



Park View Primary School

Curriculum Overview for Year 2



PSHE - developing the whole child and modern British values

Me and My Relationships:

- Bullying and teasing
- Our school rules about bullying
- Being a good friend
- Feelings and self-regulation

Valuing Difference:

- Being kind and helping others
- Listening skills

Keeping Myself Safe:

- Safe and unsafe secrets
- Should I tell?
- Medicine safety

Rights and Responsibilities:

- Co-operation
- Caring for the environment
- Saving and spending money

Being My Best:

- Growth mindset
- Looking after my body

Growing and Changing:

- Life cycles
- Dealing with loss
- Being supportive

English			Art & Design	Computing	P.E.	
<p>Reading</p> <ul style="list-style-type: none"> • Develop phonics until decoding secure • Read common suffixes • Read & re-read phonic-appropriate books • Read common 'exception' words • Discuss & express views about fiction, non-fiction & poetry • Become familiar with & retell stories • Ask & answer questions; make predictions • Begin to make inferences 	<p>Writing</p> <ul style="list-style-type: none"> • Spell by segmenting into phonemes • Learn to spell common 'exception' words • Spell using common suffixes, etc. • Use appropriate size letters & spaces • Develop positive attitude & stamina for writing • Begin to plan ideas for writing • Record ideas sentence-by-sentence • Make simple additions & changes after proof-reading 	<p>Grammar</p> <ul style="list-style-type: none"> • Use . ! ? , and ' • Use simple conjunctions • Begin to expand noun phrases • Use some features of standard English <p>Speaking & Listening</p> <ul style="list-style-type: none"> • Articulate & Justify answers • Initiate & respond to comments • Use spoken language to develop understanding 	<ul style="list-style-type: none"> • Develop ideas from a variety of starting points • Use a sketch book for using a range of joining techniques including gluing or tying • Use line and tone to draw shape, pattern and texture • Use modelling materials to create form • Mix colours to suit a task • Create patterns using natural materials • Explain success and challenges when completing a piece of artwork • Choose appropriate materials and techniques for a given project • Explore a range of artists, craft makers and designers 	<ul style="list-style-type: none"> • Understand use of algorithms, how they are implemented as programs on digital devices and how programs work by following a sequence of instructions • Organise, store, manipulate and retrieve data in a range of digital forms • Use logical reasoning to predict the behaviour of simple programs • Recognise common uses of ICT beyond school • Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> • Move under, over and through spaces and obstacles outdoors • Use a range of simple tactics to aid attacking and defending • Run a short distance with co-ordination and speed • Throw a projectile overarm • Jump from one foot landing on the opposite foot or both feet • Perform dances using simple movement patterns 	
Maths			Design & Technology	Geography		
<p>Number/Calculation</p> <ul style="list-style-type: none"> • Know 2 & 10x tables • Learn 3, 4 & 5x tables • Begin to use place value (T/U) • Count in 2s, 3s, 5s & 10s • Identify, represent & estimate numbers • Compare / order numbers, inc. < > = • Write numbers to 100 • Know number facts to 20 (+ related to 100) • Use x and ÷ symbols • Recognise commutative property of multiplication 	<p>Geometry & Measures</p> <ul style="list-style-type: none"> • Know and use standard measures • Read scales to nearest whole unit • Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds • Tell time to the nearest 5 minutes • Identify & sort 2-d & 3-d shapes • Identify 2-d shapes on 3-d surfaces • Order and arrange mathematical objects • Use terminology of position & movement 	<p>Fractions</p> <ul style="list-style-type: none"> • Find and write simple fractions • Understand equivalence of e.g. 2/4 = 1/2 <p>Data</p> <ul style="list-style-type: none"> • Interpret simple tables & pictograms • Ask & answer comparison questions • Ask & answer questions about totalling 	<ul style="list-style-type: none"> • Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect • Produce detailed, labelled drawings or models of products on design criteria • Use tools safely for cutting and joining materials, components and for finishing products • Work safely and hygienically in construction and cooking activities • Recognise the need for a variety of food in a diet and understand and explain where food comes from • Explain how closely finished products meet their design criteria and say what they could do better in the future 	<p>Geography</p> <ul style="list-style-type: none"> • Use compass directions to describe the location of geographical features and routes on a map • Name and locate the capital cities of the UK and its surrounding seas • Draw simple maps or plans using symbols for a key • Locate the equator and the north and south pole • Use geographical vocab to name features of familiar and unfamiliar places • Describe and compare human and physical features seen in local environments and other places in the world 		
Curriculum Themes:		Science	History		Music	Languages
<ul style="list-style-type: none"> • Street Detectives • Muck, Mess and Mixtures • Towers, Turrets and Tunnels • Scented Garden • Land Ahoy! • Wriggle and Crawl 		<ul style="list-style-type: none"> • Differentiate living, dead and non-living • Growing plants (water, light, warmth) • Basic needs of animals & offspring • Simple food chains & habitats, including 'micro-habitats' • Identify and compare uses of different materials • Compare how things move on different surfaces 	<ul style="list-style-type: none"> • Describe how people, places and events in their own locality have changed over time • Describe changes in the local areas during their own lifetime and that of their grandparents • Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result • Ask and answer questions about a range of historical sources • Order events in a period in history (important festivals/events) 		<ul style="list-style-type: none"> • Use own voice in different ways including speaking, signing, chanting for different effects, using loud or soft voice and singing simple repeated phrases • Listen & understand live and recorded music • Make and combine sounds musically • Play tuned and un-tuned instruments 	<ul style="list-style-type: none"> • Not required at KS1