



## Curriculum Overview - Year 2 – 2023-24

Excellence - Responsibility - Respect - Community - Enjoyment - Compassion - Perseverance



Subject	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>Enrichments and Enhancements</b>	Christmas celebrations		Zoo Lab		Liverpool Cathedral-Kitty Wilkinson	
<b>English</b>	<p><b>Vehicle Text:</b> The Night Gardener <b>Fiction Genre:</b> Setting narrative <b>Purpose:</b> To narrate <b>Non-fiction Genre:</b> Non-chronological report <b>Purpose:</b> To inform</p>	<p><b>Vehicle Text:</b> A River <b>Fiction Genre:</b> Circular narrative <b>Purpose:</b> To narrate <b>Non-fiction Genre:</b> Letter <b>Purpose:</b> To inform</p>	<p><b>Vehicle Text:</b> The Bog Baby <b>Fiction Genre:</b> Finding narrative <b>Purpose:</b> To narrate <b>Non-fiction Genre:</b> Instructions : How to build a habitat <b>Purpose:</b> To instruct</p>	<p><b>Vehicle Text:</b> Grandad’s Island <b>Fiction Genre:</b> Return narrative <b>Purpose:</b> To narrate <b>Non-fiction Genre:</b> Information : Jungle animals <b>Purpose:</b> To inform</p>	<p><b>Vehicle Text:</b> The King Who Banned the Dark <b>Fiction Genre:</b> Mistake narrative <b>Purpose:</b> To narrate <b>Non-fiction Genre:</b> How to be a Regal Leader <b>Purpose:</b> To inform</p>	<p><b>Vehicle Text:</b> Rosie Revere Engineer <b>Fiction Genre:</b> Invention narrative <b>Purpose:</b> To narrate <b>Non-fiction Genre:</b> Explanation : How a machine works <b>Purpose:</b> To explain</p>
<b>SPaG</b>	Use of the suffix –ly to turn adjectives into adverbs. Subordination (using when, if, that, because) Co-ordination (or, and,	Use of the Suffixes –er & –est in adjectives Subordination (using when, if, that, because) Co-ordination (or, and, but) sentence	Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs Subordination (using when, if, that, because)	Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs Subordination (using when, if, that, because) Co-ordination (or, and,	Formation of nouns using suffixes e.g. –ness, –er and by compounding Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly	Formation of nouns using suffixes e.g. –ness, –er and by compounding Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly
	but) sentence indicates its function	indicates its function as a statement and	Co-ordination (or, and, but) Expanded noun	but) sentence indicates its function as a	to turn adjectives into adverbs	to turn adjectives into adverbs

	<p>as a statement and question. Expanded Noun Phrases for description and specification Correct choice and consistent use of past and present tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Apostrophes to mark where letters are missing in spelling Commas to separate items in a list</p>	<p>question. Expanded Noun Phrases for description and specification Correct choice and consistent use of past and present tense throughout writing Use of capital letters, full stops and question marks to demarcate sentences. Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)</p>	<p>phrases for description and specification How the grammatical patterns in a sentence indicates its function as a statement, question and command Correct choice and consistent use of past and present tense throughout writing Use of capital letters, full stops and question marks to demarcate sentences. Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)</p>	<p>statement, question, command, and exclamation Expanded Noun Phrases for description and specification: Correct choice and consistent use of past and present tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Apostrophes to mark singular possession in nouns</p>	<p>Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question, exclamation and statement. Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list</p>	<p>Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question, exclamation and statement. Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list</p>
<p><b>Maths</b></p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of twos, fives Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate</p>	<p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100  add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones</p>	<p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value  Find different combinations of coins that equal the same amounts of money  Solve simple problems in a practical context</p>	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity</p>	<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Recognise, find and name a half as one of two equal parts of an</p>	<p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Tell the time to the</p>

	<p>numbers using different representations, including the number line</p> <p>compare and order numbers from 0 up to 100; use and = signs</p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p>	<p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: adding three one-digit</p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line</p> <p>Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces</p>	<p>involving addition and subtraction of money of the same unit, including giving change</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>Recall and use</p>	<p>and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></p> <p>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p>	<p>object, shape or quantity</p> <p>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p> <p>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p>	<p>hour and half past the hour and draw the hands on a clock face to show these times</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>Know the number of minutes in an hour and the number of hours in a day</p> <p>Use place value and number facts to solve problems</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>
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			<p>multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p>			
<p><b>Science</b></p>	<p>Living things and their habitats Focusing on living things aspect 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 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> <p>Living things and their habitats</p>	<p>Living things and their habitats Focusing on 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 identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Living things and their habitats</p>	<p>Uses of everyday materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Materials</p>	<p>Uses of everyday materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><i>Materials</i></p>	<p>Healthy Animals 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) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Animals including humans</p>	<p>Plants- Pupils build upon their learning from earlier on in the year. Pupils will have a greater chance to see how the plants and flowers have grown and matured and harvest any food that they planted in spring.</p> <p>Plants</p>

<b>Computing</b>	Computing Systems and networks – IT around us	Creating Media – Digital photography	Programming A –Robot algorithms	Data and information – Pictograms	Creating media – Digital music	Programming B – Programming quizzes

	Staying safe online	Staying safe online	Staying safe online	Staying safe online	Staying safe online	Staying safe online

<b>History</b>	<b>Fighting Fit</b> How did Florence Nightingale and Edith Cavell help to keep us healthy?		<b>Explorers &amp; Adventurers</b> Sacagawea, Amelia Earhart, Ellen MacArthur: What are the achievements and skills of these women? Why are they significant?		<b>Scrub a Dub Dub</b> How did Kitty Wilkinson change life in Liverpool?	
<b>Geography</b>	<b>What should I pack for a trip to St Lucia?</b> Contrasting home with a non-European country (St Lucia)		<b>Where do the wheels on the bus actually go?</b> Exploring map reading using compass points and simple coordinates before creating their own		<b>How is the countryside different from our city?</b> Exploring features of the countryside and the introduction to tourism	
<b>Art</b>	<b>Painting</b> <b>Artist: Picasso/ Mogdilini</b> <b>Self portraits</b>		<b>Printmaking</b> Children make drawings and paintings of their local area, experimenting with a range of media. Drawings developed into a simplified printing motif of school or local area. <b>Artist: James Green (A2)</b>		<b>3D Sculpture</b> Use wooden figures to explore the proportions and lengths of limbs and make observational sketches using chalk, graphite and charcoal. Discuss how to create a 3D effect using shading and painting using tint and shade. Create a 3D sculpture of figures. <b>Artist: Deborah Roberts and Faith Bebbington (S2)</b>	
<b>DT</b>	<b>Vehicles</b> Mechanisms Designer/inventor - Henry Ford <b>Staying safe- use of scissors and D.T equipment</b>		<b>Puppets</b> Textiles Designer/inventor – Jim Henson <b>Staying safe- use of sewing needles</b>		<b>Cooking and Nutrition</b> <b>Nadiya Hussain</b> <b>Healthy eating</b> <b>Safety and food hygiene</b>	
<b>PE</b>	RealPE Personal Skills	RealPE Social Skills	RealPE Cognitive Skills	RealPE Creative Skills	RealPE Physical Skills	RealPE Fitness Skills
<b>Music</b>	<b>West African call and response song (Theme: Animals)</b> Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call	<b>Orchestral instruments (Theme: Traditional Western stories)</b> Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre,	<b>Musical me</b> Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody. Lessons: 5	<b>Dynamics, timbre, tempo and motifs (Theme: Space)</b> Developing knowledge and understanding of dynamics, timbre, tempo and	<b>On this island: British songs and sounds</b> Creating sounds to represent three contrasting landscapes: seaside, countryside and city. Lessons: 5	<b>Myths and legends</b> Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song. Lessons: 5

	and response rhythms.  Lessons: 5	how emotions can be represented by pitch and how changes in tempo can convey action.  Lessons: 5		instruments. Learning to compose and play motifs.  Lessons: 5		
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<b>RE</b>	Who is a Muslim and what do they believe?	Who is a Christian and what do they believe?	Who is Jewish and what do they believe?	How and why do we celebrate special and sacred times?	What can we learn from sacred books?	How should we care for others and the world and why does it matter?
<b>PSHE</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>P4C</b> <b>Coping strategies throughout</b>	<b>Class rules</b> What makes our class a happy place? Self Confidence	What does it mean to be naughty? Choices and how they affect us Self Confidence	What makes a home? Why do we need friends? Self Confidence	Respect for animals – should we use wild animals for entertainment? Self Confidence	Would you rather be...? Philosophical questions Self Confidence	Roles in the community – how people are important Self Confidence

<p><b>Further Reading List (Optional)</b></p>	<p>Oxford Reading online Epic Reading <u>Books that link with our English curriculum</u> The Scarecrow- Beth Ferry &amp; The Fan Brothers</p>	<p>Oxford Reading online Epic Reading <u>Books that link with our English curriculum</u> Exotic Animals- Marc Martin A Forest- Marc Martin</p>	<p>Oxford Reading online Epic Reading <u>Books that link with our English curriculum</u> Stardust- Jeanne Willis That's Not Funny- Jeanne Willis</p>	<p>Oxford Reading online Epic Reading <u>Books that link with our English curriculum</u> The Storm Whale- Benji Davies The Storm Whale in Winter- Benji Davies</p>	<p>Oxford Reading online Epic Reading <u>Books that link with our English curriculum</u> Fairytale Gone Wrong: Stinky Jack and the Beanstalk- Steve Smallman</p>	<p>Oxford Reading online Epic Reading <u>Books that link with our English curriculum</u> Ada Twist, Scientist- Andrea Beaty Iggy Peck, Architect- Andrea Beaty</p>
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		<p>Everything &amp; Everywhere- Marc Martin</p>	<p>Sloth's Shoes- Jeanne Willis</p>	<p>Grandma Bird- Benji Davies</p>	<p>Germs! An Epic Tale on a Tiny Scale- Colin Stimpson</p>	
<p><b>Opportunities to extend learning from home</b></p>	<p>Monster Phonics</p>	<p>Monster Phonics</p>	<p>Monster Phonics</p>	<p>Times table rockstars Monster Phonics</p>	<p>Times table rockstars Monster Phonics</p>	<p>Times table rockstars Monster Phonics</p>