

## Year 2 Curriculum Overview

### Curriculum Intent

In year 2, our aim is to provide an excellent education for all our students which develops their resilience, stamina and pride in their work while preparing them to be successful and more independent learners as well as preparing them for the transition to KS2 and a new building. Our curriculum is designed so it is ambitious for all learners and aims to develop the talents of the individual, cultivating their awareness of the wider world in order for them to grow into the young citizens of tomorrow who respect their own rights and the rights of their peers. We promote social skills including good manners, kindness and consideration towards others, self-awareness and the ability to stay focussed and not give up through the use of the GEM project, enabling children to become great role models for other children in school.

The rights and dignity of our children are at the heart of everything we do, every decision we and they make and every driver for making progress and helping our children to develop as responsible, valued global citizens who want to make a positive contribution to their and our world.

In our school it is our intent that we help children to develop resilience, perseverance, autonomy and focus. Our children learn that they are valued and valuable, they are independent people in their own right and they have the power to do wonderful, amazing things at every stage of every day.

Every one of our children is a unique individual with their own strengths, aptitudes, interests and dreams. As a school community we will endeavour to support each child to make the most of every opportunity we offer.

We provide enriching experiences to engage learners and in designing and developing our curriculum we have taken into consideration

- how children learn and remember; progress means knowing more and remembering more
- what our children need to succeed in life; the cultural capital they need to make aspirational choices and succeed beyond their time at Wingate Primary School.

The key drivers for our curriculum are:

Ambition and aspiration

Resilience and courage

Autonomy and independence

Perseverance and solution finding

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Topic</b>	Me and My World		Changing Seasons		Seasides (World Oceans day*)	
<b>English</b>	See Long Term Plan	See Long Term Plan	See Long Term Plan	See Long Term Plan	See Long Term Plan	See Long Term Plan
<b>Maths</b>	Number and Place Value Addition and Subtraction	Measurement - Money Multiplication and division	Measurement – – length and height, capacity, mass and temperature statistics	Geometry – properties of shape Measurement - time Fractions	Addition and Subtraction Multiplication and Division Position and Direction	Consolidation
<b>Science</b>	Animals including humans		Living Things and their habitats <i>(skills taught throughout)</i>		Plants <i>(skills taught throughout)</i>	Materials <i>(skills taught throughout)</i>

	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 <i>(skills taught throughout)</i>		explore and compare the difference 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 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 micro-habitats 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		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	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 stretching
RE	Why is the Bible special to Christians?	What can we learn from the story of St. Cuthbert? How and why is Light important at Christmas?	What does it mean to belong in Christianity?  EASTER – How do Christians celebrate Easter?	What does it mean to belong in Christianity?	How do Buddhists show their beliefs?	What can we learn about our local faith communities?
History		<b>Why are some places special?</b> <b>NC ref:</b> Significant places in own locality <b>Focus:</b> Thinking about historical significance, using primary sources. <b>Suggestion:</b> Special places in the area visit and enquiry– cathedral <i>(changes within living memory)</i>		<b>Fantastic Firsts</b> <b>NC ref:</b> events beyond living memory that are significant globally or nationally <b>Focus:</b> Chronology over longer timeframe, comparing events, writing about significance. <b>Suggestion:</b> inventions/ development of communication <i>(events beyond living memory)</i>		<b>All change? Holidays now and then</b> <b>NC ref:</b> Changes within living memory and beyond. Significant places in our own locality. <b>Focus:</b> Identifying and writing about change and its causes. Forming an interpretation, use of primary sources <b>Suggestion:</b> Compare holidays now and 1950s and Victorian. Use of historic environment e.g. Saltburn (significant person/ place/ event in own locality)
Geography	Our World – continents, oceans, UK & North East		Seasons and weather patterns – hot and cold places		Where I live - North East Coastline	

	<p>name and locate the world's seven continents and five oceans.</p> <p>Use simple compass directions and location and directional language</p> <p>use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use basic geographical language to refer to physical and human features</p>		<p>Equator and North/South Poles</p> <p>name and locate the world's seven continents and five oceans.</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use simple compass directions and location and directional language</p> <p>Use basic geographical language to refer to physical and human features</p>		<p>To 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>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use basic geographical language to refer to physical and human features</p>	
Art	<p>Portraits of artists</p> <p>To know about a range of different artists and make links describing the differences and similarities between different practices and disciplines and making links to their own work.</p> <p>To use a range of materials to design/make a product.</p>	<p><i>To use materials creatively to make products</i></p> <p>*Poppies – link to history</p>	<p>Art from nature – plants – collage</p> <p>To use a range of materials to design/make a product.</p> <p><i>To use materials creatively to make products</i></p>		<p>Art from nature – seaside</p> <p>To know about different designers and make links describing the differences and similarities between different practices and disciplines and making links to their own work.</p>	

	<p><i>To know about the work of a range of artists (Paul Klee/Frieda Kahlo)</i></p> <p><i>To develop a wide range of art and design techniques</i></p>		<p><i>To develop a wide range of art and design techniques</i></p>		<p>To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p> <p><i>To use drawing painting and sculpture to develop and share ideas ,experiences and imagination</i></p>	
D.T.		<p><b>Building Structures - Bridges</b></p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]</p> <p>evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>		<p><b>FOOD</b></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>To understand where food comes from</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of tools and equipment to perform practical task</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>		<p><b>Textiles</b></p> <p>To research and develop design criteria to inform the design of products.</p> <p>Begin to sew using a range of basic stitches.</p> <p>Talk about their design ideas and what they have made.</p> <p>Make simple judgements of how the product met their design idea</p> <p>Suggest how their product could be improved.</p>

Computing	Communication & e-safety	IT – keyboard skills IT – Text and graphics	Programming	Programming	E-safety – reporting and using Internet IT – Saving and Editing	Block Programming
	use technology safely and respectfully, keeping personal information private identify where to go for help and support when they have concerns about content on the internet or other online technologies	use technology purposefully to create, organise and store data to manipulate and retrieve digital content (Word)  use technology safely and respectfully identify where to go for help and support when they have concerns about content on the internet or other online technologies	Understand what algorithms are Understand how algorithms are implemented as program on digital devices that follow precise and unambiguous instructions create and debug simple programs  recognise common uses of information technology beyond school	create and debug simple programs to use logical reasoning to predict the behaviour of simple programs  use technology safely and respectfully by keeping personal information private	use technology safely and respectfully by keeping personal information and private, identify where to go for help and support when they have concerns about content on the internet or other online technologies  to create, organise and store data (PowerPoint) to manipulate and retrieve digital content recognise common uses of information technology beyond school	Understand that programs execute by following precise and unambiguous instructions to use logical reasoning to predict the behaviour of simple programs create and debug simple programs  (Using PurpleMash)
PE	Tasks Machines (Dance) SAQ Perform dances using simple movement patterns  Master basic movements including running, jumping, throwing and catching, developing balance, agility and co-ordination and begin to apply these in a range of activities	Cats dance SAQ Perform dances using simple movement patterns  Master basic movements including running, jumping, throwing and catching, developing balance, agility and co-ordination and begin to apply these in a range of activities	Gym – families of actions SAQ Master basic movements including running, jumping, throwing and catching, developing balance, agility and co-ordination and begin to apply these in a range of activities	Gym – balancing act SAQ Master basic movements including running, jumping, throwing and catching, developing balance, agility and co-ordination and begin to apply these in a range of activities	Games – piggy in the middle & SAQ Master basic movements including running, jumping, throwing and catching, developing balance, agility and co-ordination and begin to apply these in a range of activities  Participate in team games, developing simple tactics for attacking and defending	Games – Kick Rounders & SAQ Master basic movements including running, jumping, throwing and catching, developing balance, agility and co-ordination and begin to apply these in a range of activities  Participate in team games, developing simple tactics for attacking and defending
Music	Charnaga - Hands, Feet, Heart.  To listen with concentration and understanding to a range of high quality live and recorded music. To use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Charnaga - Ho Ho Ho To listen with concentration and understanding to a range of high quality live and recorded music. To use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Charnaga - I want to play in a band To listen with concentration and understanding to a range of high quality live and recorded music. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To experiment with, create, select and combine sounds using the inter-related dimensions of music.	Charanga – Zoo Time To listen with concentration and understanding to a range of high quality live and recorded music. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and un-tuned instruments musically.	Charanga – friendship song To listen with concentration and understanding to a range of high quality live and recorded music. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and un-tuned instruments musically.	Charanga – Reflect, Rewind, Replay (Festival songs) To listen with concentration and understanding to a range of high quality live and recorded music. To use their voices expressively and creatively by singing songs and speaking chants and rhymes.

				To experiment with, create, select and combine sounds using the inter-related dimensions of music.	To experiment with, create, select and combine sounds using the inter-related dimensions of music	To play tuned and un-tuned instruments musically. To experiment with, create, select and combine sounds using the inter-related dimensions of music
Languages	French (Italian)		German/Mandarin (Italian)		Spanish (Italian)	
RR	Right to an education	Practise your own religion	Right to food and water	Right to a family	Right to Play	Right to be safe
PSHE/RSE	Being me in My World And Tango makes three	Celebrating Differences	Dreams and Goals My Princess Boy	Healthy Me	Relationships King and King	Changing Me
Cultural Capital and Enrichment	Concert – music Visit a gallery or artist – art	Durham Cathedral visit– history and RE Durham Learning Resources – artefacts Christmas Big Sing - Music	Chinese New Year celebrations Visit from local Vicar - RE	Durham Learning Resources – artefacts Nature walk (Castle Eden Dene) - science Virtual Wellbeing Big Sing – Music	South Shields visit – art and geography and History) Durham Learning Resources – artefacts	Durham Learning Resources – artefacts Communicate with a different audience (Y5s transition day) Durham Brass Festival Virtual summer Big Sing