



Year 2 Curriculum 2021-22

Try Respect Inspire Succeed

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key concepts	PSE Oracy, Vocab	Investigate living things Take inspiration, develop ideas	Investigate materials	Investigate & interpret the past	Understand animals & humans	Build an overview of world history
English	The Way Back Home, The Awongalema Tree, A River, In Every House In Every Street		The Skies above my eyes, Field trip to the moon, A Journey through space, How to catch a star		Katie in London, The Ghanaian Goldilocks, Goldilocks and the three bears	
Talk for Writing	<p>Fiction – Letter writing Subordination (when, if, that, because) and coordination (or, and, but) Past tense Questions Expanded noun phrases Punctuation (capital letters, full stops, question and exclamation marks)</p> <p>Non-fiction – Report writing Subordination (when, if, that, because) and coordination (or, and, but) Present tense Punctuation (capital letters, full stops, question and exclamation marks) Statements Expanded noun phrases</p>	<p>Descriptive Poetry Poetry – Leaf Poems Expanded noun phrases Commas Punctuation (capital letters, full stops, question and exclamation marks) The Great Fire of London Non-fiction – Diary writing Past tense Punctuation (capital letters, full stops, question and exclamation marks) Suffixes, adverbs, verbs Exclamations Contractions Progressive form of verbs</p>	<p>Little Red Riding Hood Fiction - Warning Story Past tense Punctuation (capital letters, full stops, question and exclamation marks) Commas to separate items in a list Subordination (when, if, that, because) and coordination (or, and, but) Expanded noun phrases/adjectives verbs, adverbs</p> <p>How to Catch a Dragon Non – Fiction – Instructions Commands Verbs, adverbs Present tense Punctuation (capital letters, full stops, question and exclamation marks) Subordination (when,</p>	<p>Florence Nightingale/Nurses Non-fiction – Non chronological report Punctuation (capital letters, full stops, question and exclamation marks) Subordination (when, if, that, because) and coordination (or, and, but) Present tense Statements Questions</p> <p>Elf Road Fiction – Portal story Past tense Punctuation (capital letters, full stops, question and exclamation marks) Commas to separate items in a list Subordination (when, if, that, because) and coordination (or, and,</p>	<p>How to Care for Pets Non-fiction – Information text Present tense Questions Commands Punctuation (capital letters, full stops, question and exclamation marks) Subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Animal Riddles Poetry - Riddle Apostrophe for possession Expanded noun phrases/adjectives Subordination (when, if, that, because) and coordination (or, and, but) Punctuation</p>	<p>Non-fiction - Recount Past tense Subordination (when, if, that, because) and coordination (or, and, but) Verbs, adverbs Expanded noun phrases/adjectives Punctuation (capital letters, full stops, question and exclamation marks) Progressive form of verbs</p> <p>The Rainforest Fiction – Descriptive texts Expanded noun phrases/Adjectives Punctuation (capital letters, full stops, question and exclamation marks) Verbs, adverbs</p>



Phonics/Spelling	Phase 5 Revision Rainbow Words	Phase 6 /j/ as dge and ge, /j/ as dge and g (soft), /s/ as c (soft), /n/ as kn and gn (silent), /l/ as le and el, /l/ as al and il, /r/ as wr, /igh/ as y. Rainbow Words	if, that, because) and coordination (or, and, but) Phase 6 Plural y – ies, Past tense y – ied, Recap -es, -ed, -er, -est, Comparative and Superlative, y – ier, y – iest, y + ing, e to ing, e to ed, e to er, e to est, e to ey, Doubling consonants	but) Expanded noun phrases/adjectives Phase 6 Doubling consonants before suffixes -est (superlative), Doubling consonants before y, /or/ as a, /u/ as o, Plural using ey, /o/ as a after w and qu, /er/ as or, /or/ as a,	Phase 6 Suffix -less and -ful, Suffix -ly and -tion, Homophones and near homophones. Rainbow Words	Phase 6 Revision and application. Rainbow Words
Maths	Number and place value Addition and subtraction (1) Addition and subtraction (2) Measurement – money Multiplication and division (1)		Multiplication and division (2) Statistics Measurement – length and height Geometry – properties of shapes Fractions		Geometry – position and direction Addition and subtraction – problem solving Measurement – time Measurement – weight, volume and temperature	
Science	What lives in a habitat(living things and their habitats) link to Geography-Rushden How can we sort this food? (Animals)		What do plants need to grow? (Plants) What would you need to survive? (Animals)		What is the best material to make a boat? What do babies need to grow?(Animals)	
Knowledge	To 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. (study of rainforest habitat)		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. 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. Compare temperatures and seasons around the World.		Find out about and describe the basic needs of animals, including humans, (pets) for survival (water, food, air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	
Skills	To identify and name a variety of plants and animals in their habitats, including micro – habitats. To 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.		Record the weather using standard measures and compare over time.		To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	



Key Vocab	Elements of Working Scientifically: Ask simple questions, recognise patterns, record findings, draw conclusions. Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed Names of local habitats e.g. pond, woodland etc. Names of micro-habitats e.g. under logs, in bushes etc. Charles Darwin		Elements of Working Scientifically: Observe, gather and record data, draw conclusions. Key Vocabulary: As year 1 + light, shade, sun, warm, cool, water, grow, healthy		Elements of Working Scientifically: Classify, predict, simple tests, devise own test, draw conclusions. Key vocabulary: Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types. Key Vocabulary: Names of materials – wood, metal, plastic, glass, brick, rock, paper, cardboard Properties of materials – as for Year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid	
Computing	Can I make an animation? Can I code?		Can I command a robot?		Can I retrieve my picture and save it?	
Knowledge Skills	Know how to create an animation using computer software. Know that editing material and know it will change the final outcome.	Know how to control an icon on a software package using code. Know that changing the input will change the output	Key vocab-Unique login, animation, design, image, icon, select, drag, drop, text, sound, frame, save, retrieve Control, forwards, backwards, left, right, debug, command, change, reasoning, programming	Animated stories with text and sound Saving and Retrieving	Coding Control icons Changing inputs to change output	Technology in and outside school Online safety
History	How has transport in Rushden changed?		How did Nelson Mandela and Rosa Parks make the world a better place?		Adventurers and Explorers	



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Knowledge Skills	Changes overtime Historical places in the locality Recognise and talk about change	Guy Fawkes/Bonfire Night Remembrance Day	Observe or handle sources of information to answer questions about the past on the basis of simple observations. Answer questions by using a specific source, such as an information book. Research the life of a famous person from the past using different sources. Can sequence a set of events in chronological order and give reasons for their order.		Begin to recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. Recount some interesting facts from an historical event. Show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied. Are beginning to identify some of the different ways in which the past is represented.	
Geography		How is the UK different from other countries?		Where are the seven continents and five oceans in the world?		Where did Marco Polo visit?
Knowledge Skills		To use aerial photographs & plan perspectives to recognise landmarks and basic human and physical features of Mexico.		Continue to revisit world maps to name and locate the world's seven continents and five oceans sometimes focussing on the		Location knowledge Human and Physical features Compare similarities and differences with a non-European country



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		Locate specific countries and describe features of the areas being studied. Be able to identify human and physical features of Mexico.		specific one being studied. To confidently use maps, atlases, globes and digital/computer mapping (Google Earth) to locate specific countries and describe features of the areas being studied. Be able to identify human and physical features of Mexico.		Key Vocabulary: forest, hill, mountain, soil, valley and vegetation.
Art	How can nature inspire my art?		Why is Andy Warhol such a special person?			
Knowledge Skills	Use different grades of pencil in drawing (B – 6B). Experiment with tones across the mediums. Revisit the grades of pencils Controlling a pencil effectively; using a variety of lines to create a pattern. Use skills of line, texture, shape and form.	Progression of oil pastel skills previously taught using hatching, blending, vertical and horizontal strokes, feathering, twisting and pointillism. Drawing - Northern Lights To use chalk pastels to create blocks of colour in the style of Georgia O'Keeffe.	Develop charcoal skills by using h and 2b charcoal pencils and a block for larger shading. Blending skills using a blending block, a tissue and a blending stump. Erasing using a kneadable eraser and a stick eraser for highlights Make and evaluate a clay slab pot revisiting all skills taught in Y1. Painting Mixing tertiary colours - learning how to make lighter, brighter and darker	Printing – Aztec Experiment with printing using different materials. Design, create and evaluate an Aztec print.	3D -Wire sculptures Represent things observed, remembered or images using colour/tools in two and three dimensions. Anthony Gormley Giacometti	
D&T		Can I make a stable house?			Can I make a boat to sail the seas?	
Knowledge Skills		Explore and evaluate a range of existing products. I can join things (materials/ components) together			To investigate the suitability of different fixing agents. To design purposeful, functional, boat for other user based on design criteria. To generate, develop, model and communicate	



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		in different ways (explorations). I can explain what I am making and why my audience will like it. Explore and use mechanisms in his/her products.			their ideas through talking, drawing. To make a boat by selecting from and using a range of tools and equipment to perform practical tasks. Evaluate their ideas and products against design criteria.	
Music	Singing	Playing instruments	Improvise/Explore	Composing	Listening	Appraising
Knowledge Skills	How can I put sounds together? To know how to make sounds with instruments and body percussion.		To play compose and perform Timbre pitch sounds compose		Reflect, Rewind and replay Theme - The history of music, look back and consolidate learning, learn some of the language of music Classical	
RSE	Mental wellbeing	Respectful relationships	Internet safety	Online relationships	Mental wellbeing	
	New beginnings	Say no to bullying	Getting on/falling out	Going for goals	Good to be me	Changes/people who help us
PE	Personal skills-games	Social skills-gym apparatus	Creative skills-Dance Gym	Cognitive skills-Gym Games	Applying physical skills-Gym & games	Sports Day-team games
RE	What do Christians believe about God?	What can we learn about festivals of light?	What is Islam?	Why is prayer so important to some people?	What does it mean to be a Jewish person?	What role do festivals and holy days play in the life of faith?
Gardening	Can I make a healthy dish?					
Knowledge Skills	Know that people need food and water to stay alive and healthy. Know that we need some foods more than others I can talk about foods that I like and dislike and give reason I know we can eat foods that grow in our local area- but not all the time. (Seasons link with Science)		I can recognise and name a basic range of ingredients I can give examples of ingredients that can be found in shops and others that can be grown in our locality I can give examples of how ingredients need to be prepared before they are eaten.		I can make a simple dish with support I can name and use a range of basic skills with support. Reduce, reuse, recycle. Key vocab: Shops, home-grown, grate, chop, peel, mix, sift, like, dislike,	