



South Hill Primary School
Curriculum Overview
 Year 2: Owls and Kingfishers



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Stories with recurring literary language – 2 weeks Mr Benn</p> <p>Report – 2 weeks- chicks</p> <p>Creation Story – 2 weeks Augutus and his smile</p> <p>Poetry vocab building 1 week</p>	<p>Poetry calligrams – 1 week Fireworks</p> <p>Instructions – 2 weeks Moggs Christmas Calamity</p> <p>Take One Book The Troll – 2 weeks <i>Christmas Play</i></p>	<p>Take One Book – Vlad and the Great Fire of London – 2 weeks</p> <p>Opportunity recount – fire fighters</p> <p>Fairy Tales - 2 weeks Variety, mixed up fairy tales</p>	<p>Fairy Tales (merged recurring literary language) 2 weeks</p> <p>World Book Day/Week – 1 week</p> <p>Recount – 2 weeks Roald Dahl museum</p>	<p>Take One Book Traction Man 2 weeks</p> <p>Poetry lists – 1 week</p> <p>Explanations – 2 weeks Explain the growth of a bean</p>	<p>Poetry appreciation/ rhyme – 1 week</p> <p>Take One Book Tear Thief – 2 weeks</p> <p>Instructions – Stone Soup – 2 weeks</p>
Maths	<p>Autumn: LS1 – 13</p> <p>Wk 1-2: Fluency to 20</p> <p>Wk 3-4: Place value - making tens and some more Place value - regrouping 2 digit numbers Counting on and back in ones and tens from any number</p> <p>Wk 5: Representing, ordering and comparing numbers to 100 including measures Estimation and magnitude</p> <p>Wk 6-7: Numbers to 20 – mental addition and subtraction</p>	<p>Wk 8-9: Addition and subtraction of one and two digit numbers</p> <p>Wk 10: Finding part of a whole</p> <p>Wk 11-12: Money – making combinations and finding change Comparison Measures – estimation and measuring</p>	<p>Spring: LS14 – 27</p> <p>Wk 1: Statistics</p> <p>Wk 2-3: Written addition Commutativity – addition not subtraction Written subtraction</p> <p>Wk 4: Problem solving – addition and subtraction</p> <p>Wk 5: Time – o'clock, half past, quarter past, quarter to Time – estimating, ordering and comparing</p> <p>Wk 6: Doubling and halving one and two digit numbers including money</p>	<p>Wk 7-8: Multiplication – multiples and repeated addition Multiplication – problem solving</p> <p>Wk 9-10: Division – sharing and grouping Division – sharing and grouping with remainders</p>	<p>Summer: LS28 – 41</p> <p>Wk 1-2: Fractions – finding halves, quarters and thirds of amounts Fractions – finding halves, quarters and thirds of shapes</p> <p>Fractions – finding three quarters of amounts and shapes</p> <p>Wk 3-4: Fractions – equivalence Fractions of continuous quantities</p> <p>Wk 5: Time – to the nearest five minutes</p> <p>Wk 6-7: Problem solving – all operations including fractions</p>	<p>Wk 6-7: Problem solving – all operations including fractions</p> <p>Wk 8: Multiplication and division – equality and balance</p> <p>Wk 9: Geometry – properties of 2D and 3D shapes Geometry – symmetry</p> <p>Wk 10: Mental calculations – review</p> <p>Wk 11: Geometry – sequencing Rotation – right angles</p> <p>Wk 12: Place value – written calculations</p> <p><i>Remaining weeks should be review and close the gap sessions</i></p>



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	Find complements of 10 and 100 including measures		Times tables – 2's, 5's and 10's, patterns and strategies		<i>focusing upon high value learning</i>
Science	<p>Animals including Humans Basic needs of survival, offspring and growth</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <p>Working Scientifically</p> <ul style="list-style-type: none"> Asking questions Performing simple tests and using equipment Observing and measuring Using books, videos, the internet, people and photos to find answers Recording information Looking for patterns – sorting and grouping 	<p>Animals including Humans Staying Healthy</p> <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Working Scientifically</p> <ul style="list-style-type: none"> Asking questions Using books, videos, the internet, people and photos to find answers Recording information 	<p>Materials Uses of everyday materials Focus Scientist/ theory: John McAdam ('macadamisation' the use of materials to construct roads)</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Working Scientifically</p> <ul style="list-style-type: none"> Performing simple tests and using equipment Saying why a test is fair Observing and measuring Using books, videos, the internet, people and photos to find answers Recording information Looking for patterns – sorting and grouping Explaining results – saying what we found out 	<p>Plants Focus Scientist: David Bellamy</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Working Scientifically</p> <ul style="list-style-type: none"> Asking questions Performing simple tests and using equipment Saying why a test is fair Observing and measuring Using books, videos, the internet, people and photos to find answers Recording information <p>Explaining results – saying what we found out</p>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive 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 identify and name a variety of plants and animals in their habitats, including micro-habitats 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>Working Scientifically</p> <ul style="list-style-type: none"> Asking questions Using books, videos, the internet, people



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						and photos to find answers <ul style="list-style-type: none"> Recording information Looking for patterns – sorting and grouping Saying why a test is fair Explaining results – saying what we found out
Computing	Information Technology Around Us	Robot algorithms	Digital Photographs	Quizzes	Pictograms	Making Music
History			Events Beyond Living Memory - The Great Fire of London 1666 AD Hook: Fire engine visit Chronological Understanding <ul style="list-style-type: none"> Can they use the words 'past' and 'present' accurately? Can they sequence a set of events in chronological order and give reasons for their order? Knowledge and Interpretation <ul style="list-style-type: none"> Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? Historical Enquiry	The lives of significant individuals Florence Nightingale and Mary Seacole 1820 – 1910 AD 1805 – 1881 AD Chronological understanding <ul style="list-style-type: none"> Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? Knowledge and interpretation <ul style="list-style-type: none"> Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? Can they explain why Britain has a special history by naming 	Significant Historical Events, people and places in the local environment.: South Hill Primary School, The Water Gardens (1951 AD) Chronological understanding <ul style="list-style-type: none"> Can they use words and phrases like: before I was born, when I was younger? Can they use a range of appropriate words and phrases to describe the past? Knowledge and Interpretation <ul style="list-style-type: none"> Can they explain how their local area was different in the past? Can they give examples of things that are different in their life from that of their grandparents 	



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			<ul style="list-style-type: none"> Can they answer questions by using a specific source, such as an information book? Can they research the life of a famous Briton from the past using different resources to help them? 	<p>some famous events and some famous people?</p> <p>Historical Enquiry Can they research the life of a famous Briton from the past using different resources to help them?</p>	<p>when they were young?</p> <p>Historical Enquiry</p> <ul style="list-style-type: none"> Can they find out something about the past by talking to an older person? Can they answer questions by using a specific source, such as an information book? Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? 	
Geography	<p>Locating continents and oceans of the world- (Autumn 1)</p> <p>Hook: Journey on an airplane, Making Balloon Worlds</p> <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> To label a diagram or photograph using some geographical words To make inferences by looking at a weather chart To make plausible predictions about what the weather may be like in 	<p>Contrasting locality – a non-European country- Barbados (Autumn 2)</p> <p>Hook: 'Barbados' visit (imaginary- Barbados day) Bringing in pictures of somewhere they have visited and comparing to where they live Curriculum Enrichment: International Day</p> <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> To find out about a locality by using different sources of evidence To find out about a locality by asking 				<p>Contrasting physical geography – Hemel Hempstead vs the coast. (Summer 2)</p> <p>Hook: Walk around Hemel Hempstead to think about what they like about their town (home task) Curriculum Enrichment: Visit to the seaside</p> <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> To find out about a locality by using different sources of evidence To say what they like and don't like about



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	<p>different parts of the world</p> <p>Physical Geography:</p> <ul style="list-style-type: none"> • To describe a place outside Europe using geographical words <p>Human Geography:</p> <ul style="list-style-type: none"> • To explain how the weather affects different people <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> • To name the continents of the world and find them in an atlas • To name the world's oceans and find them in an atlas • To name the major cities of England, Wales, Scotland and Ireland (recap from Year 1) • To locate some of the world's major rivers and mountain ranges • To point out the North, South, East and West associated with maps and compass 	<p>some relevant questions to someone else</p> <p>Physical Geography:</p> <ul style="list-style-type: none"> • To explain what makes a locality special • To describe some places which are not near their school • To use a map, photographs, film or plan to describe a contrasting locality outside Europe • To describe some of the features associated with an island <p>Human Geography:</p> <ul style="list-style-type: none"> • To explain how the jobs people do may be different in different parts of the world <p>International Day (Autumn 2)</p>				<p>their locality and another locality like the seaside</p> <p>Physical Geography:</p> <ul style="list-style-type: none"> • To describe some physical features of their own locality • To describe the key features of a place using words like beach, coast, forest, hill, mountain, ocean and valley • To find the longest and shortest route using a map <p>Human Geography:</p> <ul style="list-style-type: none"> • To describe some human features of their own locality such as the jobs people do. • To consider if people try to make the area better and how • To explain the facilities a town or village might need • To understand that people can spoil an area. And how? <p>Geographical Knowledge:</p> <ul style="list-style-type: none"> • To find where they live on a map of the UK
<p>Art</p>	<p>MAKING SHAPE PICTURES IN THE STYLE OF MONDRIAN (Autumn1)</p>	<p>CHRISTMAS CARDS AND CALENDARS (Autumn 2)</p> <p>Drawing, IT &</p>		<p>MAKING CLAY POTS (Spring 2) <i>Linked to Science</i></p>	<p>SELF PORTRAITS AND LEAF PRINTING (Summer 1)</p> <p>Link artist:</p>	<p>DESIGN AND MAKE A FLAG FOR A TRIP TO THE SEASIDE (Summer 2)</p> <p>3D/ Textiles:</p>



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	<p>Link Artist: Piet Mondrian</p> <p>Painting & Use of IT:</p> <ul style="list-style-type: none"> •Can they mix paint to create all the secondary colours? •Can they mix and match colours, predict outcomes? •Can they mix their own brown? •Can they make tints by adding white? •Can they make tones by adding black? •Can they use simple IT mark-making tools, e.g. brush and pen tools? •Can they edit their own work? <p>Knowledge:</p> <ul style="list-style-type: none"> •Can they link colours to natural and man-made objects? •Can they create a piece of work in response to another artist's work? 	<p>Collage:</p> <ul style="list-style-type: none"> •Can they create individual and group collages? •Can they use different kinds of materials on their collage and explain why they have chosen them? •Can they use repeated patterns in their collage? •Can they create a picture independently? (Use of IT) 		<ul style="list-style-type: none"> •Can they make a clay pot? •Can they join two finger pots together? •Can they add line and shape to their work? 	<p>Andy Warhol</p> <p>Printing, Drawing, Use of ICT:</p> <ul style="list-style-type: none"> •Can they use three different grades of pencil in their drawing (4B, 8B, HB)? •Can they use charcoal, pencil and pastels? •Can they create different tones using light and dark? •Can they show patterns and texture in their drawings? •Can they use a viewfinder to focus on a specific part of an artefact before drawing it? •Can they create a print using pressing, rolling, rubbing and stamping? •Can they create a print like a designer? •Can they take different photographs of themselves displaying different moods? •Can they change their photographic images on a computer? <p>Knowledge:</p> <ul style="list-style-type: none"> • Can they say how other artist/craft maker/designer have used colour, pattern and shape? 	<ul style="list-style-type: none"> •Can they join fabric using glue? •Can they sew fabrics together? •Can they create part of a class patchwork? <p>Sketch books:</p> <ul style="list-style-type: none"> •Can they begin to demonstrate their ideas through photographs and in their sketch books? •Can they set out their ideas, using 'annotation' in their sketch books? •Do they keep notes in their sketch books as to how they have changed their work?
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Design and Technology		DESIGN AND MAKE A FRUIT/VEGETABLE MONSTER COOKING AND NUTRITION <ul style="list-style-type: none"> • Can they describe the properties of the ingredients they are using? • Can they explain what it means to be hygienic? • Are they hygienic in the kitchen? 	DESIGN AND MAKE AN EMERGENCY VEHICLE CONSTRUCTION, USE OF MATERIALS AND MECHANISMS <ul style="list-style-type: none"> • Can they make sensible choices as to which material they can use for their constructions? • Can they develop their own ideas from initial starting points? • Can they incorporate some type of movement into models? • Can they consider how to improve their construction? • Can they measure materials to use in a model or structure? • Can they join material in different ways? • Can they use joining folding or rolling to make it stronger? • Can they join materials together as part of a moving product? <p>Can they add some kind of design to their product?</p>		<ul style="list-style-type: none"> • 	MAKE A FLAG (Summer 2) Textiles: materials and construction <ul style="list-style-type: none"> • Can they measure textile? • Can they join textiles together to make something? • Can they cut textiles? • Can they explain why they chose a certain textile?
Music	PERFORMING/SINGING <ul style="list-style-type: none"> • Can they sing and 	PERFORMING/SINGING <ul style="list-style-type: none"> • Can they sing and 	COMPOSING <ul style="list-style-type: none"> • Can they perform simple rhythmic 	COMPOSING	PERFORMING/COMPOSING/ APPRAISING	PERFORMING/COMPOSING/ APPRAISING



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	<p>follow the melody (tune)?</p> <ul style="list-style-type: none"> • Can they sing accurately at a given pitch? • Can they perform with others? <p>Sing up Unit: Tony Chestnut</p>	<p>follow the melody (tune)?</p> <ul style="list-style-type: none"> • Can they sing accurately at a given pitch? • Can they perform with others? <p>Winter Production songs</p>	<p>patterns on an instrument?</p> <ul style="list-style-type: none"> • Can they sing/clap a pulse increasing or decreasing in tempo? • Can they perform accompaniments keeping a steady pulse? <p>Sing Up Unit: Grandma Rap</p>	<ul style="list-style-type: none"> • Can they choose sounds that create an effect? <p>Sing Up Unit: Carnival of the animals</p>	<ul style="list-style-type: none"> • Can they use symbols to represent sounds? • Can they make connections between notations and musical sounds • Can they order sounds to create a beginning, middle and end? <p>Pupils will learn to use Djembe drums and Boomwhackers</p> <p>Music Specialist Teaching</p>	<ul style="list-style-type: none"> • Can they play a simple melody on tuned percussion? • Can they choose sounds which create an effect? • Can they create music in response to ? Can they improve their own work? <p>Pupils will play Boomwhackers and chime bars</p> <p>Music Specialist teaching</p>
<p>Religious Education</p>	<p>Christianity</p> <p>Big question: Is it possible to be kind to everyone all of the time?</p> <p>Theme: What did Jesus teach?</p>	<p>Christianity</p> <p>Big question: Why do Christians believe God gave Jesus to the world?</p> <p>Theme: Christmas – Jesus as a gift from God</p> <p>Concept: Incarnation</p>	<p>Judaism</p> <p>Big question: How important is it for Jewish people to do what God asks them to do?</p> <p>Theme: Passover</p>	<p>Christianity</p> <p>Big question: How important is it to Christians that Jesus came back to life after his crucifixion?</p> <p>Theme: Easter - Resurrection</p> <p>Concept: Salvation</p>	<p>Judaism</p> <p>Big question: How special is the relationship Jews have with God?</p> <p>Theme: The Covenant</p> <p>RE Week: Humanism</p>	<p>Judaism</p> <p>Big question: What is the best way for a Jew to show commitment to God?</p> <p>Theme: Rites of Passage and good works</p>
<p>Physical Education</p>	<p>Gym (PE Hub 1)</p> <ul style="list-style-type: none"> • To combine 4 elements into a floor sequence • To create power in a variety of different jumps • To smoothly link actions • To show flexibility in shapes 	<p>Dance (PE Hub 1)</p> <ul style="list-style-type: none"> • To use penguin images to inspire our dance • To show feelings of abandonment through dance • To create movements that show friendship between two characters 	<p>Gym (PE Hub 2)</p> <ul style="list-style-type: none"> • To perform a front support position with control • To perform an arch and dish shape • To perform a back support shape showing flexibility • To leapfrog • To jump for distance with control 	<p>Dance (PE Hub 2)</p> <ul style="list-style-type: none"> • To develop a dance that shows different emotions • To work on our own to create a movement pattern • To work on our own to create and perform a short movement phrase 	<p>Athletics (PE Hub 1 Run Jump Throw)</p> <ul style="list-style-type: none"> • To move quickly whilst being aware of others around • To create power with our legs to turn at speed • To move through an obstacle course with speed and control 	<p>Athletics (PE Hub 2 Run Jump Throw)</p> <ul style="list-style-type: none"> • To work both individually to run over a longer distance • To improve strength to increase jumping distance • To create power when throwing for distance



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	<ul style="list-style-type: none"> To travel at different speeds To judge a short sequence 	<ul style="list-style-type: none"> To create a solo dance with changes of direction and speed To match our movements to music To choose a formation for our dance and explain our choice 	<ul style="list-style-type: none"> To create and perform a 10 element sequence 	<ul style="list-style-type: none"> To watch, copy and repeat actions to create a 'motif' To perform our motif in different formations To use different movement pathways in our dance 	<ul style="list-style-type: none"> To choose the best throw for different situations To use quick feet whilst sprinting To perform static and dynamic balances 	<ul style="list-style-type: none"> To use breathing techniques to be able to run more easily To cooperate with our partner to complete a task well Listen to others and work as a team to achieve the highest score possible
	<p>Games (PE Hub 1 Hit, catch run)</p> <ul style="list-style-type: none"> To hit a ball and score points by running to cones To defend a target by kicking To bowl underarm with control To hit a ball using different bats and techniques To throw accurately to a base To hit a ball into a space, away from fielders 	<p>Games (PE Hub 1 Attack, defend, shoot)</p> <ul style="list-style-type: none"> To kick the ball over long and short distances To stop a ball with control using the foot To work as a team to keep the ball To bounce a ball with my partner To bounce the ball while we are moving To pass the ball forward in a game 	<p>Games (PE Hub 1 Send and return)</p> <ul style="list-style-type: none"> To stay on our toes to move quickly to the ball To identify which hand is dominant in a game Basic rules of serving to our partner To develop agility and use it in a game To use the correct grip to hit a self-fed ball To use the ready position in a rally 	<p>Games (PE Hub 2 Attack, defend, shoot)</p> <ul style="list-style-type: none"> To throw different types of equipment To move to a space after passing a ball To pass and move forwards to a target with a partner To position ourselves as a goalkeeper To intercept a ball from a person on the other team To use the skills we have developed in a competition 	<p>Games (PE Hub 2 Hit, catch, run)</p> <ul style="list-style-type: none"> To time our run around the bases to stay 'safe' To kick a ball into space using different parts of the foot To respond to how a ball is bowled when hitting About the role of a wicketkeeper About the role of a backstop and its likeness to wicketkeeper To bowl underarm in a game with accuracy 	<p>Games (PE Hub 2 Send and return 2)</p> <ul style="list-style-type: none"> To feed a ball to our partner with consistency To send the ball to different parts of the court To throw and catch in a seated position To accurately serve the ball to different parts of the court To use overarm attacking shots in a game To manage what we should be doing within the competition
PSHE	<p><u>'NO OUTSIDERS' SCHEME</u> We will follow the whole school 'No Outsider's scheme' We will read 6 books which will help us to think about how we treat and value everyone equally, even when we disagree.</p>	<p><u>'NO OUTSIDERS' SCHEME</u> We will follow the whole school 'No Outsider's scheme' We will read 6 books which will help us to think about how we treat and value everyone equally, even when we disagree.</p>	<p><u>PICTURE NEWS SCHEME</u> We will follow a PSHE scheme that addresses various stories from around the world and celebrating our British Values and Protected Characteristics.</p>	<p><u>PICTURE NEWS SCHEME</u> We will follow a PSHE scheme that addresses various stories from around the world and celebrating our British Values and Protected Characteristics.</p>	<p><u>Christopher Winter project – Drugs/Relationships</u> We will follow the 'Christopher Winter' project to learn about Drugs and Relationship education.</p>	<p><u>Christopher Winter project – Drugs/Relationships</u> We will follow the 'Christopher Winter' project to learn about Drugs and Relationship education.</p>



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