

Year 2 Curriculum Overview 2017-18

The following curriculum overview may be subject to change. At Monksdown Primary School we are constantly evolving our curriculum in response to the needs of learners and national strategies. For the most up-to-date information of what your child is learning please visit our website and Twitter feeds which are regularly updated throughout the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	This term we will be learning 'Dogger'. We will also learn the traditional tales 'Rumpelstiltskin' and 'The Three Pigs'. Narratives –we will also be reading, writing and retelling our own stories . We will be using expressive language to describe settings and characters. We will also write short burst stories.		Action Stories – Traction Man Poetry – we will be exploring poetry related to Mother's Day. Fiction – Kasim & Dragon. Non-fiction – Rainbow Dragon		We will be reading, writing and retelling our own stories based on the book Magic Paintbrush. We will be using expressive language to describe settings and characters. Poetry – we will be exploring poetry related to space.	
Computing	The children will be using google to find key words, and develop their skills of using a search engine. (CC Geography) They will be developing their awareness of a keyboard layout and use of a mouse.		Children will learn how to program a simple computer game. The children will practise the skills needed to convert simple algorithms to programs and debug errors.		Photography: Children will be using iPads and other cameras to photograph nature, and then use apps to modify and enhance photos.	Children will go on a bug hunt recording and identifying small bugs they find. They will then organise data, recording it using a graphing package and interpret the graph.
Science	In Science we will be learning about different materials and their properties. They will be taking part in different investigations which help them to question the world around them. Whilst learning about recycling, children will make their own paper and plastic.		This term, we will be studying plants and trees. We will learn about all the things that plants need to grow and be able to identify a variety of common plants. We will also explore their habitats, including how light and temperature affects plant growth. Children will learn to identify common plants and explore their habitats.		We will be using toys to begin to learn some basic Physics including forces, friction, electricity and magnetism. Children will use toys to explore basic Physics. They will start by identifying pushes and pulls, before learning about fiction, gravity, flight, electricity and magnetism.	
History	The children will be learning about significant historical events including Remembrance day and the actions of Guy Fawkes. They will also be learning about our city.		This term, we will be learning about inspirational women including Princess Diana, Florence Nightingale and The Queen. The children will build upon their understanding of chronology and deepen their understanding using different sources of historical information.		As Historians the children will be learning about significant individuals, such as Neil Armstrong and Christopher Columbus. Children will build upon their understanding of chronology and deepen their understanding using different sources of historical information.	
Geography	As geographers, the children will name and locate the world's seven continents and five oceans, locating them in relation to the North and South Poles and their basic physical and human features.		As geographers, the children will use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in the Autumn Term.		As geographers, the children will use simple compass directions (North, South, East, West) as well as locational/directional language (near, far, right, left) to describe the location of features and routes on a map. The children will use aerial photographs to identify landmarks and features of the school's surrounding environment.	
When completing work on the UK, the children will use short burst writing vocabulary such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop.						
Languages	The focus of our French lessons will be on practical communication, responding to spoken and written language. The children will be encouraged to speak with increasing confidence and fluency, as well as lengthening the amount of writing produced over the key stage.					
	We will develop our speaking and listening skills around the topic of the seaside. Children will recap all of the language taught this year.				We will develop our speaking and listening skills around the topic of the seaside. Children will recap all of the language taught this year.	
PE	Gymnastics – The children investigate movement, stillness, and how to find and use space safely. They will learn to make high, medium and low shapes and balance on different body parts. The children will use small apparatus to travel, jump and turn.	Games – Pass a ball accurately to a partner over a variety of distances Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control, Show a good awareness of others in running, chasing and avoiding games, Make simple decisions about when and where to run, Vary skills and show some understanding of simple tactics, Choose and use tactics to suit different situations, Participate in team games, developing simple tactics for attacking and defending.	Gymnastics –The children will explore basic gymnastic actions on the floor, such as dish, pencil forward and egg rolls before progressing to using apparatus to demonstrate these skills.	Dance - Explore, remember and repeat dance actions including gesture, travelling and stillness, Compose and perform dance using short phrases, Describe how different dance movements make them feel, Watch and describe dance phrases and dances, and use what they learn to improve their own performance, Use movements to reflect the mood of the music	Gymnastics Remember, repeat and link gymnastics and still movements Use simple apparatus safely and with confidence, Know how to carry, lift and place equipment, Watch, copy and describe what other have done, with increasing detail, Improve their work using information they have gained by watching and listening	Games – Pass a ball accurately to a partner over a variety of distances Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control, Show a good awareness of others in running, chasing and avoiding games Make simple decisions about when and where to run, Vary skills and show some understanding of simple tactics Choose and use tactics to suit different situations, Participate in team games, developing simple tactics for attacking and defending.
Music	Hands, Feet, Heart The children will fluently perform 'Hands, Feet, Heart' with expression, listen and comment on related songs, experience playing glockenspiels and new unpitched instruments.	School Nativity The children will learn to sing and perform in our school nativity.	Glockenspiel Stage 1 The children will recall and perform a variety of songs with expression on the glockenspiel from both memory and score, listen and comment on musical elements, understand the science behind a glockenspiel.	I wanna play in a band The children will fluently perform 'I Wanna Play in a Band' with expression, listen and comment on related songs, experience playing glockenspiels and new unpitched instruments.	Zootime The children will fluently perform 'Zootime' with expression, listen and comment on related songs, experience playing glockenspiels and new unpitched instruments.	Reflect, Rewind, Replay Revisiting songs from the year

Art	As Artists, the children will develop their drawing skills by creating self-portraits. They will work on printing and sculpture by exploring leaf printings, designing and making wrapping paper and creating pottery for diva lamps.		As Artists, children will further their skills by experimenting with a range of different mediums through a study of the artist Antony Gormley. They will observe and describe the techniques used in his work and recreate their own versions, furthering their skills in drawing, sculpture and collage. Additionally, the children will begin to work with simple weaving techniques using paper and wool with card looms.		The children will continue to explore the techniques of famous artists concentrating on Claude Monet. In responding to Monet's work they will experiment with a range of different mediums including pastel and chalk, using techniques drawn from those experienced over KS1 including drawing, painting and collage.		
DT	Textiles Decorating fabrics (sewing)		Food Technology		Vehicles Mechanisms Moving Axels		
Cooking and Nutrition: Using Edible Gardens as a stimulus our children are taught the importance of a healthy and varied diet. They will prepare and cook a variety of dishes using a range of cooking techniques. As chefs the children will be taught where food comes from and will be taught about seasonality. Food Technology is also taught throughout the year linked to other areas of the curriculum e.g. Year 5 pupils make an Anglo Saxon feast, pancakes are made on Shrove Tuesday, Christmas cookery, Chinese New Year etc							
RE	What do people believe about God? - Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom, recognising the traditions from which they come. Explore questions about belonging, meaning and truth in order to express their own ideas and opinions in response using words ,music ,art or poetry. Christmas- Good news The Shepherds Story . Retell the Christmas story from a different viewpoint. Know the key events.		Special Books and stories- Retell and suggest meanings to some religious and moral stories, exploring and discussing religious and non- religious stories from world- wide views asking questions such as Who, where, how and why? Easter – The Garden . Understand the events leading up to the Crucifixion. Retell key facts and understand their significance to Christians.		Celebrations –Re-enact , recall and name stories and celebrations from different faiths . Understand what the festivals mean. Leaders and Teachers- Study the teachings of Religious leaders and teachers in the main faiths. Understand the challenges and commitment they have made to a community or faith.		
SMSC/PSHE In SMSC the children will explore 'changes'. The children will be taught aspects of British Values, including: democracy, the rule of law, individual liberty, mutual respect and tolerance. All aspects of school life aim to deepen and develop understanding of these concepts and compliment PSHE. As a school we feel that we should not only to cover the National Curriculum but also develop skills and values that are particular to our children. Our school values encourage the pupils to be: Responsible, Resilient, Respectful and Resourceful; these ideals are central to our school ethos.							
Resilience & Respect: I will not join in on bullying			Resilience & Respect: The bullied child needs my support		Resilience & Respect: I will not be bullied!		
How can we help? Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment		What is bullying? Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens		How can we be healthy? Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices		How do we show our feelings? Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings	
				What is the same and different about us? Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups		How can we keep safe in different places? Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency	