**Year 2 Curriculum Overview**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 fordifferent 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: propertiesof shape, Geometry: position, direction and motion, Statistics |
| **Science**  | What is in your habitat?Materials: Good choices | Materials: Shaping upThe apprentice gardener | Growing upTake 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 – portraitsProportion and placement  | SeascapesPainting – seascapesExplore oil paintsCapture movement Brush strokes | Sculpture (Artist - Willow pattern)Clay sculpture – Simple tile/ platePressed patterns |
| **DT** | Structures - Freestanding structures (Bridges) | Mechanisms - Sliders and levers | Textiles - Templates and joining techniques |
| **Computing** | Programming with Scratch Junior: Sequence, repetitionProgramming with2Go—DebuggingPhysical 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 recognitionDeveloping resilienceICT skills: Using different programmes to create musicComputational thinking: Pattern recognition |
| **PE** | Activity SkillsGymnastics | DanceTennis | CricketAthletics |
| **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. |