



Year 2 Curriculum Overview Science and Foundation Subjects

Pillars of our curriculum	Sustainability and Change (TRUST)	Diversity and Equality (RESPECT)	Aspiration and Wellbeing (DETERMINATION)
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working name of theme	Places to Play- Local area study		Troubled Titanic	Caribbean Comparisons	The Great Fire of London	
Pillar concepts	Being change agents. Recognising how environments can be improved. Seeking views of themselves and others.		Immigration and emigration - understanding what has led to us living in a diverse world. Tolerance - respecting differences and recognising positives of multi-cultural society.		Making things better - sometimes change is needed to improve lives. When things go wrong, we find solutions.	
Key questions	How can we improve Otterbourne Play Park?	How has school life changed over time?	Why and how did the 'unsinkable' Titanic sink? What changes were made because of this?	How is Trinidad similar and different to Otterbourne? Stimulus - story Coming to England.	How shall we rebuild London after the Great Fire? Great Fire of London enquiry to explore causes of the fire and its spread and the changes made when London was rebuilt	
Geography Table names based on World's oceans Atlantic, Pacific, Indian, Arctic, Southern Ocean	Places to play 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 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. 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.			Caribbean Comparisons - From Trinidad to Britain Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and surrounding seas. 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. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.		
History		Local Study Our school Chronology sequencing events/ objects in time; using chronological vocabulary Create a pictorial timeline showing major events Change/ continuity Similarities & differences between ways of life at different times Use pictures/ accounts of to explore how school life has changed over time Historical enquiry – asking/answering questions; using sources to find answers and show understanding	Sinking of the Titanic local/ national/ international event Chronology sequencing events/ objects in time; using chronological vocabulary Place event on timeline. Retell story orally/ by pictorial timeline Cause/consequence Why people did things/ causes and results of events and changes Explore Why Titanic sank and changing safety regulations as a result of enquiry findings afterwards Historical enquiry – asking/answering questions; using sources to find answers and show understanding Select sources to tell particular parts of the story. Investigate images/ written accounts, etc Interpretation – Explore ways we		Great Fire of London Significant national event beyond living memory Chronology sequencing events/ objects in time; using chronological vocabulary Place event on timeline. Retell story orally/by picture timeline Cause/consequence Why people did things/ causes and results of events and changes Explore causes of the fire and its spread and the changes made when London was rebuilt Characteristic features of period/ person/ events studied Explore the role building materials/ firefighting methods played in the amount of damage Interpretation – explore ways we find out about the past and how it is represented. Books describe the event differently/ give different numbers for those killed. Representations: books/ TV programmes monument Historical enquiry – asking/answering questions; using	

		Interview adults about their school days and how different they were to today	find out about the past and how it is representedExplore Titanic memorabilia		sources to find answers and show understanding The strengths/ limitations of written accounts and images are highlighted by comparing the information each imparts	
Design Technology	<p>Food: Crumble</p> <p>***pick apples from orchard link to science trees*** Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p> <p>Designuse research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Makeselect from and use a wider range of tools and equipment Evaluateinvestigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Food and NutritionUse the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.</p>		<p>Mechanisms: Ship Builder day</p> <p>Design: design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups.Make: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components. Evaluate: evaluate their ideas and products against design criteria Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms</p>		<p>Mechanisms: Fire Engine</p> <p>Design: design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. Make: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components. Evaluate: evaluate their ideas and products against design criteria Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	
Art		<p>Self Portraits</p> <p>Experimenting with different media to create self-portraits. Looking and comparing artists Pablo Picasso, Paul Klee and Andy Warhol.To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p>Life in Colour</p> <p>Experimenting with paint to create texture. To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Clay Tiles</p> <p>Link to Great Fire of London house houses. Design and create a clay house tile. To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	
Science	<p>Trees Science Skills</p> <p>WS1. I can ask simple questions and know they can be answered in different ways. WS2. I can look closely, using simple equipment. WS3. I can do tests. WS4. I can name and group. WS5. I can use my observations and ideas to suggest answers to questions. WS6. I can collect and record simple data to help answer a question.</p> <p>Trees Longitudinal Study</p>	<p>Materials</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. describe the simple physical properties of a variety of everyday materials. compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Classification of Humans as Animals</p> <p>Note , please include a mention of invertebrates as animals in this topic but know that you will be covering invertebrates in much more detail in Summer i when we will have butterfliesinschool. identify and nameavarietyofcommon animals that are carnivores, herbivores and omnivores .identify and name a varietyofcommon animals that are birds, fish, amphibians, reptiles, mammalsandinvertebrates describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets</p>	<p>Animals and their Survival</p> <p>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.identify and name a variety of common animals that are carnivores, bivoresandnivoresidentify and name a variety of common animalsthatare nvertebrates?describe and compare the structure of a variety of common animals invertebrates ANIMALS - Animals need food to survive;Animals need A Variety of food to help them grow, repair their bodies, be active and stay healthy</p>	<p>Animals including Humans</p> <p>I notice that animals, includinghumans, haveoffspring which growinto adults.I can find out aboutand describe thebasic needs ofanimals, includinghumans, for survival (water, food and air). I can describe the importance forhumans of exercise, eating the right amounts of differenttypes of food, andhygiene</p>	
Personal Development (including PSHE, RSE, British Values and SMSC) Cycle A	Aiming High	Safety First	Digital Wellbeing	Diverse Britain	Think Positive	TEAM

Cycle B	VIPs	Be yourself	It's my body	One World	Money Matters	Growing Up
Religious Education	Responsibility UC KS1 Unit 1.2: Creation Who made the world? Digging Deeper Christianity Focus	Kingship UC KS1 Unit 1.3: Incarnation Why does Christmas matter to Christians? Digging Deeper Christianity Focus	Remembering LD Unit: Festival of Holi (Remembering Vishnu) Hinduism Focus	Salvation UC KS1 Unit 1.5: Why does Easter matter to Christians? Digging Deeper Christianity Focus	Love as Forgiveness UC KS1 Unit: 1.1: God. What do Christians believe God is like? Christianity Focus	Remembering LD Unit: Janmashtami (Krishna's Birthday) Hinduism Focus
Computing	Word Processing - part 1 I can highlight by left clicking and holding down whilst dragging over text (harder) I can change text to italics I can change text colour for emphasis I can highlight text for document review only I can use numbered points for lists where the order is important I can align text right for emphasis or to line text up with other elements Keyboard Knowledge I can use shift for other symbols available on the top of the key or to switch between upper and lower case I can use backspace to delete left I can save my work naming it after what the document is about I can open a saved document within a program (windows)	Online Safety	Digital Devices I know that digital devices can come in many shapes and sizes I know that a digital device contains coded instructions to make it do things I know that computers are one form of digital device I know that information technology is used outside school	Bee Bots explore Mr McGregor's Garden I can evaluate which algorithm is best for a specific purpose (algorithmic evaluation) I can explain why one algorithm is better than another one	Programming with Scratch Jr I can plan an algorithm that can be turned into code on a digital device I can debug code that does not do what I want it to do I can look at code to work out what a program will do when the code is run (prediction)	Word Processing part 2 - Keep our school tidy instructions I can save my work naming it after what the document is about I can single left click to open links on a browser I can double left click to open software I can open a saved document within a program (windows) I can open a saved document outside a program (windows) I can save a document into a previously created folder I can alter font size!
Physical Education	Gymnastics – how to move and control your body – look at balances Stability R&R - Target Games	Dance – Taught Routine Locomotion & Stability R&R - Team Games	Circuit training – children can design their own circuits as an end goal Stability & Locomotion R&R - Invasion Games	Gymnastics – balances and travelling and how to make a sequence Locomotion & Stability R&R - Striking & Fielding	Dance – Responding to a stimulus through movement (Topic linked) Child-led FMS depending on routine R&R - Athletics	Yoga – series of movements and poses. Build towards creating your own sequence Stability R&R - Team Games
Music	Animals (West African call and response song) Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Year 2 Nativity Songs and Performance	Musical Me Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music	Space (Dynamics, timbre, tempo) Experiment with, create, select and combine sounds using the inter-related dimensions of music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes'. Listen with concentration and understanding to a range of high-quality live and recorded music'. Play tuned and untuned instruments musically'	On this island (British songs and sounds) Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Listen with concentration and understanding to a range of high-quality live recorded music'.	Traditional stories (Orchestral instruments) Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music
Key experiences and enrichment	Fieldwork in school grounds and trip to the local play park.	School building/grounds inc church	SeaCity Museum - Southampton		Great Fire of London Day History off the Page	