

Clockhouse Primary School
Year 2 Curriculum Overview



TERM	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
THEME	Polar Regions		Healthy Me, Healthy Us		Castles and Knights	
QUESTION / SCENARIO	<i>Why is it so cold in the Polar Regions and who lives there?</i>		<i>How can I be healthy?</i>	<i>What is wonderful about my world?</i>	<i>Who built castles?</i>	
STUNNING STARTER	VR Experience		Mystery person from the past suitcase reveal		Sword in the Stone	
MARVELLOUS MIDDLE	Polar Express Day		Group circuit training rotation		Design and print a Coat of Arms – Parents invited	
FABULOUS FINISH	Visit to Colchester Zoo – Penguin Workshop		Field Work Day		Trip to Colchester Castle	
POSSIBLE VISITS / VISITORS	Polar Explorer Vist Trip to Colchester Zoo		Visit to Old MacDonald's Farm Florence Nightingale Theatre Workshop		Trip to Colchester Castle Portal to the Past – Medieval Britain	
ENGLISH	<u>Core Text</u> Be Brave Little Penguin by Giles Andrae	<u>Core Text</u> Rainbow Bear by Michael Morpurgo	<u>Core Text</u> Rascally Cake by Jeanne Willis	<u>Core Text</u> Gorilla by Anthony Brown	<u>Core Text</u> Princess and the Pea	<u>Core Text</u> Zog Julia Donaldson
	<u>Genres to cover</u> Information text Penguin fact file Narrative retell	<u>Genres to cover</u> Description character Poetry Rhyming patterns -winter Recount Trip to Colchester Zoo	<u>Genres to cover</u> Instructions recipes Narrative retell	<u>Genres to cover</u> Persuasive text Letter Poetry Concrete poem	<u>Genres to cover</u> Description Setting Narrative Retell Letter Informal	<u>Genres to cover</u> Recount Diary entry Narrative Changing characters Poetry <i>Performance</i>
MATHS	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations, including the number line Read and write numbers to at least 100 in numerals and in words Compare and order numbers from 0 up to 100; use <, > and = signs Use place value and number facts to solve problems. Solve problems with addition and subtraction: * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot					

	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables , including recognising odd and even numbers					
MATHS (cross curricular links)	Place value Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Compare and order numbers from 0 up to 100; use <, > and = signs Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations, including the number line Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems.	Addition and Subtraction Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Solve problems with addition and subtraction: * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Geometry- properties of shapes Identify and describe the properties of 2-D shapes,	Multiplication and Division Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Measurement Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and = Statistics Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the	Number - Fractions Recognise, find, name and write fractions 1/3, 1/4, 2/4, 3/4 of a length, shape, set of objects or quantity. Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. Measurement Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and = Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day. Problem Solving Task: Shape & Measure Always, Sometimes, Never!	Measurement Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Geometry- properties of shapes Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] Compare and sort common 2-D and 3-D shapes and everyday objects. Geometry- position and direction Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, including	Multiplication and Division Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Measurement Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day. Number- fractions Recognise, find, name and write fractions 1/3, 1/4, 2/4, 3/4 of a length, shape, set of objects or quantity. Write simple fractions for example, 1/2 of 6 = 3 and

		including the number of sides and line symmetry in a vertical line Compare and sort common 2-D and 3-D shapes and everyday objects. Problem Solving Task: Investigation Missing digit	categories by quantity Ask and answer questions about totalling and comparing categorical data. Real life/enterprise style maths: Statistics- finding out popular toppings. Measuring ingredients to make healthy meal		movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).	recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Problem Solving Task: Open Ended How many different ways can you find to halve the square?
SCIENCE	Living things and their habitat To identify and name a variety of plants and animals in their habitats. To identify that most living things live in habitats to which they are suited. To describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. To 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.	Uses of everyday materials To identify and compare the suitability of a variety of everyday materials. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Animals, including humans To notice that animals, including humans, have offspring which grow into adults. To find out about and describe the basic needs of animals for survival (water, food and air).	Animals, including humans To find out about and describe the basic needs of humans for survival (water, food and air). To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Living things and their habitat To explore and compare the differences between things that are living, dead, and things that have never been alive. To identify and name a variety of plants and animals in their microhabitats. To 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. (microhabitats).	Plants To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
COMPUTING	Computing Systems and Networks Word Processing Online Safety To know how to keep things safe and private online	Coding: Different sorts of inputs Online Safety To understand that the information I put online leaves a digital footprint.	Data and Information Pictograms Online Safety To recognise whether a website is appropriate for children To recognise when to deny permission online.		Digital Music Online Safety To use keywords in an online search to find key information	Coding Buttons and Instructions Online Safety To identify kind and unkind online behaviour
HISTORY	Polar Exploration		The History of Nursing		Castles	
GEOGRAPHY	Polar Regions		Healthy me; Healthy Planet		Castles	
ART AND DESIGN	Painting / Drawing		Drawing / Painting / Mixed Media		Drawing / Printing / Sculpture	

	Artist: Henri Matisse Ceramic artist and Sculpture: Nancy McCroskey		Painter: Giuseppe Arcimboldo		Sculpture: John Angel	
DESIGN AND TECHNOLOGY	Structures Free standing structures (Design a piece of playground equipment)		Cooking and Nutrition Perfect Pizzas		Mechanisms Wheels and Axels	
RELIGIOUS EDUCATION	1.8 Who is Muslim and what do they believe?	1.8 Who is Muslim and what do they believe?	1.3 How do the stories of Jesus inspire Christians today?	1.1 What do Christians do at Easter and why is it important to them?	1.5 In what ways is a mosque important to believers?	1.2 Who influences our lives?
PHYSICAL EDUCATION	Autumn 1 Fundamentals Unit 4 Dance Autumn 2 Ball Skills Gymnastics		Spring 1 Invasion Dance Spring 2 Sending and Receiving Team Building		Summer 1 Striking and Fielding Fitness Summer 2 Net and Wall Athletics	
MUSIC	Sing Up Creepy Castle (Listen / Sing / Play / Compose) <i>Christmas Songs</i> (singing)		Sing Up Tony Chestnut (Listen / Sing / Play / Compose) Boomwhackers (Listen/Sing/Play)		Sing Up Grandma Rap (Listen / Sing) End of Year Assembly / Boomwhackers (Listen/Sing/Play)	

PSHE	Recognising things in common and differences: playing and working cooperatively: sharing opinions	Making friends: feeling lonely and getting help Managing secrets: resisting pressure and getting help: recognising hurtful behaviour	Growing older: naming body parts and keeping healthy	Money Matters: What money is: needs and wants looking after money	Belonging to a group: rules and responsibilities: being the same and different in the community	Safety in different environments: risk and safety at home: emergencies, sun safety	Managing Transition: Moving Year groups and changing building
LIFE SKILLS	To learn how to fold clothes correctly.		To cut and chop vegetables correctly.		To learn how to make breakfast/ a sandwich.		
HOME LEARNING QUESTS	Create an information poster about an animal that lives in the Arctic  Test different materials placed in a plastic bag and put in ice in and see which material works the best to keep it cold or to make it warm Research about the Northern Lights Research about Inuits and create a drawing/model of their home with labelled information		Make a healthy piece of food for corridor display Create a keep fit regime/circuit training activity to share with your class teacher (Share on a poster/on paper/use photos) Create a food diary/ a rainbow chart outlining the vitamins and minerals eaten through the week. 		Create an information poster about a castle: Mount Fitchet, Windsor, Warwick, Colchester or Durham castle. Create a catapult and research why catapults were used and how they were effective. 		

		Create a recipe booklet with some healthy meals that you have cooked at home with your family. Include photos and drawings. Challenge yourself to link it to our healthy eating learning – vitamins, healthy eating plate.	Research and create a fact file about a famous person who owns a castle – past and present. What do you know about the Battle of Hastings? Who was William the Conqueror? Edward the Confessor? Create an information poster.
<i>Note where specific objectives are not referenced above, refer to the National Curriculum or related documents</i>			