

Padnell Infant School - Year 2 Curriculum Overview

Year 2 2024/25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Amazing Amazon	Titanic (Christmas)	Dinosaurs	Traditional Tales	London (SATS)	Helping others
English Topic text drivers	The great Kapok tree Flip Flap Jungle	Samson’s Titanic Adventure	How to grow a dinosaur	Jack and the Beanstalk alternatives	The Queens hat A walk in London	Izzy Gizmo The Journey
Science	Plants, Animals and Living things and their habitats Longitudinal study – Plants	Uses of everyday materials	Living things and their habitats	Forces – pushes and pulls (Hamp Key Ideas)	Uses of everyday materials	Animals inc Humans Longitudinal study – Plants
History		Sinking of the Titanic			Great fire of London	Florence Nightingale (Mary Seacole)
Geography	Area study (Place knowledge, human and physical geography, Geographical skills)		Locational Knowledge Human geography	Geographical skills and fieldwork		
Art	Journey Artist- Henri Rousseau	Artist- Cecil Beaton History link	Drop in Artist- Paul Signac ICT link Journey Artist-Alexander Calder		Journey Artist- Cath Kidston	
DT		Christmas Stockings (Textiles)		Easter cards (Mechanisms)	Frames (Wood)	Healthy Plate (Food)
					Frames (Wood)	
Computing	Online safety Using the internet	Online safety Computer art	Online safety Presentation skills	Online safety Preparing for programming	Online safety Digital programming	Online safety Using and applying
R.E.	Belonging Hindu	Light Christian	Message Christian	Love Christian	God Hindu	Ceremony Hindu
Music	The Forest	Christmas is Coming	Dragon Dimensions	Wispy Willow	Mini beast in the Move	End of year performance
PE	Real PE – Unit 1 and 2 (Personal +Social) - Gym apparatus out. Coach Led– Gym Agility and coordination	Finish Real PE – Unit 2 (Social) – Gym Teacher led – Dance -simple movement patterns	Real PE – Unit 3 (Cognitive) Teacher led – Real Dance	Real PE – Unit 4 (Creative) Coach Led – Team games (attacking/defending tactics)	Real PE – Unit 5 (Physical) Teacher led – Real Gym	Real PE – Unit 6 (Health and Fitness) Coach Led– Team games and athletics
PSHE and Safeguarding	Me and my relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing

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	Amazing Amazon	Titanic (Christmas)	Dinosaurs	Traditional Tales/Giants	London (SATS)	Helping others
Science	<ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Plants) Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (Animals) Identify and name a variety of plants and animals in their habitats, including micro-habitats. (unfamiliar habitat) (LT and their Habitats) 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. (unfamiliar habitat) (LT and their Habitats) <p>Set Longitudinal study (Plants)</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. <p>Working Scientifically - Observing closely, using simple equipment</p>	<ul style="list-style-type: none"> Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Materials) Find out how the shapes of solid objects made from some materials can be changed by squashing bending twisting and stretching. (Materials) <p>Forces - Hampshire Key ideas</p> <ul style="list-style-type: none"> Pushing and pulling can change the shape of things. <p>Working Scientifically – Gathering and recording data to help in answering questions</p>	<ul style="list-style-type: none"> Explore and compare the difference between things that are living, dead, and things that have never been alive. (LT and their 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. (LT and their Habitats) <p>Working Scientifically – Identifying and classifying</p>	<p>Forces - Hampshire Key ideas</p> <ul style="list-style-type: none"> Larger masses take bigger pushes and pulls to move or stop them. Bigger pushes and pulls have bigger effects. Pushing and pulling can make things move faster or slower. Pushing and pulling can make things move or stop. <p>Working Scientifically - Asking simple questions and recognising that they can be answered in different ways</p>	<ul style="list-style-type: none"> Identify and compare the uses of a variety of everyday materials, including wood, metal, and brick, for particular uses. (Materials) <p>Working Scientifically - Performing simple tests</p>	<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. (Animals) Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. (Animals) <p>Summarise Longitudinal study</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. <p>Working Scientifically - Using their observations and ideas to suggest answers to questions</p>
Forest School	<ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including micro-habitats, (familiar habitats) 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. (familiar habitats) 					
History		<ul style="list-style-type: none"> Significant historical event in their own locality. Events beyond living memory that are significant globally. 			<ul style="list-style-type: none"> Understand events beyond living memory that are significant nationally. 	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements.
Geography	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use basic geographical vocabulary to refer to: Key human and physical features. Use world maps, atlases and globes to identify countries, continents studied. Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles. 		<ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans Use basic geographical vocabulary to refer to: Key physical features (vegetation, river, valley and soil). Use world maps, atlases and globes to identify 7 continents and 5 oceans. 	<ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human (farm, town and village) and physical (soil): devise a simple map; and use and construct basic symbols in a key 		
Forest School	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and link to work in year 1 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Understand geographical similarities and differences through studying the human and physical (season and weather, ocean, vegetation, sea and forest) geography of small area of United Kingdom (Local area). 					
Art	<ul style="list-style-type: none"> About the work of an artist, describing the difference and similarities between different practices and disciplines, and making links to their own work. To use drawing, painting, collage and textiles to develop and share their ideas, experience and imagination. 	<ul style="list-style-type: none"> About the work of an artist, describing the difference and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> About the work of an artist, describing the difference and similarities between different practices and disciplines, and making links to their own work. To use art in ICT, drawing, painting and sculpture to develop and share 		<ul style="list-style-type: none"> About the work of an artist, describing the difference and similarities between different practices and disciplines, and making links to their own work. To use drawing, painting, printing to develop and share their ideas, experience and imagination. 	

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	<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour texture, line and shape. 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make product. To use textiles to develop and share their ideas, experience and imagination. 	<ul style="list-style-type: none"> their ideas, experience and imagination. To develop a wide range of art and design techniques in colour, form and space. To use a range of materials creatively to design and make products. 		<ul style="list-style-type: none"> To develop a wide range of art and design techniques using shape, colour and pattern. To use a range of materials creatively to design and make products. 	
DT		<ul style="list-style-type: none"> Design a purposeful, functional, appealing product for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, mock-ups and ICT. Select from and use a wide range of tools to perform practical tasks. Select and use materials and components including textiles according to their characteristics. Evaluate their ideas and products against Design Criteria. 		<ul style="list-style-type: none"> To explore and evaluate a range of existing products. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT. Design a purposeful, functional, appealing product for themselves and other users based on design criteria. Select from and use a wide range of tools to perform practical tasks. To use construction materials according to their characteristics. Explore and use mechanisms in their products (Leavers and sliders) Evaluate their ideas and products against Design Criteria. 	<ul style="list-style-type: none"> To explore and evaluate a range of existing products. Design a purposeful, functional, appealing product for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, mock-ups and ICT. Select and use materials and components including textiles according to their characteristics. 	<ul style="list-style-type: none"> To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT. Design a purposeful, functional, appealing product for themselves and other users based on design criteria. Select from and use a wide range of tools to perform practical tasks. To use ingredients according to their characteristics. To evaluate their ideas and products against design criteria. To use the basic principles of a healthy and varied diet to prepare dishes.
Forest School	<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks. Understand where food comes from. 					
Computing	E-Safety	<ul style="list-style-type: none"> To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Recognising common uses of the internet beyond school. 				
	Unit Objectives	<ul style="list-style-type: none"> To use technology purposefully to create, organise, store and retrieve. 	<ul style="list-style-type: none"> To use technology purposefully to create, organise, store, manipulate and retrieve. 	<ul style="list-style-type: none"> To use technology purposefully to create, organise, store, manipulate and retrieve. 	<ul style="list-style-type: none"> To know what algorithms are and how they are implemented as programmes on digital devices. To know what programs are and how to execute programs by following precise and unambiguous instructions. To use logical reasoning to predict the behaviour of simple programmes. 	<ul style="list-style-type: none"> To know what algorithms are and how they are implemented as programmes on digital devices. To know what programs are and how to execute programs by following precise and unambiguous instructions. To create and debug simple programmes. To use technology purposefully to create.
R.E.	<p>Taught using 'Living Difference IV' concept based inquiry cycle.</p> <p>Assessment</p> <p>What does concept mean to:</p> <p>-Them - Others -People who follow the tradition explored</p>					

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Music	<ul style="list-style-type: none"> Play tuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Using voices expressively and creatively Listen with concentration and understanding to a range of high quality recorded and live music 	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high quality music. Play tuned instruments musically 	<ul style="list-style-type: none"> Play tuned instruments musically Experiment with, create, select and combine sounds using the interrelated dimensions of music 	<ul style="list-style-type: none"> Using voices expressively and creatively
PE	Master basic movements including balance (one leg), and co-ordination.	<p>Master basic movements including jumping and landing as well as developing balance (seated).</p> <p>Perform dances using simple movement patterns.</p>	<p>Master basic movements including balance (stance) and co-ordination.</p> <p>Perform dances using simple movement patterns.</p>	<p>Master basic movements including co-ordination (ball skills) and counter balance</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p>	<p>Master basic movements including coordination (throwing and catching) and agility.</p> <p>Participate in team games, developing simple tactics for attacking and defending & running</p> <p>Engage in competitive physical activities. (sports day/running)</p>	<p>Master basic movements including agility, running, (ball chasing) and static balance</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p>
PSHE and Safeguarding	Key aims for each unit mapped out in SCARF programme of study and Safeguarding Curriculum overview.					