

Year 2 Curriculum Overview

This curriculum overview is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School and it complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full.' Although reference to this is not continuously made the policy has been written with full awareness of our responsibility and commitment to children's Rights.

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

Year 2 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.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic	Me and My World		Changing Seasons		Seasides (World Oceans day*)	
English	See Long Term Plan	See Long Term Plan	See Long Term Plan	See Long Term Plan	See Long Term Plan	See Long Term Plan
Maths	Number and Place Value Number: Addition and Subtraction	Measurement - Money Number: Multiplication and division	Number: Multiplication and division Statistics	Geometry: Properties of shape Number: Fractions	Measurement: length and height, Geometry: Position and Direction Consolidation and problem solving	Measurement: time Measurement: capacity, mass and temperature
Science	<p>Animals including humans 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></p> <p>Article 6 – Every child has the right to life. Article 24 – Every child has the right to the best possible health.</p>		<p>Living Things and their habitats <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</p>		<p>Materials <i>(skills taught throughout)</i> 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</p>	<p>Plants <i>(skills taught throughout)</i> 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>
RE	<p>Why is the Bible special to Christians?</p> <p>Article 14 (Practise own religion)</p>	<p>What can we learn from the story of St. Cuthbert?</p> <p>How and why is Light important at Christmas? Article 14 (Practise own religion)</p>	<p>What does it mean to belong in Christianity?</p> <p>EASTER – How do Christians celebrate Easter? Article 14 (Practise own religion)</p>	<p>What does it mean to belong in Christianity?</p> <p>Article 14 (Practise own religion)</p>	<p>How do Buddhists show their beliefs?</p> <p>Article 14 (Practise own religion)</p>	<p>What can we learn about our local faith communities?</p> <p>Article 14 (Practise own religion)</p>
History		<p>Why are some places special? NC ref: Significant places in own locality Skills: Thinking about historical significance, using primary sources.</p>		<p>Fantastic Firsts NC ref: events beyond living memory that are significant globally or nationally Skills: Chronology over longer timeframe, comparing events,</p>		<p>All change? Holidays now and then NC ref: Changes within living memory and beyond. Significant places in our own locality. Skills: Identifying and writing about change</p>

		Article 17 (reliable information)		writing about significance. Article 17 (reliable information)		and its causes. Forming an interpretation, use of primary sources Article 17 (reliable information)
Geography	<p>Why is my World Wonderful? (continents, oceans, UK & North East) name and locate the world's seven continents and five oceans. Use simple compass directions and location and directional language use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>Use basic geographical language to refer to physical and human features</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full.</p>		<p>Wherever Next? (hot and cold places Equator and North/South Poles) 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>Article 29 - Education must develop every child's personality, talents and abilities to the full.</p>		<p>What features can we see?</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> <p>Article 29 - Education must develop every child's personality,</p>	

					talents and abilities to the full.	
Art	<p>Portraits of artists 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. To use a range of materials to design/make a product.</p> <p><i>To know about the work of a range of artists (Paul Klee/Frieda Kahlo)</i> <i>To develop a wide range of art and design techniques</i></p> <p>Article 29: Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p><i>To use materials creatively to make products</i> *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> <i>To develop a wide range of art and design techniques</i></p> <p>Article 29: Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>		<p>Art from nature – seaside sculpture 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>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> <p>Article 29: Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	
D.T.		<p>Building Structures - Bridges Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>design purposeful, functional, appealing</p>		<p>Food and Nutrition Use the basic principles of a healthy and varied diet to prepare dishes To understand where food comes from</p> <p>design purposeful, functional, appealing products for themselves and</p>		<p>Textiles To research and develop design criteria to inform the design of products. Begin to sew using a range of basic stitches. Talk about their design ideas and what they have made.</p>

		<p>products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p>Article 29 – Education must develop every child’s personality, talents and abilities to the full.</p>		<p>other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical task select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p>Article 24 – Every child has the right to the best possible health. Governments must work to provide clean water and nutritious food.</p>		<p>Make simple judgements of how the product met their design idea Suggest how their product could be improved.</p> <p>Article 29 – Education must develop every child’s personality, talents and abilities to the full.</p>
Computing	<p>To use technology safely and respectfully, keeping personal information private; To identify where to go for help and support when they have concerns about content on the internet or other online technologies.</p> <p><i>To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs.</i></p>	<p>To use technology safely and respectfully, keeping personal information private; To identify where to go for help and support when they have concerns about content on the internet or other online technologies. To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><i>To understand what algorithms are; how they are implemented as programs on digital devices and that</i></p>	<p>To understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. <i>To recognise common uses of information technology beyond school.</i> To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Article 17 Every child has the</p>	<p>To 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. To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs.</p> <p>Article 17 Every child has</p>	<p>To 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. To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of information technology</p>	<p>To understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. To recognise common uses of information technology beyond school. To use logical reasoning to predict the behaviour of simple programs. To create and debug simple programs.</p>

<p>Music</p>	<p>Charnaga - Hands, Feet, Heart.</p> <p>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.</p> <p>Article 29: Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>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.</p> <p>Article 29: Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>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.</p> <p>Article 29: Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>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. To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Article 29: Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>Charanga – Steel Pans To listen with concentration and understanding to a range of high quality live and recorded music. To play tuned and un-tuned instruments musically. To experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Article 29: Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>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 play tuned and un-tuned instruments musically. To experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Article 29: Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>
<p>Languages</p>	<p>French (Italian)</p>		<p>Mandarin/German (Italian)</p>		<p>Spanish (Italian)</p>	
<p>RR</p>	<p>Right to an education</p>	<p>Right to practise your own religion</p>	<p>Right to food and water</p>	<p>Right to a family</p>	<p>Right to Play</p>	<p>Right to be safe</p>
<p>PSHE/RSE</p>	<p>Being me in My World</p> <p>Article 15 (The right to join a group)</p> <p>And Tango makes three</p>	<p>Celebrating Differences</p> <p>Article 14 (The right to practise their own religion)</p> <p>Article 23 (A child with a disability has the right to live a full life)</p>	<p>Dreams and Goals</p> <p>Article 29 (Education must develop every child's personality, talents and abilities to the full)</p> <p>My Princess Boy</p>	<p>Healthy Me</p> <p>Article 24 (The right to best possible health)</p>	<p>Relationships</p> <p>Article 9 (The right to a family)</p> <p>Article 19 (The right to be safe)</p> <p>King and King</p>	<p>Changing Me</p> <p>Article 19 (The right to be safe)</p> <p>Article 16 (The right to privacy)</p>

<p>Cultural Capital and Enrichment</p> <p>(possible activities)</p>	<p>Concert – music Visit a gallery or artist – art</p>	<p>Durham Cathedral visit– history and RE Durham Learning Resources – artefacts Christmas Big Sing - Music Christingle Church Service</p>	<p>Chinese New Year celebrations Visit from local Vicar or visit to local church</p>	<p>Durham Learning Resources – artefacts Nature walk (Castle Eden Dene) - science Virtual Wellbeing Big Sing – Music</p>	<p>South Shields visit – art and geography and History Durham Learning Resources – artefacts</p>	<p>Durham Learning Resources – artefacts Communicate with a different audience (Y5s transition day) Durham Brass Festival Virtual summer Big Sing</p>
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