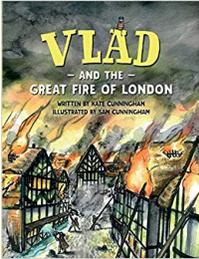
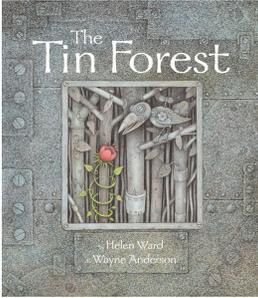
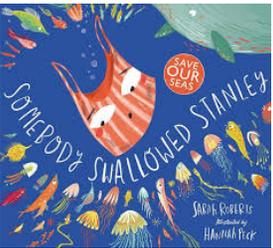
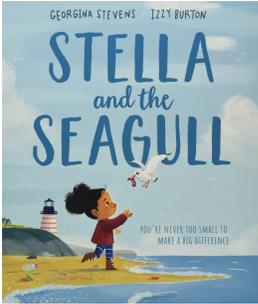
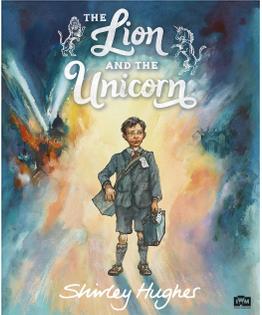
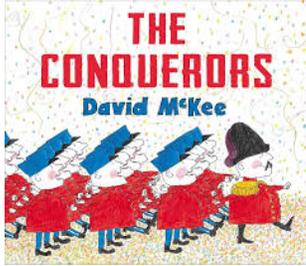


Year 2 Curriculum Overview

<p>Autumn Term Global theme(s): Focus: Power and Governance</p> <p>What makes a good leader Positions of power in the UK</p>		<p>Spring Term Global theme(s): Focus: Sustainable Development</p> <p>How we impact the environment</p>		<p>Summer Term Global theme(s): Focus: Peace and Conflict</p> <p>WW2: The Homefront</p>	
<p>Autumn 1</p> <p>Positions of power</p>	<p>Autumn 2</p> <p>The voice of the people</p>	<p>Spring 1</p> <p>Protecting our environment</p>	<p>Spring 2</p> <p>Plastic pollution</p>	<p>Summer 1</p> <p>What was it like to live during a time of conflict?</p>	<p>Summer 2</p> <p>What causes a conflict between countries?</p>
<p>Core texts</p>	<p>Core text</p>	<p>Core text</p>	<p>Core text</p>	<p>Core text</p>	<p>Core text</p>
 	 	 			

<p>Curriculum overview The children will learn about the historical events of the Great Fire of London.</p> <p>They will explore why it occurred, who was to blame and the aftermath.</p>	<p>Curriculum overview Children will learn about who is in charge in our country and the way that other countries are run.</p> <p>They will learn about the MPs and the role that they play in informing the PM.</p> <p>They will learn about group decisions and that with power comes responsibility.</p>	<p>Curriculum overview Children will think about pollution and litter and how this destroys our environment.</p> <p>They will think about their local environment and how they can help.</p>	<p>Curriculum overview The children will explore how litter and waste affects the environment in different settings and locations.</p> <p>They will consider how different organisations can make a contribution to waste reduction.</p>	<p>Curriculum overview The children will have an overview on what life was like on the homefront during WW2.</p> <p>They will think about how life differed during this period and why lifestyles had to change around that time, particularly thinking about evacuation and rationing.</p>	<p>Curriculum overview The children will think more deeply about war soldiers then and now.</p> <p>They will learn about the life of Sir Captain Tom Moore and his positive impact during the pandemic.</p>
<p>Diversity, Community & Global Project Outcome Creating an information text to promote fire safety</p>	<p>Diversity, Community & Global Project Outcome Writing a letter to Mrs Johnson and perform a speech about a change in school</p>	<p>Diversity, Community & Global Project Outcome Litter pick</p>	<p>Diversity, Community & Global Project Outcome Recycling project - #projectlittercritter</p>	<p>Diversity, Community & Global Project Outcome Assembly performance of wartime concert; visit residents of local care home</p>	<p>Diversity, Community & Global Project Outcome Fundraiser: 100 challenge</p>
English					
<p>Writing outcomes - Narrative - Vlad and the Great Fire of London retelling - Fire safety information poster - Fire shape poetry - News report - The Great Fire of London -Adventure narrative</p>	<p>Writing outcomes - Narrative - The King who banned the dark - Debate - Who is in charge? - Letter writing</p>	<p>Writing outcomes -Narrative retelling - The Tin Forest -Diary entries -Information text for animals in the Tin Forest</p>	<p>Writing outcomes -Information text -Diary entries -Narrative -Poetry - recycling</p>	<p>Writing outcomes -Narrative -Letter writing -Character description</p>	<p>Writing outcomes -Non-chronological report -Instruction text</p>
<p>Grammar, punctuation and spelling Capital letters and full stops Using subordinating and coordinating conjunctions Apostrophes for contraction and possession Singular and plurals Noun phrases Asking a question and using a question mark Using different punctuation marks: , ? ! Spelling common exception words Commas in a list</p>		<p>Grammar, punctuation and spelling Capital letters and full stops Using subordinating and coordinating conjunctions Inverted commas for speech Prefixes Sentence types (Question, Statement, Exclamation, Command) Alliteration Similes using 'like' and 'as' Capital letters and full stops</p>		<p>Grammar, punctuation and spelling Capital letters and full stops Using subordinating and coordinating conjunctions Apostrophes for contraction and possession Sentence types (Question, Statement, Exclamation, Command) Past and present tense Nouns, verbs, adjectives, adverbs Capital letters and full stops Using subordinating and coordinating conjunctions Word class (Nouns, verbs and adjectives)</p>	

<p>Word class (Nouns, verbs and adjectives) Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>		<p>Using subordinating and coordinating conjunctions Past and present tense Compound words Homophones and near homophones Suffixes Alliteration</p>		<p>Using subordinating and coordinating conjunctions Noun phrases Spelling common exception words</p>	
Maths					
<p>Place Value Addition and Subtraction</p>	<p>Addition and Subtraction Shape Money</p>	<p>Multiplication and Division Length and Height</p>	<p>Mass, Capacity and Temperature Time Statistics</p>	<p>Fractions Position and Direction</p>	<p>Time Position and Direction Multiplication and Division Fractions</p>
Science					
<p>Biology: Animals including humans How are animals similar and different to their offspring? How do humans and animals change as they grow? What does an animal need to survive? How can we be hygienic? What foods should we eat to have a balanced diet? What happens to our bodies when we exercise?</p>	<p>Chemistry: States of matter What is a material? What materials are most common in our everyday environment and why? Which materials can be changed by force? What material would be best to make...? How are materials suited to their purpose?</p>	<p>Biology: Living things and their habitats How do you know if something is living, dead or has never been alive? What habitats are there in the local area? Is there a difference in habitats around the world? How do animals in a habitat depend on each other?</p>		<p>Biology: Plants What are the different parts of a plant? What are the similarities and differences between seeds and bulbs? What do plants need to grow healthily? How does a plant change as it grows? Does it matter which way round a seed or a bulb it planted?</p>	
Wider national curriculum					
<p>History <u>How has fire safety changed over time?</u> What is fire safety like today? What was life like in London in 1666? How did the Great Fire of London start? What was life like during the Great Fire? Who was to blame for the Great Fire of London? How did London change after the Great Fire of London?</p>		<p>History <u>How did inventions change society in the North East?</u> What is an invention? Why is Cragside House important? What is hydroelectric power? Which inventions were created in the North East? Who is William Armstrong and what did he invent? How does a water wheel work? What positive impact has Greggs had on society in the North East? What is the Stephenson Rocket and how has it helped society?</p>		<p>History <u>What would it have been like to be an evacuee during World War II?</u> Why did World War II start? Who caused World War II? What was life like for soldiers? What happened to children? What would happen to families in the city and in the countryside? How was peace resumed at the end of the war? What changed in society during the war and how do we know?</p>	

<p>Geography <u>How is our world organised?</u> -What countries make up the uk? -What is the difference between a continent, a country and a city? -What is the Geography of the UK? -What can I see in my local geography on my way to school? -What are the locations of the London landmarks? -How have maps changed over time?</p>		<p>Geography <u>What are the continents and oceans?</u> What are the 7 continents? What are the 5 oceans? What is the continent of Europe like? What is the continent of Africa like? What is the continent of Asia like? What is the continent of Antarctica like? What is the continent of Australasia like? What is the continent of South America like? What are the difference between hot and cold places?</p>		<p>Geography <u>Changes to maps over time (then and now)</u> What are the key features of rural and urban areas? Where were children evacuated to and why? What did London look like in WWII compared to now?</p>	
<p>Computing <u>IT around us</u></p> <p>Identifying IT and how its responsible use improves our world in school and beyond. Recognise the uses and features of information technology Identify the uses of information technology in the school Identify information technology beyond school Explain how information technology helps us Explain how to use information technology safely Recognise that choices are made when using information technology</p>		<p>Computing <u>Programming</u></p> <p>Robot algorithms creating and debugging programs, and using logical reasoning to make predictions. Describe a series of instructions as a sequence Explain what happens when we change the order of instructions Use logical reasoning to predict the outcome of a program Explain that programming projects can have code and artwork Design an algorithm Create and debug a program that I have written</p>		<p>Computing <u>Pictograms</u></p> <p>Collecting data in tally charts and using attributes to organise and present data on a computer. Recognise that we can count and compare objects using tally charts Recognise that objects can be represented as pictures Create a pictogram Select objects by attribute and make comparisons Recognise that people can be described by attributes Explain that we can present information using a computer.</p>	
<p>Internet safety Online Relationships Online Reputation</p>		<p>Internet safety Safer Internet Day Privacy and Security</p>		<p>Internet safety Self Image and Identity</p>	
<p>Music <u>Exploring pitched percussions and high and low sounds</u></p> <p>Develop listening skills and the musical vocabulary to be able to describe sounds in the local school environment, comparing high and low sounds.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>Use percussion sounds to</p>	<p>Music <u>Performing Christmas songs</u></p> <p>Perform a range of songs, to an audience, with good control of pitch, tempo, and dynamics.</p> <p>Follow performance cues or a conductor.</p>	<p>Music <u>Human Rhythm Patterns</u></p> <p>Understand and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchet rests.</p> <p>Create and perform chanted rhythm patterns and record them using stick notation.</p>	<p>Music <u>Sound Poems</u></p> <p>Create music in response to a non-musical stimulus.</p>	<p>Music <u>Graphic Scores</u></p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Recognise how graphic notation can represent created sounds and explore and invent their own symbols.</p>	<p>Music <u>'No Place Like' project</u></p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Know about different stimuli which can inspire a musical composition.</p>

enhance storytelling and to improvise simple question and answer phrases.					
Recognise dot notation and match it to 3-note tunes played on tuned percussion.					

Art

<p>How can we represent fire?</p> <p>Painting</p> <ul style="list-style-type: none"> To accurately mix tints and shades to achieve desired colour To control quantities of paint and water to achieve different paint thicknesses To select appropriate paintbrush for given task <p>Collage</p> <ul style="list-style-type: none"> To use collage to layer and imitate artist's work To use a range of materials to layer and compose an image <p>Evaluation</p> <ul style="list-style-type: none"> To reflect on how final piece matches design brief To share views on the work of peers using growing vocabulary To evaluate effectiveness of final display of artwork against 	<p>How can we convey light and dark?</p> <p>Drawing</p> <ul style="list-style-type: none"> To explore proportion and scale to produce scaled drawings To imitate style of chosen artist producing sketches To use oil pastels/ coloured pencils to blend to form a gradient Recognise light and shadow and add shading to enhance drawing <p>Painting</p> <ul style="list-style-type: none"> To accurately mix tints and shades to achieve desired colour <p>Artists' Work</p> <ul style="list-style-type: none"> To recognise techniques used within an artist's work and begin to imitate technique and style 	<p>How can we represent man's destruction?</p> <p>Drawing</p> <ul style="list-style-type: none"> To use a range of shading techniques, scumbling, hatching, cross-hatching, stippling To use cross hatching to create light and shadow in chosen image <p>Printing</p> <ul style="list-style-type: none"> Use safeprint to produce a printing tile Use controlled pressure to indent printing tile Print using a selection of complementary colours <p>Artists' work</p> <ul style="list-style-type: none"> To recognise techniques used within an artist's work and begin to imitate technique and style <p>Evaluation</p>	<p>How can we use Art to help eradicate plastic pollution?</p> <p>Drawing</p> <ul style="list-style-type: none"> To imitate style of chosen artist producing sketches To begin to develop observational drawing skills using sketchy lines <p>Sculpture</p> <ul style="list-style-type: none"> To use chosen materials to produce a 3D model To begin making choices about composition <p>Evaluation</p> <ul style="list-style-type: none"> To reflect on how final piece matches design brief To share views on the work of peers using growing vocabulary 	<p>How do artists convey an atmosphere?</p> <p>Drawing</p> <ul style="list-style-type: none"> To use a range of shading techniques, scumbling, hatching, cross-hatching, stippling To imitate style of chosen artist producing sketches Recognise light and shadow and add shading to enhance drawing To use curved/abstract lines to imitate artist's work <p>Textiles</p> <ul style="list-style-type: none"> To begin to use batik to create artwork To mix inks to produce chosen colours <p>Artists' work</p> <ul style="list-style-type: none"> To identify themes across a selection of artist's work To use notation to comment on the 	<p>How were artist's used to rally support for the war effort?</p> <p>Collage</p> <ul style="list-style-type: none"> To use collage to layer and imitate artist's work To use a range of materials to layer and compose an image <p>Evaluation</p> <ul style="list-style-type: none"> To reflect on how final piece matches design brief To share views on the work of peers using growing vocabulary
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<p>overarching theme</p>		<ul style="list-style-type: none"> To evaluate effectiveness of final display of artwork against overarching theme 		<p>successes of an artist's work</p> <ul style="list-style-type: none"> To recognise techniques used within an artist's work and begin to imitate technique and style 	
<p>DT <u>How can materials be connected to make a moving object?</u> Explore and evaluate a range of existing products Explore and use mechanisms [for example, levers, sliders, wheels and axles] 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, mock-ups and, where appropriate, information and communication technology Select 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, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas against design criteria</p>		<p>DT <u>What is a fair ground?</u> Explore and evaluate a range of existing products Generate, develop and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Explore and use mechanisms in their products Design purposeful, functional, appealing products for themselves and other users based on design criteria Explore and use mechanisms in their products. Evaluate their own ideas and products against a design criteria Build structures exploring how they can be made stronger, stiffer, and more stable Explore and use mechanisms in their products Select from and use a range of tools and equipment to perform practical tasks</p> <p><u>How can I support a structure?</u> Make a new chair for baby bear using lolly sticks - consider shape and how to get it to stand. Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Build structures, exploring how they can be made stronger, stiffer and more stable Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 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, mock-ups and, where appropriate, information and communication technology</p>		<p>DT <u>How can I join materials?</u> National Curriculum objective Select from and use a range of tools and equipment to perform practical tasks Design purposeful, functional, appealing products for themselves and other users Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics Evaluate their ideas and products against a design criteria</p> <p><u>How can we maintain a balanced diet?</u> Consider how people during the war may not have been able to maintain a healthy diet as a result of rationing and available food. Recognise our ability to have a varied and healthy diet. National Curriculum objective Understand where food comes from Use the basic principles of a healthy and varied diet to prepare dishes Explore and evaluate a range of existing products Design purposeful, functional, appealing products for themselves and other users based on design criteria Evaluate their ideas and products against design criteria Evaluate their ideas and products against design criteria</p>	
<p>PE Dance Ball Skills</p>	<p>PE Gymnastics Ball Skills</p>	<p>PE Dodgeball</p>	<p>PE Tennis</p>	<p>PE Cricket</p>	<p>PE Athletics</p>

RE Christianity: Why does Christmas matter to Christians? Key questions: What is the Nativity story? Why is Jesus' birth important to Christians? How do we know the Nativity story? What is the Nativity story? (Recap) What are you thankful for this Christmas?		RE Islam: Who is a Muslim and how do they live? (Part 2) Key questions What do Muslims think about God? Who was the prophet Muhammad and why is he important to Muslims? What can people learn from Muslim holy words? What difference does worshipping God make to Muslims?		RE Christianity: What is the 'good news' Christians believe Jesus brought us? Key questions What is a Gospel? What do Bible texts mean to Christians? What instructions does Jesus give, for how Christians should behave? How do Christians follow teachings and put these into their own practice? What is the good news that Jesus brings?	
PSHE How can we keep safe and prevent a fire? What are the names of our body parts? How can people and charities support people who are homeless?	PSHE Who makes decisions in school and in the UK? How can we resolve conflicts between friends? How can we keep our mind and body healthy?	PSHE How can we care for our environment? How can we stay safe online? Young Leaders Award (Archbishop of York)	PSHE How can we describe and react to our feelings? How can we keep ourselves physically and mentally healthy? Young Leaders Award (Archbishop of York)	PSHE How can we stay safe in familiar and unfamiliar environments? What makes a good friendship? Young Leaders Award (Archbishop of York)	PSHE How do charities support war veterans? Why do we save or spend money through budgeting? Young Leaders Award (Archbishop of York)
French Greetings	French Number	French Colour	French Food	French Shops	
Visit Visit to Fire Station to have fire safety talk from firefighters	Visit Visit from the mayor to interview him/her about her role	Visit Walk around the local area for litter pick	Visit Visit to Cragside House (Made in the North East Week)	Visit Visit to Beamish Museum (Evacuees focus- History)	Visit Visit to Grange Lea Care Home to perform for residents and interview about WW2 Walk around Ponteland (Geography Fieldwork)
Global curriculum					
Values Empathy: Professions (firefighter) Responsibility: Great Fire of London	Values Collaboration: Why leaders work together Responsibility: Decisions	Values Kindness: Protecting the environment Respect: Environment To show an understanding	Values Responsibility: Environmental decisions Gratitude: Environment	Values Empathy: Living through WW2; evacuees Resilience: Independent work	Values Gratitude: Things in our lives Collaboration: The Home Front; times of uncertainty

To understand what uneven sharing of power is and how some people are excluded from decision-making.		of how people can damage or improve the environment.		To show an awareness of causes of disagreement and conflict at personal, classroom and global levels.	
Global curriculum skills To understand how to take part in making and changing rules in our own class and school.	Global curriculum skills To understand that there can be positive and negative impacts of people's actions (including our own) on others and the environment. Children show an awareness of how to act upon people's actions and their own to make a positive impact.		Global curriculum skills Children can demonstrate some ways of avoiding, managing and resolving conflict.		

History

Autumn 1 – The Great Fire of London

Children learn about the events of the Great Fire of London, how it started, and why it spread so quickly. They explore what life was like in 1666 and how London changed afterwards, including improvements to buildings and fire safety.

Spring 2 – Inventions and Inventors

Pupils discover how inventions have changed people's lives, focusing on local inventors such as William Armstrong and the creation of hydroelectric power. They learn about important North East businesses like Greggs and how these have shaped our community.

Summer 2 – World War 2

Children find out why World War 2 began and learn about life during the Blitz, rationing, and the experiences of soldiers and children at the time. They compare wartime life to their own and learn about the Great Fire of Newcastle and Gateshead.

Geography

Autumn 2 – The UK

Children explore the countries and capital cities of the United Kingdom, identifying their main landmarks and physical features such as rivers and mountains. They begin to use simple maps to locate places.

Spring 1 – Continents and Oceans

Pupils learn that the world is divided into seven continents and five oceans. They identify key landmarks, climates, and geographical features from around the world.

Spring 2 – Comparing Places

Children compare the human and physical geography of different countries, looking at how people live in various climates. They explore weather patterns and temperature differences around the world.

Summer 2 – Our Local Area: Ponteland

Pupils study their local area, identifying human and physical features. They carry out simple fieldwork, such as a traffic survey, and decide whether Ponteland is more urban or rural.

RE (Religious Education)

Autumn 2 – Christianity: The Nativity

Children explore the Christmas story, learning about the birth of Jesus and why this is important to Christians. They discuss feelings of thankfulness and celebration at Christmas.

Spring 2 – Islam

Pupils learn about the Muslim faith, including beliefs about God and the Prophet Muhammad. They find out how and why Muslims pray and worship.

Summer 2 – The Gospels and Jesus' Teachings

Children discover what the Gospels are and how they teach Christians about Jesus' life and messages. They learn how Christians try to live by Jesus' example.

PSHE (Personal, Social and Health Education)

Autumn 1 – Rules and Responsibilities

Children learn about the people who help make decisions in school and the community. They discuss routines and how following rules helps everyone stay safe.

Autumn 2 – Friendships and Bullying

Pupils explore what bullying is and how to respond if it happens. They talk about kindness, empathy, and the impact of their actions on others.

Spring 1 – Growing and Changing

Children learn to name body parts using correct vocabulary and understand what kinds of physical touch are appropriate. They also discuss needs and wants and learn about using money responsibly.

Spring 2 – Feelings and Emotions

Pupils explore different emotions, learning that feelings can change over time. They talk about permission, pressure, and ways to deal with loss or disappointment.

Summer 1 – Online Safety and Conflict Resolution

Children learn how to handle conflict in a calm and respectful way. They discuss how to stay safe online and what personal information should never be shared.

Summer 2 – Health and Safety

Pupils learn about medicine safety, dangers around water and roads, and what to do if they are ever lost. They practise making safe choices in different situations.

Computing

Autumn 1 – Online Safety

Children learn how to stay safe and kind online, keeping personal information private. They begin to understand what to do if something makes them feel uncomfortable online.

Spring 1 – Programming and Coding

Pupils explore simple programming by giving instructions to make things happen on screen. They develop problem-solving skills by creating their own sequences and patterns.

Summer 1 – Digital Media

Children learn how to use technology creatively, combining text and images to present information. They understand how technology can be used responsibly for learning and communication.

Design and Technology

Autumn 1 – Mechanisms

Children explore how wheels and axles work by designing and making their own moving vehicle. They test their ideas and improve their designs.

Spring 2 – Food and Nutrition

Pupils learn about where food comes from and how to prepare simple dishes safely. They design and make a healthy snack using seasonal ingredients.

Summer 1 – Structures

Children explore how to build strong and stable structures. They design and make their own model buildings, thinking about how to make them sturdy and appealing.

Art

Autumn 2 – Drawing and Painting

Children experiment with different drawing and painting techniques, exploring line, tone and colour. They study famous artists for inspiration and create their own imaginative pieces.

Spring 1 – Sculpture

Pupils learn to model and shape materials to create 3-D artwork. They explore how texture and form can be used to express ideas.

Summer 1 – Collage and Mixed Media

Children combine different materials such as paper, fabric and paint to create mixed-media artworks. They reflect on their work and share what they like about their designs.

Music

Autumn 1 – Exploring Pulse and Rhythm

Children learn to keep a steady beat and explore different rhythms using instruments and body percussion.

Spring 1 – Pitch and Performance

Pupils explore high and low sounds through singing and tuned instruments. They perform simple songs as a group.

Summer 2 – Composition and Notation

Children create short musical patterns and begin to use symbols to record their ideas. They work together to perform their own compositions.

French

Autumn 2 – Getting Started with French

Children learn simple greetings, how to say their name and age, and some basic classroom phrases.

Spring 2 – Numbers and Colours

Pupils learn to count in French and name common colours through songs and games.

Summer 1 – Animals and Descriptions

Children learn the names of common animals and simple words to describe them. They practise short conversations using what they've learned.

Sustainable development goals covered



