

Year 2 Curriculum Overview

| Year | Autumn | Spring | Summer |
|--------------------------------|--|--|--|
| Art | <ul style="list-style-type: none"> Aboriginal Art (Pointillism) | <ul style="list-style-type: none"> Mountain Scap (Painting) | <ul style="list-style-type: none"> Great Fire of London Sketch (Drawing) |
| Computing | <ul style="list-style-type: none"> Computer systems & networks – IT around us Creating media – Digital photography | <ul style="list-style-type: none"> Programming A – Robot Algorithms Data and information – Pictograms | <ul style="list-style-type: none"> Creating media – making music Programming B – An introduction to quizzes |
| Design Technology (DT) | <ul style="list-style-type: none"> Design and make a moving vehicle | <ul style="list-style-type: none"> Design and make a healthy meal in groups - Not using a heat source. | <ul style="list-style-type: none"> Design and make a puppet |
| Geography | <ul style="list-style-type: none"> Seasons <i>Which is the best season?</i> | <ul style="list-style-type: none"> Our Wonderful World <i>What makes our world wonderful?</i> | <ul style="list-style-type: none"> Coasts <i>What is special about a coast?</i> |
| History | <ul style="list-style-type: none"> Great Inventions: Trains and Planes <i>How did these inventions change the world?</i> | <ul style="list-style-type: none"> The Greatest Explorers <i>Who were the greatest explorers and what did they do?</i> | <ul style="list-style-type: none"> Great Fire of London <i>Did the Great Fire make London a better or worse place?</i> |
| Modern Foreign Languages (MFL) | <ul style="list-style-type: none"> Basic greetings Nursery Rhymes Numbers to 10 Listen to familiar stories in French | <ul style="list-style-type: none"> Numbers 1-10- Colours Nursery Rhymes Listen to familiar stories in French | <ul style="list-style-type: none"> Seasons Little Red Riding Hood |
| Music | <ul style="list-style-type: none"> Dynamics, timbre, tempo and motifs (Space) In this topic pupils develop their knowledge and understanding of: dynamics, timbre, tempo and instruments, identifying these elements in music that they hear and comparing pieces by the same composer. visually represent music in creative and more formal ways learn to play and compose motifs. | <ul style="list-style-type: none"> Orchestral instruments Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how: <ul style="list-style-type: none"> different characters can be represented by timbre emotions can be represented by pitch changes in tempo can convey action. | <ul style="list-style-type: none"> Great fire of London (links with History) Sing a new song. Perform the appropriate Makaton to accompany lyrics. Explore the sounds of instruments and develop an appreciation of music, in terms of pitch, duration, tempo, dynamics and timbre. Perform to a live audience. |
| Physical Education (PE) | <ul style="list-style-type: none"> Games Dance | <ul style="list-style-type: none"> Gymnastics Games | <ul style="list-style-type: none"> Locomotion Games |
| Religious Education (RE) | <ul style="list-style-type: none"> Who celebrates what? How and where? What do Christians believe God is like? | <ul style="list-style-type: none"> What is the Good News Christians believe Jesus brings? How and why are some books holy? | <ul style="list-style-type: none"> Beginning to learn Islam: What can we learn from stories of the Prophet? Beginning to learn Islam: What can we learn from Muslims in Sandwell? |
| Science | <ul style="list-style-type: none"> Animals inc. Humans Evolution Continue with Animals inc. Humans Materials | <ul style="list-style-type: none"> Electricity Forces & Magnets Plants | <ul style="list-style-type: none"> Living Things Sound & Hearing Light & Seeing Earth & Space |
| Well-Being | <ul style="list-style-type: none"> Being Me In My World Celebrating Difference | <ul style="list-style-type: none"> Dreams and Goals Healthy Me | <ul style="list-style-type: none"> Relationships Changing Me |