



Marus Bridge Primary School

Curriculum Overview Year 2



Subject	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1&2 (6 & 6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
English	David Goes to School (Fiction/Back to School) Labels, lists, captions Instructions Sorry letter Prince Cinders (Fiction – Traditional Tales) Narrative	The Puffin Book of Fantastic First Poems (Poetry) Poetry writing Recount The Last Wolf (Fiction – Contemporary) Narrative Non-chronological reports	The Bee Who Spoke (Fiction – contemporary) Non-chronological reports Narrative Jack and the Baked Beanstalk (Fiction - Traditional Tales) Narrative	Poems to Perfrom (Poetry) Poetry writing The Twits (Playscript) Narrative	The Hodgeheg (Fiction – Chapters) Narrative Non-chronological reports Recount
Maths	Y1 skills revision Number: Place value Number: Addition and subtraction Mental recall	Measurement: Money Number: Multiplication and division Mental calculation	Number: Multiplication and division Statistics Geometry: Properties of shape Number: Fractions Measurement: Time Mental methods and strategies	Measurement: Length and height Measurement: Capacity, volume and temperature Mental recall and calculation	Mental calculation strategies and application of number facts Mental methods and strategies
Science	<p>Working scientifically across the four topics</p> <p>I can ask simple scientific questions.</p> <p>I can use simple equipment to make observations.</p> <p>I can carry out simple tests.</p> <p>I can identify and classify both living and non-living things.</p> <p>I can suggest answers to what I have found out.</p> <p>I can gather and use simple data to answer questions.</p> <p>Children should notice and record seasonal changes throughout the year, making use of the school outdoor environment to do so</p>				
	<p>Animals including humans</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Recognise that animals, including humans have offspring that grow into adults. Describe the basic stages of a life cycle for both an animal</p>	<p>Use of everyday materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and</p>	<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Living things and their habitats</p> <p>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</p>	<p>Living things and their habitats</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats. Know that it is important to look after habitats Describe how animals obtain food from plants and other animals, using the idea of a simple food chain and identify</p>



	<p>and a human. Describe the basic needs of humans and animals for survival (water, food and air).</p>	<p>stretching.</p>		<p>they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>	<p>and name different sources of food. Observe living things in their habitats during different seasonal changes.</p>
History	<p>Travel and transport(significant events/people and places in own locality) Use words and phrases like; before, after, past, present, then and now, yesterday. Recount the life of some famous people from Britain who lived in the past. Explain how a famous person has influenced Britain. Explain how a famous person has contributed to national or international achievements. Explain how our locality has changed over time – comparing and contrasting.</p>	<p>The sinking of the Titanic (Events beyond living memory) Understand where events fit in relation to each other on a timeline Use words and phrases like; before, after, past, present, then and now, yesterday. Answer questions using books and the internet</p>		<p>Great Explorers (Life of a significant individual) Answer questions using books and the internet. Research the life of a famous person from the past using different sources of evidence. Explain how a famous person has contributed to national or international achievements.</p>	
Geography			<p>Around the World I can locate Europe on a world map and identify some of its countries and features. I can locate Asia on a world map and explore the features and characteristics of China. I can locate Australia on a world map and identify some of its features and characteristics.</p>		<p>Map Makers Use simple compass directions and locational 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 and physical features. Observe and study the geography of the school and its</p>



			<p>I can locate Africa on a world map and explore the features and characteristics of Kenya.</p> <p>I can identify North America on a world map and explore the characteristics and features of the USA.</p> <p>I can locate South America on a world map and explore the features and characteristics of Brazil.</p> <p>I can locate Antarctica on a world map and identify some of its features and characteristics.</p> <p>Let's go to the Arctic Describe a place outside of Europe using geographical words.</p> <p>Explain the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use aerial photographs and plan perspectives to recognise basic human and physical features</p>		<p>grounds, and the key human and physical features. Devise a simple map and use and construct basic symbols in a key.</p>
Design Technology			<p>Construction materials (Packaging) Think of an idea and plan what to do next. Know that 3D shapes can be constructed from nets and that</p>	<p>Ingredients (Dips and Dippers) Find out what other users say about a specific product Describe the ingredients I am using. Know and practise the hygiene</p>	



			<p>the final 3D shape is dependent on the shape of a net. Choose tools and materials and explain why I have chosen them. Join materials in different ways. Explain what went well with my work. Measure materials to use in a model or structure. Evaluate my design ideas as they develop and indicate ways of improving my ideas. Evaluate against design criteria.</p>	<p>rules for food preparation. Evaluate my design ideas as they develop and indicate ways of improving my ideas. Evaluate against design criteria.</p>	
<p>Art and Design</p>	<p>Drawing I can use a viewfinder to copy a section of a picture accurately, taking the size and line thickness of my drawing into account. I can draw an object from observation, taking the size of my drawing into account. I can choose and use three different grades of pencil when drawing and use the vocabulary relating to them (H=hard, B=black). I can use charcoal, pencil and pastel to create art.</p>	<p>Joan Miro I can name and mix the 3 secondary colours using paint. I can mix brown with paint. When examining the work of an artist, I can suggest how they have used colour, pattern and shape. I can use a range of media to create mixed-media/collage work in response to the work of an artist. I can use drawing, sculpture, printing and painting to create my own artwork in response to the work of an artist, utilising the skills taught so far.</p>			<p>Henri Matisse I can create tints with paint by adding white. I can create tones in paint by adding black. I can name and use some different effects within an ICT paint package when creating digital art in response to the work of an artist. When examining the work of an artist, I can suggest how they have used colour, pattern and shape. I can use a range of media to create mixed-media/collage work in response to the work of an artist. I can use drawing, sculpture, printing and painting to create my own artwork in response to the work of an artist, utilising the skills taught so far.</p>



<p>ICT and Computing</p>	<p>iAnimate <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> <i>Use technology purposefully to create</i> I understand what an animation is I understand the premise of a stop frame animation I understand that an animation consists of characters, a stage, props, sound, text and a story I understand the importance of a storyboard in the story planning process I can create a storyboard I understand that animations need to be scripted I understand that stop frame animations involve physical characters, settings and props I can work collaboratively in a group to achieve a common goal I can create a stop frame animation</p> <p>iSafe <i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about contact on the internet or other online technologies</i> <i>Recognise common uses of</i></p>	<p>iBlog <i>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish goals</i> I know what a blog is and how it will be used in the classroom I can log in to the class blog I know how to respond to the writing of others I know how to post on a blog I know how to respond to someone else's post on the class blog I can explain what you think and why I can use a blog to demonstrate and share learning I can reflect on work and make improvements</p>	<p>iDmail <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> <i>Recognise common uses of technology beyond school</i> I understand that messages can be sent electronically over distances and that people can reply to them I understand that communication can be images, sound and text</p> <p>iSearch <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> <i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about the content or contact on the internet or other online technologies</i></p> <p>I understand that the world wide web contains large amounts of information I can use links to navigate a website I know that the world wide web can be used to answer questions I can navigate a website user hyperlinks</p>	<p>iProgram <i>Understand what algorithms are; how they implemented as programs on digital devices</i> <i>Create and debug simple programs</i> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> I understand that an algorithm is a process that consists of a series of steps that achieves a specific goal I understand algorithms can describe everyday activities and can be followed by humans and computers I understand that algorithms are made up of steps I know that steps can be repeated I understand that computers need more precise instructions than humans do I use digital drawing tools (Scratch) to create images I can program a simple animation involving movement I can write a simple program that produces an output (text) I can combine images and text to create a simple animation</p>	<p>iPub <i>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals</i> I understand the world wide web and how it has developed throughout time I can consider how technology changes with time I can share knowledge through multimedia presentations I can plan/produce a presentation of research findings I can create an interactive eBook</p>
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	<p><i>technology outside of school</i> I understand that personal information is unique to myself I understand that personal information should only be given to trusted adults I begin to identify the characteristics of people who are worthy of trust and who can help them make choices that keep me safe I understand that emotions can be a tool to help judge unsafe situations I understand the importance of checking with an adult before participating in an online environment</p>		<p>I can locate specific information using a website I can collect information from a number of different online resources and check they are the same</p>		
<p>Music</p>	<p>Hands, Feet, Heart Making Music: I warm my voice up in different ways to promote vocal health. I can follow a melody when singing/playing. I can perform simple patterns keeping a steady pulse. I can play simple rhythmic patterns on tuned and untuned instrument. I can sing and clap increasing and decreasing tempo. I can choose sounds which create an effect. I can improve my own work. Appraisal: I can identify structure in live and recorded music (verse, chorus etc...). I can listen for particular things in</p>	<p>Christmas Performance Songs Making Music: I warm my voice up in different ways to promote vocal health. I can follow a melody when singing/playing. I can perform simple patterns keeping a steady pulse. I can play simple rhythmic patterns on tuned and untuned instrument. I can sing and clap increasing and decreasing tempo. I can choose sounds which create an effect. I can improve my own work. Appraisal: I can identify structure in live and recorded music (verse, chorus etc...). I can listen for particular things in music (Eg – Instruments, tempo,</p>	<p>I Wanna Play in a Band Zootime Making Music: I warm my voice up in different ways to promote vocal health. I can follow a melody when singing/playing. I can perform simple patterns keeping a steady pulse. I can play simple rhythmic patterns on tuned and untuned instrument. I can sing and clap increasing and decreasing tempo. I can choose sounds which create an effect. I can improve my own work. Appraisal: I can identify structure in live and recorded music (verse, chorus etc...).</p>	<p>Friendship Song Making Music: I warm my voice up in different ways to promote vocal health. I can follow a melody when singing/playing. I can perform simple patterns keeping a steady pulse. I can play simple rhythmic patterns on tuned and untuned instrument. I can sing and clap increasing and decreasing tempo. I can choose sounds which create an effect. I can improve my own work. Appraisal: I can identify structure in live and recorded music (verse, chorus etc...). I can listen for particular things in music (Eg – Instruments, tempo,</p>	<p>Reflect, Rewind and Replay Making Music: I warm my voice up in different ways to promote vocal health. I can follow a melody when singing/playing. I can perform simple patterns keeping a steady pulse. I can play simple rhythmic patterns on tuned and untuned instrument. I can sing and clap increasing and decreasing tempo. I can choose sounds which create an effect. I can improve my own work. Appraisal: I can identify structure in live and recorded music (verse, chorus etc...). I can listen for particular things in music (Eg – Instruments, tempo,</p>



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	music (Eg – Instruments, tempo, volume, structure). Perform music and sing to an audience. Listen and comment on different genres of music.	volume, structure). Perform music and sing to an audience. Listen and comment on different genres of music.	I can listen for particular things in music (Eg – Instruments, tempo, volume, structure). Perform music and sing to an audience. Listen and comment on different genres of music.	volume, structure). Perform music and sing to an audience. Listen and comment on different genres of music.	volume, structure). Perform music and sing to an audience. Listen and comment on different genres of music.
MFL	Learning Powers Greetings Farewells Name phrases 1-10 Tooth Fairy focus	Explore and perform Colours Parts of body	Birthdays and celebrations Months Minibeasts Minibeasts Snails Bees Butterflies Colours Easter bells	Colours and numbers revisited (Dinosaurs) Revisiting numbers and colours.	Summer Adventures Revisiting numbers and colours. Growing things Party celebrations with piñatas
PE	External Provider – Nicola (Hall) Yoga I can copy some movements. I can change our body shape in a range of ways. I can talk about how our body feels during activity. I understand that physical activity is good for me. Class Teacher (Outdoors) Athletics I can begin to move with increasing care, control and co-ordination. I can talk about what I am doing and describe the work of others. I can suggest ways to improve my own and others work. I can understand the	External Provider – Nicola (Hall) Dance I can explore, copy, and repeat simple skills and actions. I can copy, repeat and remember simple sequences in dance or gym. I can make a short dance sequence by putting some movements together. I can begin to use rhythm in dance. Class Teacher (Outdoors) Basic Ball Skills I can kick and throw a ball but not always with accuracy. I understand the importance of stopping a ball in different ways. I can begin to be able to work with a partner. I can start to link skills and actions within simple games.	External Provider – Nicola (Hall) Gymnastics I can copy, repeat and remember simple sequences in dance or gym. I can begin to move with increasing care, control and co-ordination. I can talk about how to exercise safely and how our bodies feel during an activity. Class Teacher (Outdoors) Net and Wall Games I can kick and throw a ball but not always with accuracy. I understand the importance of stopping a ball in different ways. I can begin to be able to work with a partner. I can start to link skills and actions within simple games.	External Provider – Nicola (Hall) Yoga I can copy some movements. I can change our body shape in a range of ways. I can talk about how our body feels during activity. I understand that physical activity is good for me. Class Teacher (Outdoors) Striking and Fielding I can start to link skills and actions within simple games. I can kick and throw a ball but not always with accuracy I can begin to show some understanding of simple tactics. I can begin to be able to work with a partner. I can begin to understand some concepts of games e.g.	External Provider – Nicola (Hall) Dance I can explore, copy, and repeat simple skills and actions. I can copy, repeat and remember simple sequences in dance or gym. I can make a short dance sequence by putting some movements together. I can begin to use rhythm in dance. Class Teacher (Outdoors) Football I can kick and throw a ball, but not always with accuracy I understand the importance of stopping a ball in different ways I can start to link skills and actions within simple games I can begin to understand some concepts of a game e.g.



	<p>importance of being active. I can talk about how to exercise safely and how our bodies feel during an activity.</p>	<p>I can understand the importance of being active. I can talk about how to exercise safely and how our bodies feel during an activity. Invasion Games I can start to link skills and actions within simple games. I can begin to understand some concepts of games e.g. opponent, team mate. I can begin to show some understanding of simple tactics.</p>	<p>I can begin to understand some concepts of games e.g. opponent, team mate. I can begin to show some understanding of simple tactics.</p>	<p>opponent, team mate.</p>	<p>opponent, teammate I can begin to show some understanding of simple tactics</p>
RE	<p>Myself</p> <p>Talk about people and events that are important to me Explain why rules are necessary.</p>	<p>Celebrations</p> <p>Tell the story behind a particular festival and understand the meaning behind some of the symbolism</p> <p>See some similarities and differences in different Festivals.</p> <p>Compare my own life with the lives of others.</p>	<p>Stories (Spring 1)</p> <p>Know that stories are told for a variety of reasons. Learn that religious stories can be a way of learning about a faith.</p> <p>Leaders and Teachers (Spring 2)</p> <p>Name some of the great religious leaders, and explain qualities that are necessary for a good leader.</p>	<p>Belonging</p> <p>Understand what it means to belong</p> <p>Talk about different ways of worship.</p>	<p>Beliefs</p> <p>Name the holy books of four major religions</p> <p>Explain some of the key beliefs in the Holy books</p>
PSHE & C	<p>Computing Unit iSafe</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully, keeping personal information private; identify</p>	<p>Say No!</p> <ol style="list-style-type: none"> 1. Drugs Ed: medicines 2. Drugs Ed: household substances 3. Drugs Ed: the dangers of smoking 4. Drugs Ed: the dangers of alcohol 5. Feeling safe: real and 	<p>Money Matters (Spring 1)</p> <ol style="list-style-type: none"> 1. Why do we have money? 2. Keeping money safe 3. Can I afford it? 4. Wants and needs 5. What does it mean to be rich? 6. Setting a simple goal 	<p>People Around Us</p> <ol style="list-style-type: none"> 1.Special people 2. People who help us 3. Feeling lonely 4. Different kinds of families 5. Difficult choices - leaving home 6. People and places 	<p>Growing Up</p> <ol style="list-style-type: none"> 1. SRE: differences: boys and girls 2. SRE: differences: male and female 3. SRE: naming the body parts 4. Being unique 5. Making change



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	<p>where to go for help and support when they have concerns about the content or contact on the internet or other online technologies</p> <p>Recognise common uses of technology beyond school</p> <p>It's Our World</p> <ol style="list-style-type: none"> 1. Devise a class charter 2. Get to know my classmates 3. Identify communities we belong to 4. Save energy around the school 5. Understand recycling 6. Understand pollution 	<p>imaginary hazards</p> <p>6. Anti-bullying</p>	<p>Who Likes Chocolate? (Spring 2)</p> <ol style="list-style-type: none"> 1. Foods from around the world 2. Customs and rituals <p>Special day foods and celebrations</p> <ol style="list-style-type: none"> 3. How much chocolate do we eat? 4. Where does chocolate come from? 5. Fair trade principles 6. The real cost of chocolate 	<p>around the world</p>	<p>happen</p> <p>6. Changing our behaviour</p>
Education al visits or visitors		Trip to the theatre to see a pantomime			Haigh Hall visit or Kittiwake visit
Parents Afternoon / workshops		Parents' Christmas event	Class assemblies		
Bridge Builders - School		I can watch a play at a theatre.	I understand a different culture and how it links with our community. I can design, make and evaluate a model.	I can design, make and test a computer program.	I can run 1 mile.
Bridge Builders - Home	I can make a healthy choice with my diet at home.	I can go to the shop to buy something and check my change. I can play a board game.	I can bake a cake.	I can take a trip to the seaside and make sandcastles or walk along the river skimming stones.	I can go on a hunt for some insects or small creatures.