p>Develop a simple set of instructions to program character to move</p> <p>Link to NASA – Coding in Space on Scratch Junior</p>			

<p>Online Safety</p> <p>To empower pupils to think critically, behave safely, and participate responsibly in our digital world.</p>	<p>Privacy & Security Explain how passwords are used to protect information, accounts and devices. Explain and give examples of what is meant by 'private' and 'keeping things private'.</p>	<p>Online Bullying Explain why anyone who experiences bullying is not to blame. Talk about how anyone experiencing bullying can get help.</p>	<p>Self-image/ Online Reputation. Safer Internet Day Explain how other people may look or act differently online. Give examples of issues online that might make people feel sad or worried. Explain how information put online can last a long time.</p>	<p>Health & Wellbeing Explain simple guidance for using technology in different environments and settings. Talk about how rules can help anyone accessing online technologies.</p>	<p>Managing Online Information/ Copyright Demonstrate how to navigate a simple webpage to get the information I need. Explain why some information I find online may not be real or true. Save my work under a suitable name so others know it belongs to me.</p>	<p>Online relationships Explain why it is important to be considerate and kind to people online and respect their choices. Explain who I should ask before sharing things about myself or others online.</p>
<p>History</p>	<p>What caused the Great Fire of London? We will begin by thinking about any significant events that have happened in London. After that we will sequence the events of the fire. Taking on the role of investigators, we will explore how the fire started and who was responsible.</p>	<p>How did Mary Anning change Science? We will be finding out about the greatest achievements of palaeontologists Mary Anning and Jack Horner. Developing our chronology skills, we will create our own timelines. We will also compare pictures of different fossils.</p>			<p>Space Explorers: Who were the men and women who led the space race? In the summer term, we will set off on our own mission to learn about space with a focus on the achievements of Valentina Tereshkova, Neil Armstrong and other astronauts. We will learn about the first moon landing and the important part that women such as Katherine Johnson and Mary Jackson (NASA) played in the space race. Children will learn about others who led the advance to the moon- some who were not recognised at the time.</p>	
<p>Geography</p>		<p>To support their historical learning, pupils will consider what a coast is and how it is different to Woking. This will help them understand why a fossil is unlikely to be found in Woking.</p>	<p>A comparison: Woking and Shanghai. The World: Pupils will develop their knowledge of the world by locating and naming the 7 continents and 5 oceans of the world. They will describe journeys and ways people travel across the world. We will then focus on the continent of Asia and zoom in on China looking at the climate in China compared to UK.</p> <p>Shanghai: We will zoom down from China to the city of Shanghai to identify its location, learn about</p>			

			<p>its physical and human features, land use, urbanisation and economic activity.</p> <p>Woking Using aerial photographs we will identify key human and physical features in Woking and compare it to Shanghai. We will also compare the urbanisation and economic activity.</p> <p>Fieldwork: A field trip will be used to gather information about the local area- transport and land use. We will map the journey to Woking town centre.</p>		
Art	<p>Drawing skills Develop and practise use of different pencils, knowing where they may use different grades. Develop shading techniques to create different tones. Show patterns and texture in their drawings of detailed images or objects.</p>		<p>Art Week- The Holy Family Develop colour theory- making tints and shades tone and shade of colour by adding black, white and or colour to colour.</p>	<p>Portraits Self- portrait drawings. Learn about proportion to help draw an accurate representation of features. Use shading techniques to build facial features.</p>	<p>Puppets (textiles) Use a mood to board to plan puppet design. Use a template to cut and join two pieces of material to make a puppet. Use a running stitch to join the materials and for applique, add finishing touches.</p>
DT	<p>Structures Design, make and evaluate a house. Explore materials to find the strongest and explore how to fix materials together effectively.</p>				<p>Cooking and Nutrition Apply the principles of nutrition and healthy eating to create a sandwich. Use specific cutting skills (bridge cut) when preparing the food.</p>
PE	<p>Multi-skills: Personal Skills The focus is on standing static balances. A 3 week learning block holding balances through story and song followed by a 3 week</p>	<p>Multi-skills: Social Skills Seated static balances and working as a group are fundamental skills learnt in the block. A 3 week block of story and song followed</p>	<p>Multi-skills: Cognitive skills Working on small base static balances exploring how to hold a balance for a substantial period of time. Working the core muscle groups</p>	<p>Team games – A variety of team activities and games, encouraging the children to understand the needs and feelings of others. A focus on collaboration,</p>	<p>Multi-skills: Using and Applying. Sharing their learning from the year with each other, reflect what they can do know that they couldn't at the beginning. Mini</p>
					<p>Athletics Develop co-ordination and technique when running and changing direction. Develop technique when jumping for distance, height and</p>

	<p>carousel of 6 stations testing static holds and balances Real Gymnastics.</p> <p>Real Gymnastics Points - use small bases of support (knees, hands, elbows, feet). Patches - use large bases of support (bottom, stomach, side, legs). Squeeze body muscles tightly to maintain balance</p>	<p>by a 3 week carousel of 6 stations testing seated individual and group holds.</p> <p>Real Dance Using core strength to find strong, still positions in shapes – tummy tight, arms helping with balance. Controlling speed of moves, especially turns, to stay in balance. Explore different timings for different activities.</p>	<p>and coordination skills.</p> <p>Real Gymnastics Explore rolls and spins using low apparatus and begin to develop a sequence</p>	<p>communication and cooperation.</p> <p>Gymnastics Think about how the shapes and movements might fit together in the most interesting and fun way. Consider how speed, tempo and the shape of the body alter how dance looks when performed. Start with a shape or movement then keep adding to it, step by step.</p>	<p>festivals looking at agility, balance and coordination skills.</p> <p>Swimming Move from a flat floating position on the front and back and return to standing without support. Push and glide and travel across the pool on the front. Fully submerge to pick up and object from the pool floor. Perform floats for 3 seconds. Exit the water without support.</p>	<p>over objects. Use co-ordination and technique when throwing and pushing objects.</p> <p>Swimming Fully submerge to pick up and object from the pool floor. Perform floats for 3 seconds. Exit the water without support.</p>
RHE	<p>How can we help?</p> <p>Group and class rules. Respect the needs of ourselves and others. Privacy in different contexts. People have rights and everyone has responsibility to protect these. (Democracy, Rule of Law)</p> <p>Learning to Learn</p> <p>Learn from mistakes and use feedback to help make improvements. Listen carefully to others.</p>	<p>Special People</p> <p>People who look after them. Special people who work in the community. How to help those who look after us. Different kinds of families. (Individual Liberty and Mutual Respect)</p> <p>Anti-Bullying</p> <p>Difference between secrets and surprises. Appropriate touch. Hurtful teasing and bullying.</p>	<p>What is the same and different about us?</p> <p>Stereotypes. Respect differences and similarities between people. Differences between boys and girls. Growing, changing and becoming more independent. (Mutual Respect)</p> <p><i>Safer Internet Day</i></p>	<p>Fair trade</p> <p>Foods from around the world. Customs and rituals. Special day foods. Chocolate; Fair trade principles. (Mutual Respect)</p>	<p>How can we keep safe in different places?</p> <p>Rules for keeping safe in familiar and unfamiliar situations. Who to go to for help. Household products and medicines. Feeling safe: real and imaginary hazards. (Individual Liberty)</p> <p>Correct names for parts of the body. (Mutual Respect)</p> <p><i>First Aid Fortnight</i></p> <p>RSE</p>	<p>Leaderships and Inspiration</p> <p>Recognise what they are good at. Prepare for transition. Support Year 1 with move to Year 2. Democracy and having a voice in the school community. (Democracy)</p> <p><i>Feeling Good</i></p> <p>Saving Energy</p> <p>Living things have rights. What improves and harms local and natural</p>

	<p>Work cooperatively with class mates. (Mutual Respect)</p> <p>Responsibility to keep themselves and others safe.</p> <p>Road Safety</p>	Anti- Bullying			<p>To describe how we are growing and developing in diverse communities that are God-given.</p>	<p>environments. (Mutual Respect)</p>
Music	<p>Music Theory Recognise and name instruments. Identify an instrument by its sound.</p> <p>Learn that instruments belong to different music families.</p> <p>Understand what pulse and rhythm are.</p> <p>Recorders Learn how to hold and blow the recorder correctly. Play in time, listen and copy rhythms.</p>	<p>Recorders Introduction to basic music notation.</p> <p>Learn how to play notes B and A.</p> <p>Understand that notes can be of different durations.</p> <p>Appraise the performance of others.</p> <p>Perform to an audience.</p> <p>Nativity Performance Ongoing skills: performance, musicianship.</p>	<p>Recorders Play pieces of music containing notes B, A and E. Play note A and B accurately.</p> <p>Appraise the performance of others.</p> <p>Recognise 1, 2 and 4 beat rests.</p> <p>Copy back different rhythms and play duets.</p>	<p>Recorders Learn to play note E</p> <p>Play a selection of pieces containing notes B, A, G and E.</p> <p>Sing and improvise, using notes A and B.</p> <p>Continue to practise and improve recognition and understanding of written music notation- recognise and play semibreves and minims</p>	<p>Recorders: Learning note G</p> <p>Play a selection of pieces containing notes B, A, E and C.</p> <p>Continue to practise and improve recognition and understanding of written music notation- play crotchets and minims</p> <p>Learn, practise and improve songs for performance.</p>	<p>Recorders: Introduce new notes and play a selection of piece containing all notes learnt.</p> <p>Sing and improvise, using notes learnt.</p>