



Cragside Church of England Primary School

Year 2 Curriculum Overview 2023-2024

"A Love of Learning and a Thirst for Knowledge"

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English RWI Phonics as an intervention where appropriate.	<p>Where the Wild Things Are</p> <p>Children will show empathy to Max when he is lonely and homesick and consider how they would offer support to someone in this situation</p> <p>Poems to perform</p> <p>The children will use the book 'Here we are' alongside poems to perform and explore the idea of a connection to the natural world and what it means to them</p>	<p>The Dark</p> <p>Children will reflect on their fears and how they can overcome them</p> <p>Non- Fiction- What's the most unusual place? (Active Learn)</p> <p>Link to topic</p> <p>Children will have the opportunity to look out towards others in the world and consider different cultures around the world</p>	<p>A crow's Tale (fire link to topic)</p> <p>The marvellous Fluffy, Squish Itty Bitty</p> <p>Children will explore the value of kindness and using your gifts to give to others.</p>	<p>Meerkat Mail</p> <p>Anna Hibiscus or Grace & Family</p> <p>(Link to topic)</p> <p>Children will have the opportunity to look out towards others in the world and consider different cultures around the world</p>	<p>Rapunzel</p> <p>Great Women who changed History.</p> <p>Children will reflect on their own gifts and talents and the positive impact they could have on the world- they will think about injustices and what they would like to be different.</p>	<p>The Secret of Black Rock</p> <p>Orangutans (Active Learn)</p> <p>Children will consider what they can do to protect orangutans and other endangered species. They will look at the impact palm oil has on their habitats. (GG15 Advocates for Change)</p>
Year 2 SPAG focus	<p>Using capital letters for people, places, days of the week and the personal pronoun I (inc days of the week and months of the year)</p> <p>Learn how to use familiar and new punctuation correctly (full stops, capital letters, exclamation marks and question marks)</p> <p>Joining words and clauses using 'and'</p> <p>Use commas to separate items in a list</p> <p>Use expanded noun phrases to describe and specify (the blue butterfly)</p>	<p>Coordinating conjunctions using or, and or but</p> <p>Subordinating conjunctions using when, if, that or because</p> <p>Learn about the grammatical structures of questions and commands.</p>	<p>Use of -ly to turn adjectives into adverbs</p> <p>Apostrophes to show missing letters in contraction</p> <p>Apostrophes to show singular possession (the girl's shoes)</p> <p>Learn about the grammatical structures of exclamations and statements.</p>	<p>Use past and present verb tense correctly and consistently including past progressive (was swimming)</p> <p>Formation of nouns using suffixes -ness and -er</p> <p>Formation of nouns by compounding (superman, whiteboard)</p> <p>Formation of adjectives using suffix -ful and -less</p>	<p>Use of suffixes -er and -est</p> <p>Revision of using capital letters for people, places, days of the week and the personal pronoun I (inc days of the week and months of the year)</p> <p>Revision of commas in lists</p> <p>Revision of expanded noun phrases</p>	<p>Revision of apostrophes to show missing letters in contraction</p> <p>Revision of apostrophes to show singular possession (the girl's shoes)</p> <p>Use past and present verb tense correctly and consistently including past progressive (was swimming)</p>

Maths	<p>Numbers 10 to 100 Unit 1</p> <p>Calculations within 20 Unit 2</p>	<p>Fluently add and subtract within 10 Unit 3</p> <p>Addition and subtraction of two-digit numbers (1) Unit 4</p>	<p>Introduction to multiplication Unit 5</p> <p>Introduction to division structures Unit 6</p>	<p>Shape Unit 7</p> <p>Addition and subtraction of two-digit numbers (2) Unit 8</p> <p>Money Unit 9</p> <p>Children will take part in The Big Plastic Count- considering the impact of plastic on our planet and supporting Greenpeace to gather evidence about the plastic waste problem</p>	<p>Fractions Unit 10</p> <p>Time Unit 11</p> <p>Position and direction Unit 12</p>	<p>Multiplication and division – doubling, halving, quotitive and partitive division Unit 13</p> <p>Sense of measure – capacity, volume, mass Unit 14</p> <p>Statistics –Not in NCETM</p>
Times table focus 2, 5, 10	<p>Consolidate counting in 2, 5 and 10 in order up to 12x</p>	<p>Count fluently in multiples of 2, 5 and 10</p> <p>Recall multiples of 10 up to 12 x 10 in any order including missing number and division facts</p>	<p>Recall multiples of 2 up to 12 x 2 in any order including missing number and division facts</p> <p>Recall multiples of 10 fluently up to 12 x 10</p>	<p>Recall multiples of 5 up to 12 x 5 in any order including missing number and division facts</p> <p>Recall multiples of 10 and 2 fluently up to 12 x</p>	<p>Count in multiples of 3 from 0 to 33</p> <p>Recall multiples of 5, 10 and 2 fluently up to 12 x</p>	<p>Count in multiples of 3 from 0 to 33</p> <p>Recall multiples of 5, 10 and 2 fluently up to 12 x</p>
Science	<p>Does everything live in a house? (living things and their habitats) Compare living, dead and things that have never been alive. Identify habitats and how they provide basic needs for different animals. Describe simple food chains. Identify plants and animals in their micro/habitats.</p> <p>(GG15 Advocates for Change).</p> <p>Children will immerse themselves in the forest and be present with nature while they study natural habitats around them.</p>	<p>What job is each material best for? Identify and compare the suitability of everyday materials for particular uses.</p> <p>Find out how the shapes of solid objects can be changed.</p> <p>Children to consider the impact on the planet of the different materials we choose and to be encouraged to think about these choices for themselves.</p>	<p>How do Humans grow up? (Humans grow and stay healthy)</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (GG3 Advocates for Change)</p>	<p>Animals including humans (Ext Unit)</p> <p>British Science Week</p> <p>Children to be given opportunities to look in at what they need to be physically and mentally well.</p>	<p>How can we help plants grow best?</p> <p>Observe and describe how seeds grow.</p> <p>Find out and describe what plants need to grow healthy.</p> <p>Children will have the opportunity to grow and care for their own plant</p>	<p>Plants (Ext Unit)</p>

Computing	<p>How can we improve our coding skills? To understand what an algorithm is. To design algorithms and then code them. To compare different object types. To use the repeat command. To use the timer command. To know what debugging is and debug programs. (Unit 2.1 Coding)</p> <p>How can we communicate and share information online safely? To know how to refine searches using the Search tool. To use digital technology to share work on Purple Mash to communicate and connect with others locally. To have some knowledge and understanding about sharing more globally on the Internet. To introduce Email as a communication tool using 2Respond simulations. To understand how we should talk to others in an online situation. To open and send simple online communications in the form of email. To understand that information put online leaves a digital footprint or trail. To identify the steps that can be taken to keep personal data and hardware secure. (Unit: 2.2 – Online Safety)</p>	<p>How can we use spreadsheets to calculate and represent data? To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. To learn how to copy and paste in 2Calculate. To use the totalling tools. To use a spreadsheet for money calculations. To use the 2Calculate equals tool to check calculations. To use 2Calculate to collect data and produce a graph. (Unit: 2.3 Spreadsheets)</p> <p>How can we use a database to answer questions? To learn about data handling tools that can give more information than pictograms. To use yes/no questions to separate information. To construct a binary tree to identify items. To use 2Question (a binary tree database) to answer questions. To use a database to answer more complex search questions. To use the Search tool to find information. (Unit 2.4 Questioning)</p>	<p>How can we search the Internet? To understand the terminology associated with searching. To gain a better understanding of searching on the Internet. To create a leaflet to help someone search for information on the Internet. (Unit 2.5 Effective Searching)</p>	<p>Can we recreate famous artwork using 2Paint a Picture? To learn the functions of the 2Paint a Picture tool. To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). To recreate Pointillist art and look at the work of pointillist artists such as Seurat. To learn about the work of Piet Mondrian and recreate the style using the lines template. To learn about the work of William Morris and recreate the style using the patterns template. To have opportunities to be mindful and creative when producing art (Unit 2.6 Creating Pictures)</p>	<p>How can we make music digitally? To make music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. To edit and refine composed music. To think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds into the Sounds section. To record and upload environmental sounds into Purple Mash. To use these sounds to create tunes in 2Sequence. (Unit 2.7 Making Music)</p>	<p>How many different ways can we present our ideas? To explore how a story can be presented in different ways. To make a quiz about a story or class topic. To make a fact file on a non-fiction topic. To make a presentation to the class. (Unit 2.8 Presenting Ideas)</p>
RE	<p>1.6 Who is a Muslim and how do they live?. (God/Tawhid/ibadah/iman) Children to consider the question 'Where is God?' and create art to show this. Visit- Newcastle Central Mosque</p>	<p>1.3 Why does Christmas matter to Christians? (UC –Incarnation)</p> <p>Children to think about what they are thankful for in their lives at Christmas time</p>	<p>1.6 Who is a Muslim and how do they live? Part 2 (God/Tawhid/ibadah/iman)</p> <p>Vine Lesson-What can we learn about kindness to animals from two Muslim stories?</p> <p>Children will talk about whether any of the things Muslims gain from their faith are good for people who are not Muslims, and good for pupils themselves (e.g. knowing right and wrong, being grateful, being kind, gaining self-control, and following the examples and teachings of the Prophet, such as by looking after animals, etc.), and say why.</p>	<p>1.5 Why does Easter matter to Christians? (UC – Salvation)</p> <p>Visitor- Gill will visit the children to share her experience and beliefs about salvation as a Christian.</p>	<p>1.4 What is the 'good news' Christians believe Jesus brings? (UC – Gospel)</p> <p>Is this good news only for Christian's/ How do people with non religious world views live a good life? Humanist story- the hummingbird</p> <p>Children will have the opportunity to explore the different types of peace we can have in our lives through art</p>	<p>1.8 What makes some places sacred to believers?</p> <p>Children to reflect on places which make them feel closer to God or something bigger than themselves.</p>

History & Geography	How was school different in the past? Correctly order and date four photographs on a timeline and add some dates. Ask one question about schools in the past. Make one comparison between schools in the past and present. Use sources to research and develop an understanding of what schools were like 100 years ago. Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. Recognise two similarities and two differences between schools now and schools in the past. State whether they would have preferred to go to school in the past or not and explain why. Children will have the opportunity to make connections with the past. Asking questions and finding out about the past from their older relatives.	Magical mapping - Can you use an atlas? Equator North & South Pole UK map and capital cities Observation and Fieldwork Skills Draw a simple sketch map with scale. Landmarks (human features) Use an atlas to find the UK, China and Africa. What is the view from above? 4 point compass. Physical mapping Children look at Google Earth. They will consider their place in the world and could go beyond this to focus on the vastness of the universe.	How has fire changed London and the North East Study timeline of events that led to the fires of London and Newcastle & Gateshead . Find out what happened during and after the fires. Explore how buildings, London, Newcastle and Gateshead the fire service have changed as a result.	Can we make a Global connection with Africa? (Advocates of Change GG4,GG1) Relationship with the equator Use world maps, globes and atlases. Compare school life to rural Rwanda. Practical play - African objects and artefacts. Visitor - from Rwanda to come into classroom with artefacts Visitor - a visitor from Rwanda will come in to talk to the class about life in Rwanda and share some artefacts with the children.	What can we learn from women that changed the world? Identify what makes a person significant. <ul style="list-style-type: none"> Grace Darling (recap first year) Rosa Parks Suffragettes Queen Elizabeth II Queen Elizabeth I Queen Victoria Children to consider their gifts and talents and what contribution they can make to benefit others.	What can we learn from our oceans? Name and locate 5 oceans. Use world maps and globes. Practical model of a mini beach, rocks, sea life, plant life. Plastic in our oceans & overfishing (Advocates of change(GG14)) Identify human and physical features VISIT -Trip to local beach Children to find out conservation and how to sustainably use the oceans as responsible Global Citizens- look at the impact of pollution in the water including sewage and write to water companies asking them to change.
Art/DT Children to be given opportunities to be mindful and in the moment when creating art throughout the year.	DT School Dinner: Design, make and evaluate a model pack lunch box. Design a healthy dinner for the lunch box. Children will consider the importance of food in taking care of their bodies and being healthy.	Art-Maps Using a range of textiles, visuals and patterns to create a composition of abstract maps. <ul style="list-style-type: none"> Use pencil to draw. Pastel and patterns Collage with a range of material. 3D map artist study - Leonardo da Vinci 	DT – Make a Tudor house design, create and evaluate mock up design Create a moving fire mechanism (pull, axel)	DT – African jewellery & Masks (clay, paper craft) Research, design and create functional piece of jewellery. Create a mock-up of an African mask using clay. African pattern printing into the clay. Children will connect with their global neighbours and build relations and celebrate other cultures.	ART Famous female artists. Orla Kiely –printing. Frida Kahlo – portrait pastels. Louise Bourgeois – 3D insect sculpture.	ART JW Turner coastal artist. Painting techniques Colour spectrum Watercolours Children will be still and mindful of the environment around them. Learning to be peaceful and present in the moment.
MFL	I'm learning French (E) Children will look out towards French speaking countries and encounter different cultures to their own.	Greetings (E)	Colours and numbers(E)	Nursery rhymes (E)	Transport (E)	Minibeasts (E)

<p>PHSE</p> <p>Throughout PSHE sessions children will look in at themselves considering their own ideas, opinions and thoughts on a range of topics and will look out towards others by showing respect for others opinions ideas and feelings.</p>	<p>Negotiating rules.</p> <p>What makes a happy friendship?</p> <p>KAPOW Primary – Lesson 1: Wonderful Me</p> <ul style="list-style-type: none"> • Characteristics • Friendship • Personal boundaries • Safe/unsafe situations • Unwanted touch • Worried/unsafe <p>NATIONAL RECYCLE WEEK 19th-25th September</p> <p>Macmillan coffee morning 30th September</p> <p>WORLD MENTAL HEALTH DAY Monday 10th October</p> <p>Global Handwashing Day 15th October</p>	<p>What can we learn about strengths, abilities and stereotypes?</p> <p>Children will consider their own gifts and talents</p> <p>KAPOW Primary – Lesson 3: Meaning and Purpose</p> <ul style="list-style-type: none"> • Strengths • Abilities • Stereotypes • Unhelpful and unfair • Gender stereotypes • Challenged <p>Science unit – Living things</p> <p>CHILDREN IN NEED Nov 18th November</p> <p>Giving, Charity, Help, support</p> <p>FRIENDSHIP WEEK 14th - 18th November</p> <p>ROAD SAFETY WEEK 14th- 20th November</p>	<p>What communities and groups do we belong to?</p> <p>KAPOW Primary – Lesson 4: Resilience</p> <ul style="list-style-type: none"> • Environment • Care and respect • Responsibilities • Community <p>GG 14/15 – Life on land and below water</p> <p>How can we explore the different roles and responsibilities people have in our community?</p> <ul style="list-style-type: none"> • Groups • Community • Responsibilities • Similarities/differences <p>How can we classify our needs from our wants and how do people earn money?</p> <ul style="list-style-type: none"> • Spending • Saving • Jobs • Earn • Strengths and interests <p>Children's Mental Health Week 6th-12th Feb</p> <p>SAFER INTERNET DAY (All fun and games?) 8th Feb</p>	<p>What is family life?</p> <p>Children will look out at different families to their own and diversify their experience of the world</p> <p>KAPOW Primary – Lesson 2: People Around Me</p> <ul style="list-style-type: none"> • Love • Care • Respect • Features • Family life • Worries • Help • Spending decisions, Global neighbours, Help and support <p>FAIRTRADE FORTNIGHT 20th- Feb-5th March)</p>	<p>How can we stay healthy?</p> <p>Children to be given opportunities to look in at what they need to be physically and mentally well.</p> <p>KAPOW Primary – Lesson 5: Healthy body, healthy brain</p> <ul style="list-style-type: none"> • Physical activity • Healthy • Wellbeing <p>How can we look after our teeth?</p> <ul style="list-style-type: none"> • Dental care • Dentist • Hygiene • Cleanliness <p>Science – Habitats</p> <ul style="list-style-type: none"> • Habitat • Design and make • Advocate of change • Care • Shelter • Security • Safe <p>National Sunscreen Day May 27th</p>	<p>How do our bodies and needs change as we grow older?</p> <p>KAPOW Primary – Lesson 6: Relaxation</p> <ul style="list-style-type: none"> • Change • Growing • Independence • Achievements <p>Science unit- Feeding and exercise</p> <ul style="list-style-type: none"> • Exercise • Food groups • Hygiene <p>Food technology – Healthy salads</p> <p>Child Safety Week – week beginning 3rd June</p> <p>HEALTHY EATING WEEK – 12th-16th June</p>
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<p>Music</p> <p>Children to be given opportunities to be mindful and in the moment and to express themselves creatively with music.</p>	<p>Ourselves- (Exploring sounds) Discover ways to use voices to describe feelings and moods. Explore, create and perform vocal sounds and notate pitch duration building performance. (Cross curricular link- English/PSHE)</p> <p>Toys- (Beat) Move and play to a steady beat and sequences of sounds. Learn to control and change tempo as they take a scooter ride. (Cross curricular link- PSHE)</p> <p>Classical Musician Focus Kerry Andrew- No Place Like (BBC Ten Pieces) Visit to church foHarvest</p>	<p>Our Land- (Exploring sounds) Explore timbre and texture when listening and exploring descriptive sounds. Perform music inspired by myths. (Cross curricular link- Geography)</p> <p>Our Bodies- (Beat) Develop a sense of steady beat using own body. Respond to music with a steady beat and play rhythm on body percussion and instruments. (Cross curricular link- PE)</p> <p>Christmas Performance- Visit to church for Chringgle</p>	<p>Animals- (Pitch) Build on recognition of changing pitch through animal movement. Interpret and create a pitch line notation using both voices and tuned instruments. (Cross curricular link-PE)</p> <p>Number- (Beat) Explore steady beat and rhythm patterns. Play beats and patterns from Renaissance Italy to West Africa and create their own with body percussion, voices and instruments. (Cross curricular link- Maths)</p>	<p>Storytime- (Exploring sounds) Introduces children to famous pieces to stimulate composition. Interpret a storyboard with sound effects and develop own ideas using voices and percussion. (Cross curricular link- English)</p> <p>Seasons- (Pitch) Develop an understanding of pitch through movement, songs and listening games. Become familiar with pitch shapes and perform them in a variety of musical arrangements. (Cross curricular link- Science) Visit to church for Easter</p>	<p>Weather- (Exploring sounds) Weather raps and songs provide opportunities to create descriptive sounds and word rhythms. Create descriptive class composition using voices and instruments. (Cross curricular link- Geography)</p> <p>Pattern- (Beat) Using simple notations, children play, create and combine mini-beast rhythms using body percussion and instruments. (Cross curricular link- Maths)</p>	<p>Water- (Pitch) Sing and play a variety of pitch shapes using movement and reading from scored. Create class composition which describes the sounds and creatures of a pond. (Cross curricular link- Science)</p> <p>Travel- (Performing) Learn a Tanzanian game song and accompany a travelling song using voices and instruments. Listen to an orchestral piece and improvise own descriptive theme park. (Cross curricular link- English)</p>
<p>PE</p>	<p>Fundamentals Can I develop my fundamental skills?</p> <ul style="list-style-type: none"> • Dodge • Hurdle • Speed <p>Invasion What is defending and attacking?</p> <ul style="list-style-type: none"> • Space • Decision making • Possession <p>Children will be encouraged to use empathy and understanding to enhance their teamwork skills.</p>	<p>Yoga Is Yoga relaxing?</p> <ul style="list-style-type: none"> • Focus • Flow • Position <p>Children will learn mindfulness skills and spent time putting these into practice.</p> <p>Target games What skills do I need?</p> <ul style="list-style-type: none"> • Overarm • Underarm • Target 	<p>Dance How can I use Space?</p> <ul style="list-style-type: none"> • Mirror • Action • Pathway <p>Football How can I use my skills?</p> <ul style="list-style-type: none"> • Throwing • Catching • Tracking 	<p>Gymnastics What basic skills do I need?</p> <ul style="list-style-type: none"> • Pike • Tuck • Straddle <p>Team building What makes a great team?</p> <ul style="list-style-type: none"> • Co-operate • Communicate • Problem solve 	<p>Fitness How can I improve my fitness?</p> <ul style="list-style-type: none"> • Speed • Strong • Steady <p>Children will be given an opportunity to look in at themselves and what their body needs to stay healthy.</p> <p>Net and Wall What skills do I need to be successful?</p> <ul style="list-style-type: none"> • Defend • Return • Score 	<p>Athletics What skills can I use?</p> <ul style="list-style-type: none"> • Sprint • Jog • Distance <p>Striking and fielding What roles are there?</p> <ul style="list-style-type: none"> • Bowler • Batter • Fielder