







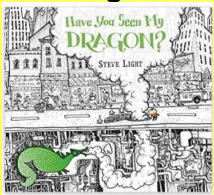
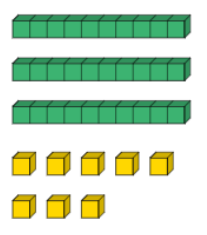
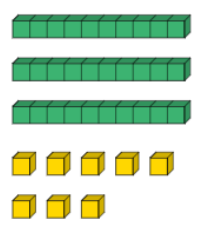
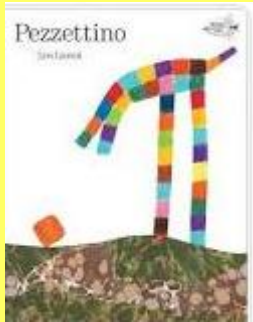
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English texts	<p>Dragons and Dreams</p> <p>The Egg M.P Robertson</p>  <p>The Dragon Machine Helen Ward</p>  <p>Dare to Care for a Pet Dragon M P Robertson</p>	<p>Dragons and Dreams</p> <p>Amazing Grace Mary Hoffman</p>  <p>The Snow Dragon Vivian French</p> 	<p>Voyages of Discovery</p>   <p>Galapagos George Jean Craighead George</p>	<p>Voyages of Discovery</p> <p>Nim's Island Wendy Orr</p> 	<p>In A World of Our Own</p> <p>: Masha and The Fire Bird Margaret Bateson Hill</p>  <p>The Tin Forest Helen Ward</p> 	<p>In A World of Our Own</p> <p>Quality Class Texts: James and the Giant Peach Roald Dahl</p> 
Writing genre	Instructions	Narrative	Non Chronological reports	Character description	Chronological reports	Narrative

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Poetry	<p>Tell me a Dragon Jackie Morris</p> 	<p>The Sneetches Dr. Seuss.</p> 	<p>The Owl and the Pussycat Edward Lear</p> 	<p>On the Ning Nang Nong Spike Milligan</p> 	<p>I Am the Seed That Grew the Tree. Fiona Waters & Frann Preston-Gannon</p> 	<p>The Jabberwocky Lewis Carroll</p> 
Grammar focus.	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Expanded noun phrases.</p>	<p>Expanded noun phrases. Nouns, adjectives and verbs. The present and past tenses correctly and consistently. Subordination and coordination.</p>	<p>Statements, questions, exclamations and commands.</p> <p>Nouns as suffixes such as ful and less. Turning adjectives into adverbs</p>	<p>Subordination and coordination.</p> <p>Expanded noun phrases for description.</p>	<p>Commas and apostrophes (contractions).</p>	<p>Use the progressive form of verbs in the present and past tense.</p>
Phonics and Spelling focus.	<p>/igh/ as in child /oa/ as in toe /igh/ as in time /oa/ as in piano /igh/ as in pie /ee/ as in happy /igh/ as in spy /ee/ as in key /oa/ as in rope Consolidation /oa/ as in snow some, one, said, come, do, so, were, when,</p>	<p>/y+oo/ as in unicorn /y+oo/ as in news short /oo/ as in push long /oo/ as in screw /y+oo/ as in cube /ur/ as in herbs long /oo/ as in flute /ur/ as in bird /y+oo/ as in statue /ou/ as in cloud long /oo/ as in blue /oi/ as in toy oh, their, people, Mr, Mrs, looked, called,</p>	<p>/or/ as in astronaut /eer/ as in deer and here /or/ as in strawberry /air/ as in square, bear and there /oa/ as in shoulder /or/ as in ball long /oo/ as in soup /or/ as in four short /oo/ as in should /or/ as in core /ar/ as in father and palm /or/ as in door /ur/ as in pearl and</p>	<p>/s/ as in celery /sh/ as in chef /j/ as in giraffe /j/ as in bridge /e/ as in bread /j/ as in package /s/ as in house /uh/ as in mother /s/ as in fence Consolidation /k/ as in school oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</p>	<p>/ul/ as in bottle /r/ as in writing /t/ as in mixed /ch/ as in hatching /d/ as in drilled /zh/ as in treasure, television, collage /m/ as in comb Consolidation /n/ as in knot /n/ as in sign oh, their, people, Mr, Mrs, looked, called,</p>	<p>/ch+u/ as in picture /sh/ as in musician /i/ as in pyramid /sh/ as in percussion /s/ as in scissors Consolidation /s/ as in whistle /o/ as in watch /sh/ as in station who, again, thought, through, many, laughed, because, any, eyes, friends, once, please</p>

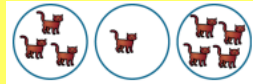
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	have, there, out, like, little, what	asked, could, water, where	world /or/ as in daughter who, again, thought, through, many, laughed, because, any, eyes, friends, once, please		asked, could, water, where	
Reading for pleasure	The Lost Happy Endings Carol Ann Duffy 	Leaf Sandra Diekmann 	The Troll and the Pirates Julia Donaldson 	The Green Ship Quentin Blake 	The Bear and the Piano David Litchfield 	The Magic Paintbrush Julia Donaldson 
Maths	Number: Place value Addition & subtraction through 10  Can you add three numbers together and describe the story? Example : There were 2 people on the bus, then another 2 	Addition & subtraction: 2-digit numbers and multiples of ten Can you explain $38 + 1$ on a number line, Gattegno chart and using other representations? 	Times tables: groups of 2 and commutativity What are the factors in $2 \times 3 = 6$? Which number is the product? Does it matter which order the factors go in? Can you count in twos and do you know your two-times tables? Can you reason about the 2 x tables: such as if I have 4 pairs of socks, how many socks is that altogether?	Structures: quotative and partitive division What is a remainder? Can you solve division equations by skip counting? Eg. $20 \div 5$ can be found by counting in 5s; 5, 10, 15, 20. So there are 4 fives in 20. Is there a more efficient strategy then skip counting? How can you use your times table knowledge to help? Dividend \div divisor = quotient	Fractions  Can you find $\frac{1}{4}$ of numbers such as 8? Can you find $\frac{1}{3}$ of numbers such as 12? Graham cuts a biscuit in half and eats the half piece.	Statistics – asking questions Year 2 are going to find out about what type of library books are borrowed the most often from the new school library. What questions can you ask? How can you organise the information you collect? How can we represent this information in a graph or chart? Telling the time

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people got on and then another 3 people got on. How many people were there on the bus?
Here is an addition equation:
 $3 + 6 + 4$
Does it matter if I change the order of the addends? Which is the most efficient order to add the numbers in?

representing equals

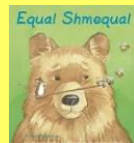


Are these groups equal or unequal?



How many groups of apples are there? How many apples in each group?

How might we calculate this? Can you find another way?



$$2 \times 3 = 6$$

$$3 \times 2 = 6$$

What's the same, what's different about these equations?

Times tables:
groups of 10 and of 5, and factors of 0 or 1

Do you know your 10 and 5 times tables?

Can you solve problems such as: I have 7 ten pence coins, how much is this?



How many dots are there? Count in groups of 5.

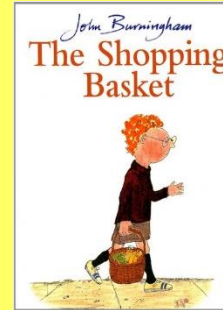
What patterns have you noticed about the 10 and 5 times tables?

Commutativity, doubling and halving

Can you explain what commutative means?

There are 2 different groupings that 5×2 can represent, one of them is 5 groups of 2, what is the other one?

When is the quotient zero and when is it 1? What happens if the divisor is 1?



Fractions

Is a fraction when we split an item into equal parts or unequal parts?

Can a fraction be represented on a number line?

Sam cuts a biscuit into quarters and eats 2 of the quarters. Who has eaten more?

Geometry: position and direction

In **science**, when studying animals, compare the ways different animals move. Do they travel in straight lines, in a circular motion or dart about?

In **geography**, explore maps, using N, E, S, W and language such as near and far, left and right.

Can you count how many weeks and days until your birthday using a calendar?


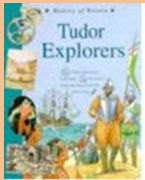

How many minutes are there in an hour? Sarah thinks there are 25 hours in a day – is she right?

Can you tell the time, write the time and draw the hands on a clock face to show the time (to 5 minutes)?

Using and calculating with money

How many different ways can you make £3.45 using real coins? Explain how you do it.

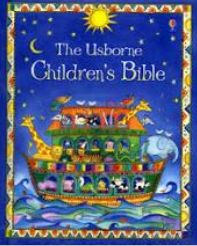
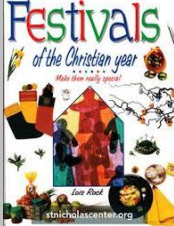
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<p>History</p>	<p>Dragons and Dreams.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Henry VIII What is a dynasty?</p>  <p>What did Henry do to change peoples' lives? How do we know?</p>	<p>Dragons and Dreams.</p> <p><i>How do we know what life was like in the Tudor period?</i></p> <p>Tudor Exploration.</p>  <p>Significant historical events, people and places in our locality. Remembrance day.</p>	<p>Voyages of Discovery.</p>	<p>Voyages of Discovery.</p> <p>-</p>	<p>A World of our own.</p> <p>Events beyond living memory that are significant nationally. Samuel Pepys & The Great Fire of London.</p>  <p><i>What happened to London during 1666?</i></p> <p><i>How did the King make it a safer place?</i></p>	<p>A World of our Own</p>
<p>Geography</p>			<p>Location and Place knowledge</p> <p>The Galapagos</p> <p>Where are the Galapagos Islands?</p> <p>What is the weather like there?</p>	<p>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.</p>	<p>—</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Brighton and the local climate.</p> <p><i>What effect is human activity</i></p>

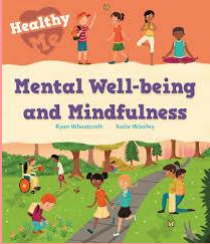

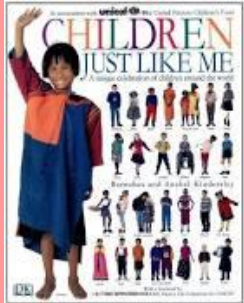

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			<p>How were the Galapagos Islands formed?</p> <p>What effect is human activity having on this area?</p> 	 <p>What did Charles Darwin discover?</p> <p>How are the Galapagos Islands different to the UK?</p>		<p>having on this place?</p>
<p>Science</p>	<p>Uses of every day Materials.</p> <p>Can you describe the properties of everyday materials?</p> <p>Do you understand the suitability of materials?</p> 	<p>Uses of every day Materials</p> <p>How can you change the shape of solid objects?</p> <p>Are all changes permanent?</p> 	<p>Animals and Humans-</p> <p>Explain how animals and humans change, as they grow older.</p> <p>What are the basic needs of animals in order to survive?</p> <p>Why is exercise, healthy eating and hygiene important?</p> 	<p>Living Things and their Habitats</p> <p>What are the differences between things that are living, dead, and things that have never been alive?</p> <p>How does a habitat provide for the basic needs of different kinds of animals and plants?</p> 	<p>Plants</p> <p>How do seeds and bulbs grow into plants?</p> <p>What do plants need to stay healthy?</p> 	<p>Forest Schools Living Things and their Habitats.</p> <p>How do animals and plants depend on each other? What is a microhabitat? How do animals obtain their food from plants and other animals? What is a food chain? What are the basic sources of foods for animals and plants?</p> 

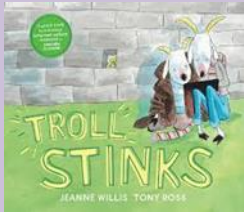
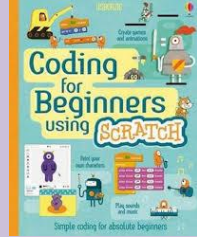
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<p>RE</p>	 <p>Who do Christians say made the world? 1.2 Creation</p>	<p>Why does Christmas matter to Christians? Incarnation 1.3 Digging Deeper.</p>	 <p>1.6 Who is Muslim and how do they live? God/Tawhid/Ibadah/i man</p>	 <p>Why does Easter matter to Christians? Salvation 1.5 Digging Deeper</p>	<p>1.8 What makes some places sacred to believers?</p>	<p>1.9 How should we care for others and the world, and why does it matter?</p>
<p>Art</p> <p>Respond to ideas and starting points.</p> <ul style="list-style-type: none"> • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<p>Dragons and Dreams</p>	<p>Dragons and Dreams</p>	<p>Voyages of Discovery</p> <p>3D painting</p> <p>3D art using plasticine with a theme of oceans.</p>	<p>Voyages of Discovery</p> <p>JMW Turner Seascapes</p> <p>Printmaking and Collage</p> <p>Inspired Mono printing</p>	<p>A World of our Own</p>	<p>A World of our Own</p> <p>Drawing and Collage</p> <p>Mini beast project</p>

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<p>DT Design, make and evaluate.</p>	<p>Wheels and Axles</p> <p>User/Purpose Design and make an alternative Dragon Machine for George.</p>	<p>Templates and Joining</p> <p>User/Purpose Design and make a dragon toy suitable for a younger child.</p>			<p>Cooking and nutrition</p> <p>Make a healthy and nutritious meal. Learn about the principles of healthy eating. Cutting, peeling and grating skills.</p> <p>User/Purpose Design and make a healthy snack for Masha.</p>	<p>Free standing structure</p> <p>User /Purpose</p>
<p>PSHE</p>	<p>Friendships</p> 	<p>Generosity and sharing with others</p>	<p>Anti- Bullying</p>	<p>Resilience and challenges</p> 	<p>Families</p> 	<p>Our environment</p> 
<p>Computing</p>	<p>Information Technology</p> <p>To identify information</p>	<p>Pictograms</p> <p>To understand that we can present information by using a computer.</p>	<p>Making Music</p> <p>To show how music is made from a series of notes.</p>	<p>Lego Wedo</p> <p>Understand what algorithms are; how they are implemented as programs on digital</p>	<p>Espresso coding Unit 2a and 2b</p>	<p>An introduction to quizzes</p> <p>To create a programme.</p>

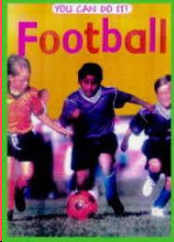
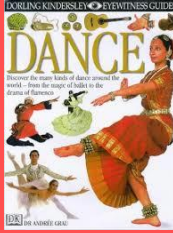
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	technology at home and at school.			<p>devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	 <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p>	
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Music Use voices expressively	Puff the Magic Dragon	Nativity Songs	. Pirate songs Sea Shanties	The Colours of the Wind. Pocahontas	London's burning	Train O Whistle Blowing. The Seekers
	Exploring sounds. The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance.	Beat The children move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.	Exploring sounds. The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths.	Beat The children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.	Pitch The children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition which describes the sounds and creatures of a pond.	Performance The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.
Listen with concentration to live and recorded music.	Ronde and Basse Dance Bergeret from La Mourisque Susato	Edvard Grieg - Peer Gynt - Suite No. 1, Op. 46 - IV. In the Hall of the Mountain King	Gustav Holst - St Paul's Suite	Johann Sebastian Bach-Air on G String 6,499,098 viewsMar 24, 2010	Peter and the Wolf Prokofiev	Bacharach / David / BJ Thomas, 1969: Raindrops Keep Fallin' On My Head
PE	Dance Unit 1	Attack, Defend, Shoot Unit 2	Gymnastics Unit 1	Send and Return Unit 2	Hit Catch and Run Unit 1	Run, Jump and Throw Unit 1 and 2
	Attack, Defend Shoot Unit 1	KS1 Fitness Unit 1	Send and Return Unit 1	Gymnastics Unit 2	Dance Unit 2	

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French	<p>Listening Enjoy listening to spoken language. Start to recognise familiar spoken phrases or song/story.</p>		<p>Speaking Be able to repeat simple sounds and words spoken clearly by the teacher.</p>		<p>Reading Start to read basic words that have been practised consistently. Writing To write some of the practised vocabulary.</p>	