**Year 2 Curriculum Overview**

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| **Year 2** | | **Autumn** | **Spring** | **Summer** |
| **Reading** | **Word reading** | Phonics Programme – Read, Write, Inc | | |
| **Comprehension** | Texts include: poetry (contemporary and classic), traditional stories, fairy stories, nonfiction texts (NC p 28) | | |
| **Writing** | **Transcription** | Phonics/ spelling programme (NC appendix 1) | | |
| **Composition** | Writing: Narratives about personal experiences and those of others (real and fictional); about real events; poetry and for  different purposes (NC p 31) | | |
| **VGP** | NC appendix 2 | | |
| **Speaking and Listening** | | 12 statutory statements (NC p17) | | |
| **Maths** | | Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry: properties  of shape, Geometry: position, direction and motion, Statistics | | |
| **Science** | | What is in your habitat?  Materials: Good choices | Materials: Shaping up  The apprentice gardener | Growing up  Take care |
| **History** | | Gunpowder, Treason and Plot | Explorers | Kings and Queens |
| **Geography** | | * + The British Isles | Buildings around the world (hot and cold places) | International study – Beijing, China |
| **Art and Design** | | Portraits (Artists – Picasso)  Drawing – portraits  Proportion and placement | Seascapes  Painting – seascapes  Explore oil paints  Capture movement  Brush strokes | Sculpture (Artist - Willow pattern)  Clay sculpture – Simple tile/ plate  Pressed patterns |
| **DT** | | Structures - Freestanding structures (Bridges) | Mechanisms - Sliders and levers | Textiles - Templates and joining techniques |
| **Computing** | | Programming with Scratch Junior: Sequence, repetition  Programming with2Go—Debugging  Physical computing: Programming with BeeBots—debugging | Programming with Scratch Junior: Sequence, input, broadcast, using a camera to create a sprite.  ICT skills: Keyboard and mouse skills: Including CVC words  Programming with Scratch: sequence input | Programming with Rapid Router:  Simple algorithms, pattern recognition  Developing resilience  ICT skills: Using different programmes to create music  Computational thinking: Pattern recognition |
| **PE** | | Activity Skills  Gymnastics | Dance  Tennis | Cricket  Athletics |
| **Music** | | Hands, Feet and Heart | I Wanna Play in a Band | Friendship Song |
| Charanga Musical School Programme (supported by Sandwell Music and Arts Service) | | |
| **RE** | | What is the good news Christians say Jesus brings?  Who celebrates what? How and where? Celebrations that matter in Sandwell: Christian, Muslim, Sikh  (Plus Nativity practice) | Beginning to Learn Sikhs: The Gurdwara- why is there a kitchen?  Beginning to learn Islam: What can we learn from Muslims in Sandwell?  Why does Easter matter to Christians? | Holy Places: where and how do Christians, Sikhs and Muslims worship?  How and why are some books holy? What can we learn from sacred books and stories? |
| Statutory subject in all year groups.  Curriculum based on Sandwell Agreed Syllabus and Understanding Christianly resources. | | |