



Curriculum Yearly Overview

Year Group: 2

| Half-Term | AUTUMN 1 | AUTUMN 2 Petting zoo | SPRING 1 Horniman museum | SPRING 2 Brighton trip | SUMMER 1 | SUMMER 2 London trip |
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| Learning Challenge History/Geography/DT Linked Class Readers | History and DT Arrival/Transport Man on the Moon / Baboon on the Moon | Geography What animal would you like to be? The Highway Rat Rhyming Rabbit Other Julia Donaldson animal books. | Geography Where would you rather live, Gambia or the UK? Sweetest Song Amazing Grace African Animals Poetry | Geography and DT Do we love to be beside the seaside? The Lighthouse Keeper's Lunch | History What was it like in Croydon when the Queen came to the throne? Research the history of Croydon and the Queen. | History London's burning! Katie in London A Walk in London Charlie and Lola |
| Writing genres | Fiction: Fantasy writing and letters in first person. Non-Fiction: Instructions. | Fiction: Retelling and creative traditional tales – with animals. Non-Fiction: Author Focus – Julia Donaldson. Formal letter writing. Information booklets. | Fiction: Contemporary stories set in another country. Poetry Non-Fiction: Information texts, recount | Fiction: Retelling and Creative stories in familiar settings, poetry Non-fiction: Information texts, recount | Fiction: Diaries third and first person. Non-Fiction: Interviews, newspaper report, information texts, recount | Fiction: Fantasy and creative stories in familiar settings- Non-Fiction: Information about London, recount, instructions. |
| Reading | Continue to apply phonic knowledge and skills as the route to decode words until automatic | Read accurately by blending the sounds in words that contain the graphemes taught so far, especially | Read accurately words of two or more syllables that contain the same graphemes as above. | Read further common exception words, noting unusual correspondences between spelling | Understand both the books that they can already read accurately and fluently and those that they listen to | Understand both the books that they can already read accurately and fluently and those that they listen to |

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| | <p>decoding has become embedded and reading is fluent.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> | <p>recognising alternative sounds for graphemes.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.</p> | <p>Read words containing common suffixes.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> | <p>and sound and where these occur in the word.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.</p> | <p>by making inferences on the basis of what is being said and done.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> | <p>by checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Link books that they are reading to those they have already read with coherent reasoning.</p> |
| Oracy | <p>At a level appropriate to Year 2:</p> <p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> | <p>At a level appropriate to Year 2:</p> <p>Participate in discussions, presentations, performances, role-play, improvisations and debates.</p> <p>Select and use appropriate registers for effective communication.</p> | <p>At a level appropriate to Year 2:</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Maintain attention, participate actively in collaborative conversations, stay on topic, initiate and respond to comments.</p> | <p>At a level appropriate to Year 2:</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> | <p>At a level appropriate to Year 2:</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> | <p>At a level appropriate to Year 2:</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Use relevant strategies to build their vocabulary.</p> |

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| Science Challenges - Empiribox | Mixtures and Potions | | Plants | | Toys | |
| Mathematics | Place Value Addition and subtraction. | Measurement Length and Mass Graphs – data Multiplication and division | Measurement Money Geometry Shape | Fractions Measurement Time | Measurement Capacity and Volume SATS revision | Consolidation |
| Computing | E-SAFETY – on-going | | | | | |
| | Digital Literacy Outcomes: Children confidently manipulate and control a mouse. Children are able to type sentences to communicate meaning. Children understand how to use a computer safely. | Data Handling Outcomes: Children are able to record data using graphs. Children are able to save and retrieve their data. Children are able to use a simple branching database to answer questions. Children choose suitable sounds to express their ideas. Children are able to record short speech. | Coding Outcomes: Children use the terminology program and algorithm. Children are able to create simple programs for turtle to follow (given an instruction) Children are able to recognise path turtle will follow from printed instructions. Children will be able to spot mistakes in instructions and correct them. | Coding Outcomes: Children will be able to spot mistakes in instructions and correct them. Children will be able to create instructions and use the skill of debugging to solve problems in different context. | Using the Internet Outcomes: Children will show an awareness of technology and range of devices they encounter in everyday life. Children will be able to use websites to gather information and understand some websites are more reliable than others. | Communication Outcomes: Children will know how to use an ipad to record a short video. Children will use their knowledge of staying safe online to provide content/write a short script. |
| PSHE | Health and Wellbeing | Health and Wellbeing | PSHE Relationships | PSHE Relationships | Living in the wider world. | Living in the wider world. |
| PE | Multiskills/ Indoor Athletics Tag Rugby | Dance Basketball | Badminton Gymnastics | Benchball Hockey | Tennis Cricket | Rounder's ATHLETICS AND SPORTS DAY |

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| Music | Sounds interesting. | Long and short of it. | Feel the pulse. | Taking Off. | What is the score? | Rain, rain go away. |
| Art | Hot air balloon making Basket weaving Bi-Plane models | Making nocturnal animals. | African Art Still life drawing Landscapes. Block Printing. | Beach hut designs Swimming costume designs | Crown, stamp and sceptre creations | Stuart buildings Realism painting techniques. |
| RE | Christianity Festivals & Life for a child | | Judaism Festivals & Life for a child | | Buddhism Festivals & Life for a child | |