



St Matthew's C of E Primary School Curriculum Plan – Year 2



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
RE Questful Curriculum	The Bible – why is it a special book? – Holy books	Christmas – Why was the birth of Jesus such good news?	Jesus - friend to everyone	Easter: How do symbols help us understand the story?	What happened at the ascension and Pentecost?	Why is the church a special place of worship? – other places of worship		
Reading Unit	Geography: UK – Rivers and Seas	Reading Breadth: Fairy Stories & Poetry - Classics	Science: Living Things Habitats / Plants	Reading Breadth: Traditional Tales & Poetry: Contemporary	History: Events Beyond Living Memory – Fire of London	Reading Breadth: Stories and Plays & Poetry - Contemporary		
Writing Text	A River	The Night Gardener	Bloom	Grandad's Island	The King Who Banned the Dark	Rosie Revere		
Writing Outcome & Purpose	Narrative: Circular Narrative Purpose: To narrate	Recount: Diary Purpose: To recount	Recount: Diary Purpose: To recount	Narrative: Return Narrative Purpose: To narrate	Persuasion: Letter Purpose: To persuade	Narrative: Invention Narrative Purpose: To narrate		
Maths	Place Value, Addition of 2-digit numbers	Subtraction of 2-digit numbers, multiplication and division	Length, Weight, Fractions	Fractions, Money, Shape	Shape, Temperature, Volume	Time, Picture graphs		
Science	<p>What do I need to survive? Animals Including Humans</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>		<p>How can you tell if something is alive? Living Things</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</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</p>		<p>What's living under a stone? Habitats</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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</p>		<p>What material would be best for a bridge? Materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p>Compare how things move on different surfaces.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	



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	<p>Plants – to be taught across the year Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>			<p>Working Scientifically</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. 		
History		<p>Help is at hand! How did Florence Nightingale make a difference? -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 (Florence Nightingale and links to Mary Seacole)</p>			<p>London's Burning! How did the Great Fire of London effect the city? - events beyond living memory that are significant nationally or globally (GFoL) - Chronologically order different key events on a timeline</p>	<p>I want to be an engineer! What is the job of an engineer? -changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life -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 (Thomas Edison)</p>
	<p style="text-align: center;">Subject content</p> <p>Key stage 1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p>					
Geography	<p>Marvellous Mapping What are the main countries of the UK and how do they differ? Location Knowledge -name and locate the world's 7 continents and 5 oceans -name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (Irish Sea, English Channel, North Sea, North Atlantic Ocean)</p>	<p>Geography Link - I can understand and compare the impact of changes on a significant locality from the past to today</p>	<p>I do like to be beside the seaside How do landmarks differ between a town and the coast? Geographical Fieldwork and Skills -use simple compass directions (North, South, East and West) and locational and directional language 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 basic geographical vocabulary to refer to key</p>	<p>How the world works How is Wamba different to Stockport? Place Knowledge -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 Human and Physical Geography -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 -use basic geographical vocabulary to refer to key physical features, including:</p>	<p>History Link – I can use aerial photographs to recognise landmarks and human and physical features and construct basic symbols in a key</p>	



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			physical features, including: beach, cliff, coast, forest, hill, sea, ocean, river, soil, valley, vegetation, season and weather	forest, hill, mountain, river, soil, valley, vegetation, season and weather		
	Subject content					
	Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.					
PE	<p>Fundamentals</p> <ul style="list-style-type: none"> Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas. <p>Team Building</p> <ul style="list-style-type: none"> Pupils develop their communication and 	<p>Ball Skills</p> <ul style="list-style-type: none"> pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. <p>Target Games</p> <ul style="list-style-type: none"> Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to 	<p>Dance & Gymnastics</p> <ul style="list-style-type: none"> Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They 	<p>Fitness</p> <ul style="list-style-type: none"> Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time. <p>Yoga</p> <ul style="list-style-type: none"> Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to 	<p>Team Building</p> <ul style="list-style-type: none"> Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. <p>Athletics</p> <ul style="list-style-type: none"> Pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. Pupils will engage in performing skills and measuring performance, competing to improve 	<p>Team Building</p> <ul style="list-style-type: none"> Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. <p>Athletics</p> <ul style="list-style-type: none"> Pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. Pupils will engage in performing skills and



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	<p>problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety.</p> <ul style="list-style-type: none"> • Pupils have the opportunity to show honesty and fair play. 	<p>self-manage their own games selecting and applying the skills they have learnt appropriate to the situation.</p>	<p>will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>	<p>connect their mind and body.</p> <ul style="list-style-type: none"> • Pupils will improve wellbeing by building strength, flexibility, co-ordination and balance, breathing and meditation through fun and engaging activities. • Pupils work independently, with a partner and small group. 	<p>on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p>	<p>measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p>
<p>Art & Design</p> <p>Design & Technology</p>	<p>Design Fruit Kebabs Cooking and nutrition *Use the basic principles of a healthy and varied diet to prepare dishes * Understand where food comes from.</p> <p>Using Design, Make & Evaluate targets</p>	<p>Painting To develop painting techniques. To use painting to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> - name the primary and secondary colours; - experiment with different brushes (including brushstrokes) and other painting tools; - mix primary colours to make secondary colours; - add white and black to alter tints and shades; <p>Key vocabulary: primary colours, secondary colours, neutral colours, tints, shades,</p>	<p>Drawing To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> - draw lines of varying thickness; - use dots and lines to demonstrate pattern and texture; - use different materials to draw, for example pastels, chalk, felt tips; <p>Key vocabulary: portrait, self-portrait, line drawing,</p>	<p>Africa - collage To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <ul style="list-style-type: none"> - use a combination of materials that have been cut, torn and glued; - sort and arrange materials; - add texture by mixing materials; <p>Key vocabulary: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>Plants/Materials: Sculpture To develop sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> - use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; - use a variety of techniques, e.g. rolling, cutting, pinching; - use a variety of shapes, including lines and texture; <p>Key vocabulary: sculpture, statue, model, work, work of art, 3D, land art, sculptor,</p>	<p>Design a Bridge: Levers: construction/mechanisms:</p> <p>Using Design, Make & Evaluate targets</p>



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		warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.		carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	
Computing	Computing systems and networks – IT around us	Creating media – Digital photography	Programming A – Robot algorithms	Data and information – Pictograms	Creating media - Digital music	Programming B - Programming quizzes
	<ul style="list-style-type: none"> -To recognise the uses and features of information technology -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To explain how to use information technology safely -To recognise that choices are made when using information technology 	<ul style="list-style-type: none"> -To use a digital device to take a photograph -To make choices when taking a photograph -To describe what makes a good photograph -To decide how photographs can be improved -To use tools to change an image -To recognise that photos can be changed 	<ul style="list-style-type: none"> -To describe a series of instructions as a sequence -To explain what happens when we change the order of instructions -To use logical reasoning to predict the outcome of a program -To explain that programming projects can have code and artwork -To design an algorithm -To create and debug a program that I have written 	<ul style="list-style-type: none"> -To recognise that we can count and compare objects using tally charts -To recognise that objects can be represented as pictures -To create a pictogram -To select objects by attribute and make comparisons -To recognise that people can be described by attributes -To explain that we can present information using a computer 	<ul style="list-style-type: none"> -To say how music can make us feel -To identify that there are patterns in music -To experiment with sound using a computer -To use a computer to create a musical pattern -To create music for a purpose -To review and refine our computer work 	<ul style="list-style-type: none"> -To explain that a sequence of commands has a start -To explain that a sequence of commands has an outcome -To create a program using a given design -To change a given design -To create a program using my own design -To decide how my project can be improved
Music	Gospel	Christmas Production	Pop	Soul	Reggae/Hip Hop	Reflect/Recap History of music
	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and detuned instruments musically • 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. 					



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PSHE	Emotion & Staying Safe	Keeping Healthy & Computer Safety	Being Responsible & Hazard Watch	Computer Safety & Emotions	Our World	Relationships
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'Let Your Light Shine'

