

## Curriculum Coverage 2022/2023

Year Group: 2

| Curriculum Subject | AUTUMN<br>(1 <sup>st</sup> half term)<br><b>London</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | AUTUMN<br>(2 <sup>nd</sup> half term)<br><b>Healthy Humans</b>                                                                                                                                                                                                                                                                                                                                                                        | SPRING<br>(1 <sup>st</sup> half term)<br><b>Intrepid Explorers</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | SPRING<br>(2 <sup>nd</sup> half term)<br><b>Plants</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | SUMMER<br>(1 <sup>st</sup> half term)<br><b>Victorians</b>                                                                                                                                                                                                                                                           | SUMMER<br>(2 <sup>nd</sup> half term)<br><b>Amazing Africa</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| LITERACY           | <p><b>Stories on a familiar setting</b><br/> <b>The Jolly Postman</b><br/> <i>Make predictions and inferences about the text.</i><br/> <i>Plan and discuss what to write about e.g. text mapping, collecting new vocabulary, key words and ideas.</i><br/> <i>Write Own version of the story,</i><br/> <b>Non-Chronological Reports</b><br/> <i>Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</i><br/> <i>Write a page for an information text about an animal.</i><br/> <b>Poems on a theme</b><br/>           Poems about London<br/>           To use specific text type features to write for a range of audiences and purposes.</p> | <p><b>Traditional Tales with a twist</b><br/> <b>The Great Fairytale Disaster</b><br/> <i>Make predictions and inferences about the text.</i><br/> <i>Plan and discuss what to write about e.g. text mapping, collecting new vocabulary, key words and ideas.</i><br/> <i>Write Own version of the story,</i><br/> <b>Instructions</b><br/> <i>Use specific text type features to write for a range of audiences and purposes</i></p> | <p><b>Stories by the same author</b><br/> <b>Man on the Moon</b><br/> <b>Bob and the Moon</b><br/> <b>Tree Mystery</b><br/> <i>Make predictions and inferences about the text.</i><br/> <i>Plan and discuss what to write about e.g. text mapping, collecting new vocabulary, key words and ideas.</i><br/> <i>Write Own version of the story,</i><br/> <b>Non-chronological reports</b><br/>           Make contributions in whole class and group discussions.<br/>           Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how</p> | <p><b>Animal Adventure Stories</b><br/> <b>Stories with a familiar setting</b><br/> <b>Mudpuddle Farm/The Owl Who was Afraid of the Dark</b><br/> <i>Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas.</i><br/> <i>Write about fictional events.</i><br/>           Evaluate their writing with adults and peers.<br/>           Proofread to check for errors in spelling, grammar and punctuation.<br/> <b>Persuasion</b><br/>           Use specific text type features to write for a range of audiences and purposes, e.g. to persuade.<br/> <b>Riddles</b><br/>           Develop a positive attitude to writing.<br/>           Use specific text type features to write for a range of audiences and purposes</p> | <p><b>Last Push Pack</b><br/> <b>Recount: Letters/ Diary entries</b><br/> <b>Aladdin</b><br/> <i>Proofread to check for errors in spelling, grammar and punctuation.</i><br/>           Use specific text type features to write for a range of audiences and purposes e.g. entertain.<br/> <b>Classic poems</b></p> | <p><b>Story as a Theme</b><br/> <b>Anna Hibiscus</b><br/>           A written narrative, based on a book with an African setting.<br/>           To write about real and fictional events<br/>           Sequence and discuss the main events of a story.<br/>           Introduce and discuss key vocabulary within the context of the text.<br/> <b>Explanations</b><br/>           Write an explanation text linked to a process that happens at the seaside.<br/>           Use specific text type features to write for a range of audiences and purposes e.g. to explain.<br/> <b>Poems on a theme</b><br/>           Seaside poems/Poems about Africa<br/>           To use specific text type features to write for a range of audiences and purposes.</p> |

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| <p><b>MATHS</b></p>   | <p><b>RED ROSE MASTERY</b></p> <p>Place Value<br/>Length and Mass<br/>Addition and Subtraction<br/>2D and 3D Shape</p>                                                                                                                                                                                                                                                                        | <p><b>RED ROSE MASTERY</b></p> <p>Counting, multiplication and sorting.<br/>Capacity and Volume<br/>Money<br/>Assess and Review week</p>                                                                                                                                                                                                                           | <p><b>RED ROSE MASTERY</b></p> <p>Place Value<br/>Mass, volume and capacity<br/>Addition and subtraction<br/>Money<br/>Multiplication and Division</p>                                                                                                                                                           | <p><b>RED ROSE MASTERY</b></p> <p>Length<br/>Addition and Subtraction<br/>2D and 3D shape<br/>Fractions and position &amp; direction<br/>Time<br/>Assess and Review week</p>                                                                                                                                                                                                                                                                                                                                                    | <p><b>RED ROSE MASTERY</b></p> <p>Place Value and Statistics<br/>Addition and Subtraction<br/>Capacity and Volume, Temperature<br/>Fractions<br/>Position &amp; Direction and Time<br/>2D and 3D Shape</p> | <p><b>RED ROSE MASTERY</b></p> <p>Addition and Subtraction<br/>Multiplication and Division<br/>Statistics and Calculation<br/>Measurement</p> <p>Assess and Review and address significant gaps.</p>                                             |
| <p><b>SCIENCE</b></p> | <p><b>Habitats<br/>(all living things and their habitats)</b></p> <p>Classify things by living, dead or never lived.</p> <p>Know how a specific habitat provides for the basic needs of things living there (plants &amp; animals)</p> <p>Match living things to their habitats</p> <p>Name some different sources of food for animals</p> <p>Know about and explain a simple food chain.</p> | <p><b>Healthy Living</b></p> <p>Animals including humans</p> <p>Know the basic stages in a life cycle for animals (including humans)</p> <p>Know why exercise, a balanced diet and good hygiene are important for humans.</p> <p>All foods contain nutrients which your body needs to stay active throughout the day</p> <p>Everyone should have their 5 a day</p> | <p><b>Humans</b></p> <p>What they need to survive</p> <p>Keeping healthy means caring for your body so you have enough energy to learn, play and grow</p> <p>Keep your mouth healthy by brushing and flossing to have clean teeth and gums</p> <p>It is important to have 30-60 minutes of exercise everyday</p> | <p><b>Plants and Trees<br/>(plants)</b></p> <p>Trees and shrubs take in water and carbon and dioxide and give out oxygen</p> <p>Trees can live for a very long time and has many roots, explain the function of roots</p> <p>The trunk is the main body of a tree which is covered in bark and protects it from damage</p> <p>Leaves can take many different shapes. They take in sunlight and use water and food from roots</p> <p>As a tree grows, it usually produces rings as new wood is laid down around the old wood</p> | <p><b>Plant Growth</b></p> <p>Know and explain how seeds and bulbs grow into plants</p> <p>Know what plants need in order to grow and stay healthy (water, light, suitable temperature)</p>                | <p><b>Uses and properties of different Materials</b></p> <p>Everyday materials</p> <p>Know how materials can be changed by squashing, bending, twisting and stretching</p> <p>Know why a material might/might not be used for a specific job</p> |

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| Computing | <b>iCompute<br/>iSafe</b><br><br>Using technology safely and respectfully.<br>Keeping personal information safe.<br>What to do if we have concerns when online.                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>iCompute<br/>iSearch</b><br><br>Using websites and hyperlinks to research a topic area. | <b>iCompute<br/>iPublish</b><br><br>Looking at changes in the internet.<br>Looking at inventions for the future.<br>Email (using Purple Mash). | <b>iCompute<br/>iProgram</b><br><br>Scratch looking at algorithms.<br>Creating and debugging simple programs.                                     | <b>iCompute<br/>iAnimate</b><br><br>Using technology purposefully to create, organise, store, manipulate and retrieve digital content. | <b>iCompute<br/>iSafe</b><br><br>Writing a blog about a topic that we are familiar with. (Purple Mash).                                                                                                                                                                                                             |
| GEOG      | <b>Where in the World?</b><br><br>London, UK<br>Mapping - what is the best route for Scaredy Squirrel to take to the Dam?<br><br>Know the names of and locate the seven continents of the world<br><br>Know the names and locate the five oceans of the world<br><br>Know why so many important buildings are located in London<br><br>Know and use terminologies left and right, below, next to<br><br>Know the name of the nearest town/city and locate on a map of UK<br><br>Locate a number of cities on a map of UK<br><br>Talk about main differences between a world map and a globe |                                                                                            |                                                                                                                                                | Know the main differences between a place in England and that of a small place in a non-European country<br><br>Comparative study - Kenya/England |                                                                                                                                        | <b>Seaside Resort</b><br><br>Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach<br><br>Explain some of the advantages and disadvantages of living in a city or village<br><br>Make a model using road strips and toy buildings that shows features in an area |

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| HISTORY |                                                                                                                                                                                                                                                                                            | <p><b>The Great Fire of London</b></p> <p>Know about an event/events that happened long ago, even before their grandparents were born</p> <p>Know that what we use today instead of a number of older given artefacts</p> <p>Know that children's lives today are different to those of children a long time ago</p> | <p><b>The Lives of Significant Individuals in the Past who have contributed to national and international achievements</b></p> <p>Rosa Parks, Mary Seacombe, Nelson Mandela, Christopher Columbus</p> <p>Know about people in the past who have contributed to national and international achievements</p> <p>Develop the idea of presenting an idea and raising questions about the past</p> |                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Who are the Victorians?</b></p> <p>Order dates from earliest to latest on simple timelines</p> <p>Sequence pictures from different periods</p> <p>Look carefully at pictures/objects to find information</p> <p>Find answers and respond to simple questions from the past</p> <p>Choose and select evidence and say how it can be used to find out about the past</p> |                                                                                                                                                                                                                                                                              |
| ART     | <p><b>Impressions of London Artist -</b></p> <p>Drawing</p> <p>Choose and use 3 different grades of pencil when drawing</p> <p>Know how to use charcoal, pencil and pastel to create Art</p> <p>Know how to use a viewfinder to focus on a specific part of an artefact before drawing</p> |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Printing Artist -</b></p> <p>Know how to create a printed piece of Art by pressing, rolling, rubbing and stamping</p> <p>Know how to use different effects within an IT paint package</p> <p>Know how to mix paint to create all the secondary colours</p> <p>Know how to create brown with paint</p> <p>Know how to create tints with paint by adding white</p> <p>Know how to create tones with paint using black</p> |                                                                                                                                                                                                                                                                                                                                                                              | <p><b>African Art - Clay</b></p> <p>Know how to make a clay pot and know how to join 2 clay finger pots together</p> <p>Artists - suggest how Artists have used colour, pattern and shape</p> <p>Know how to create a piece of Art in response to work of another Artist</p> |

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| DT |  | <p><b>Food</b><br/><b>The Eat well Plate</b><br/><b>Where does food come from?</b></p> <p>Know that everyone should eat at least five portions of fruit/vegetables a day</p> <p>Demonstrate how to prepare simple dishes safely and hygienically without using a heat source</p> <p>Demonstrate how to use techniques such as cutting, peeling and grating</p> <p>Weight ingredients to use in a recipe</p> <p>Describe the ingredients used to make a dish</p> <p>Talk about which food is healthy and which is not</p> <p>Evaluate their work against their design criteria, identifying strengths and possible changes they might make</p> <p>With confidence, talk about their ideas saying what they like and dislike about their product</p> | <p><b>Mechanisms</b><br/><b>Wheels/axels</b></p> <p>Make a model stronger and more stable</p> <p>Use wheels and axels when appropriate to do so</p> <p>Know how simple mechanisms work (e.g. sliders &amp; linkages)</p> <p>Make a product that has at least two moving parts</p> <p>Evaluate their work against their design criteria, identifying strengths and possible changes they might make</p> <p>With confidence, talk about their ideas saying what they like and dislike about their product</p> |  | <p><b>Textiles</b></p> <p>Explain why they have chosen specific textiles or materials</p> <p>Draw a simple design and label the parts of their design</p> <p>Use simple sewing techniques including, cutting, shape and joining fabric to make a simple product</p> <p>With help, measure, cut and score with some accuracy</p> <p>Start to assemble, join and combine materials in order to make a product</p> <p>Evaluate their work against their design criteria, identifying strengths and possible changes they might make</p> <p>With confidence, talk about their ideas saying what they like and dislike about their product</p> |  |
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| <b>MUSIC</b> | <p><b>On the Island</b></p> <p>British songs and sounds</p> <p>Creating sounds to represent three contrasting landscapes: seaside, countryside and city</p>                                                                                                                                                                                          | <p><b>Orchestral Instruments</b></p> <p>Introduce instruments of the orchestra and practise identifying these within a piece of music</p>                                                                                                                                                                                                                                                                                                                                   | <p><b>Space</b></p> <p>Dynamics, timbre, tempo and motifs (theme - space)</p>                                                                                                                                                                                                                                                                                                                    | <p><b>Recorder World</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Recorder World</b></p>                                                                                                                                                                                                                                                                                     | <p><b>African call and response song</b></p> <p>Learning a traditional African call and response song to recognise simple notation, composing animal based call and response rhythms</p>                                                                                                                                                                                                                                                                                                            |
| <b>PE</b>    | <p><b>Bounce Ball (FMS)</b></p> <p>To demonstrate bouncing a ball with some control whilst moving</p> <p>To demonstrate bouncing a ball, passing and moving into space in a simple game</p> <p>To demonstrate throwing a ball at a target with accuracy.</p> <p><b>Character: Resilience</b> - to persevere, learn from mistakes and keep trying</p> | <p><b>Net and Wall Games</b></p> <p>To demonstrate how to catch a ball.</p> <p>To show the ready position.</p> <p>To show how to hold a bat.</p> <p>To demonstrate striking a ball with some accuracy.</p> <p>To demonstrate a simple tactic in a net/wall game to outwit an opponent</p> <p><b>Character:</b></p> <p><b>Concentration</b> - to focus and listen carefully</p> <p><b>Self-belief</b> - to recognise you can learn new things and improve with practise.</p> | <p><b>Games - Striking and Fielding</b></p> <p>To demonstrate an over arm throw for distance</p> <p>To strike a ball for distance with accuracy</p> <p>To play a striking and fielding game using a simple tactic</p> <p><b>Character:</b></p> <p><b>Concentration</b> - to focus on applying a tactic in a game</p> <p><b>Co-operation</b> - to work in a small group and encourage others.</p> | <p><b>Games - Piggy in the Middle</b></p> <p>To demonstrate catching a ball with control.</p> <p>To demonstrate an underarm throw with accuracy</p> <p>To use simple tactics within a game.</p> <p><b>Character:</b></p> <p><b>Honesty</b> - To be honest about the number of passes made as a group</p> <p><b>Co-operation</b> - to help others improve their skills of throwing and catching</p> <p><b>Self-belief</b> - to focus on what they can do to improve.</p> | <p><b>OAA - The Great Outdoors</b></p> <p>To be able to take responsibility for themselves and others</p> <p>To respect, trust and care for each other</p> <p>To co-operate and work together as a team</p> <p><b>Character:</b></p> <p><b>Co-operation</b> - to work in a small group and encourage others.</p> | <p><b>FMS - End of KS1 Assessment</b></p> <p>To throw underarm and over arm accurately into a target and for distance.</p> <p>To run as fast as possible.</p> <p>To jump for distance with control.</p> <p>To kick a ball for distance.</p> <p>To catch a ball.</p> <p>To complete an obstacle course with speed and agility.</p> <p><b>Character:</b></p> <p><b>Concentration</b> - to focus and listen carefully</p> <p><b>Resilience</b> - to persevere, learn from mistakes and keep trying</p> |
|              | <p><b>Dance - Wind in the Willows</b></p> <p>To explore different habitats and understand and describe the differences</p> <p>To learn about three characters and work as a class to create short dances for each one.</p> <p>To use a set of instructions to create their own solo</p>                                                              | <p><b>Gymnastics</b></p> <p>To demonstrate different shapes in a sequence</p> <p>To demonstrate a sequence using travelling and three balances</p> <p>To demonstrate a sequence using travelling, balance and two rolling actions</p> <p>To show the skills of</p>                                                                                                                                                                                                          | <p><b>Dance - Explorers</b></p> <p>To become their own explorer, being able to seek and find objects</p> <p>To learn basic dance movements and develop key travelling skills</p> <p>To demonstrate imagination in the environments task and try to move in new and interesting ways</p> <p>To create a short dance in a group, using</p>                                                         | <p><b>Gymnastics</b></p> <p>To show travelling actions using hands and feet</p> <p>To demonstrate balancing on large body parts</p> <p>To create and demonstrate a sequence using rolling, jumping and travelling</p> <p><b>Character:</b></p> <p><b>Concentration</b> - to focus on keeping still in my</p>                                                                                                                                                            | <p><b>Athletics</b></p> <p>To throw underarm and over arm accurately into a target.</p> <p>To throw using a push and two handed throw for distance</p> <p>To jump a distance with control.</p> <p>To complete an obstacle course with speed and agility.</p> <p><b>Character:</b></p>                            | <p><b>Dance - Seaside</b></p> <p>To explore a range of actions related to activities at the seaside.</p> <p>To compose and perform a dance phrase showing movements of the ocean.</p> <p>To explore body shapes and movements which communicate different sea creatures.</p> <p>To remember, repeat and perform a short dance.</p>                                                                                                                                                                  |

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|               | <p>travelling dance<br/>To develop a group dance with interesting movements and use perfect timing</p> <p><b>Character:</b><br/>Encouragement - to support and reassure others to create a group sequence.<br/>To support and motivate each other to rehearse, refine and perform the dance.</p> | <p>combining travelling, rolling, balancing and jumping into a sequence using apparatus.</p> <p><b>Character:</b><br/>Concentration - to focus on keeping still in my balances<br/>Courage - to control my fears when trying a new roll<br/>Self-belief - to recognise that I can improve my sequence if I try.</p> | <p>ideas from their chosen animal.</p> <p><b>Character:</b><br/>Curiosity - to work with a friend to explore different ways of moving across the space<br/>To understand that being curious can help you learn.</p>                                             | <p>balances<br/>Courage - to control my fears when trying a new roll<br/>Self-belief - to recognise that I can improve my sequence if I try.</p>           | <p>Concentration - to focus and listen carefully<br/>Resilience - to persevere, learn from mistakes and keep trying</p>                                                                                                                                                                                         | <p><b>Character:</b><br/>Encouragement - to support and reassure others to create a group sequence.<br/>To support and motivate each other to rehearse, refine and perform the dance.</p>                                                                                |
| PSHE - Jigsaw | <p><b>Being Me in My World</b></p> <p>Exploring our hopes and dreams for the year ahead.<br/>Rights and Responsibilities (Pupil Council)<br/>Rewards and Consequences<br/>Our Learning Charter (Class Charter)<br/>Owning Our Learning Charter.</p>                                              | <p><b>Celebrating Difference</b></p> <p>Looking at how we are all different and valuing those differences<br/>Boys and Girls<br/>Why does bullying happen?<br/>Standing up for myself and others<br/>Making a new friend<br/>Celebrating difference and still being friends.</p>                                    | <p><b>Dreams and Goals</b></p> <p>Look at working cooperatively.<br/>To express what it feels like to work as part of a group.<br/>Goals to success<br/>My learning strengths<br/>Learning with others<br/>Group challenges<br/>Celebrating our achievement</p> | <p><b>Healthy Me</b></p> <p>Looking at what makes a happy and healthy body.<br/>Being healthy<br/>Being relaxed<br/>Medicine safety<br/>Healthy eating</p> | <p><b>Relationships</b></p> <p>Identifying things that cause conflicts themselves and their friends.<br/>Find ways to resolve conflicts.<br/>Families<br/>Keeping safe- exploring physical contact<br/>Friends and conflict<br/>Secrets<br/>Trust and appreciation<br/>Celebrating my special relationships</p> | <p><b>Changing Me</b></p> <p>Looking at different body parts.<br/>To understand that some parts of our body are private.<br/>Life cycles in nature<br/>Growing from young to old<br/>The changing me<br/>Boys' and girls' bodies<br/>Assertiveness<br/>Looking ahead</p> |
| RE            | <p><b>Christianity (God)</b></p> <p>Does how we treat the world matter?<br/><br/>Creation, care for the planet, harvest</p>                                                                                                                                                                      | <p><b>Christianity (Jesus)</b></p> <p>Why do Christians say Jesus is the light of the world?<br/><br/>Jesus as the light of the world, symbolism of light, advent and Christmas celebrations</p>                                                                                                                    | <p><b>Hindu Dharma</b></p> <p>How might people express their devotion?<br/><br/>Devotion, worship in the home and temple</p>                                                                                                                                    | <p><b>Islam</b></p> <p>Why do Muslims believe it is important to obey God?<br/><br/>Submission and gratitude, prayer</p>                                   | <p><b>Christianity (Church)</b></p> <p>What unites the Christian community?<br/><br/>Worship, the Church, use of symbols</p>                                                                                                                                                                                    | <p><b>Judaism</b></p> <p>What aspects of life really matter?<br/><br/>Moses, ten commandments, the sabbath</p>                                                                                                                                                           |

