

# Mount Pleasant Primary School

## Year 2 | Curriculum Overview

# 2

Autumn		Spring		Summer	
1	2	1	2	1	2
Voyages		Dirty Beasts		The Seaside	

English	Throughout the year, children will learn across all strands of the English Curriculum: Spoken Language, Reading – Word Reading, Reading – Comprehension, Writing – Transcription (including spelling and handwriting),					
	<b>Writing:</b> Narrative Non-Chronological Report Poetry Recount Explanation		<b>Writing:</b> Narrative Instructions Persuasion Recount		<b>Writing:</b> Narrative Non-chronological report Poetry Persuasion	
Maths (Key Topics)	<b>Number:</b> Place value <b>Number:</b> Addition and subtraction <b>Measurement:</b> Money <b>Number:</b> Multiplication and division		<b>Number:</b> Multiplication and division <b>Statistics</b> <b>Geometry:</b> Properties of shape <b>Number:</b> Fractions		<b>Measurement:</b> Length and height <b>Geometry:</b> Position and direction <b>Problem solving</b> <b>Measurement:</b> Time <b>Measurement:</b> Mass, capacity and temperature	
Science	<b>Everyday Materials:</b> Identify and compare materials Solid, liquid and gas		<b>Animals including humans:</b> Know what happens to animal and human bodies as they grow Basic needs of animals and humans Importance of exercise		<b>Plant and Living things and their habitats:</b> Living and non-living Habitats Food chains	
History	<b>Exploration:</b> Christopher Columbus Trip / visitor- The Trincomalee		<b>Victorian Britain:</b> Florence Nightingale & Mary Sea Cole <b>Medical &amp; social advancement</b>		The Victorian holiday & recreation. How times have changed. <b>TRIP:</b> Saltburn	
Geography	Name and locate the seven continents and five oceans Compass directions Find Darlington on a map		Identify human and physical features from a map of Cockerton. <b>Fieldwork:</b> observe and describe key human and physical features of Cockerton.		Compare human and physical features of local area and Saltburn. Devise a map of Saltburn with key features. <b>TRIP:</b> Saltburn	
Art and Design	<b>Sculpture</b> <b>Artist:</b> Anthony Gormley		<b>Printing</b> <b>Artist:</b> Richard Long		<b>Textiles</b> <b>Artist:</b> Raul Duffy	
Design Technology	<b>Free standing structure</b>		<b>Textiles and sewing:</b> Make a wash bag		<b>Mechanism:</b> Wheels and axles	
PE	<b>Locomotion:</b> Jumping	<b>Ball skills:</b> Feet	<b>Gymnastics:</b> Pathways	<b>Dance:</b> Explorers	<b>Ball skills:</b> Hand 1	<b>Games for understanding.</b>
Music	Charanga: Hands, Feet, Heart (South African music) Sea shanties Christmas Play		Charanga: I wanna play in a band (Rock music) Flight of the bumblebee by Rimsky-Korsakov		Charanga: Friendship song Ukulele	
RE	How do Hindus worship? How and why is Divali special for Hindus?	How and why is light important at Christmas?	Why is the Bible special to Christians?	What can we learn from visiting a church at Easter?	What can we learn from the story of St Cuthbert? Impact of Faith	How do Jewish people celebrate Shabbat?
Computing Science	<b>Different sorts of outputs:</b> Learn that programs respond to different sorts of inputs, and that the keyboard can be used to control objects on screen, not just by clicking them directly. <b>Buttons and Instructions:</b> Learn that one object can be used to control another object, e.g. writing code so clicking a button gives an instruction to make a lorry move. <b>Digital Media:</b> Use an increasing variety of tools and effects in paint programs and talk about their choices. Explore the effects of sound and music in animation and video. <b>Communicating:</b> Understand that information technology is not just computers. Understand that using a phone, tablet, music playing device are all example of IT.					

	<p><b>Presentation:</b> Change the background of their presentation and apply this to all slides automatically. Choose a specific slide from which to start their presentation. Use a keyboard to start and control a presentation.</p> <p><b>Word Processing:</b> Change the font, type size and colour of text. Italicise, underline and make text bold. Use a text box to inset text into a document.</p> <p><b>Data handling:</b> Collect data, generate graphs and charts to find answers. Save &amp; retrieve the data to show to others.</p> <p><b>Digital Research:</b> Find out facts by navigating websites. Know each website has a unique address. Use a search engine to find facts using key word search.</p> <p><b>General Skills:</b> Select an appropriate programme with support. Log on, save and open their work independently.</p>		
Online safety	<p><b>Self-image and identity:</b> To explain how other people's identity online can be different to their identity in real life. To give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. To describe ways in which people might make themselves look different online.</p> <p><b>Online Relationships:</b> To use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). To give examples of how I might use technology to communicate with others I don't know well.</p> <p><b>Online Reputation:</b> To explain how information put online about someone can last for a long time. To describe how anyone's online information could be seen by others. To know who to talk to if something has been put online without consent or if it is incorrect.</p> <p><b>Online Bullying:</b> To explain what bullying is, how people may bully others and how bullying can make someone feel. To explain why anyone who experiences bullying is not to blame. To talk about how anyone experiencing bullying can get help.</p> <p><b>Managing online information:</b> To use simple keywords in search engines. To demonstrate how to navigate a simple webpage to get to information I need. To explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). To explain why some information I find online may not be real or true.</p> <p><b>Health, well-being and lifestyle:</b> To explain simple guidance for using technology in different environments and settings. To say how those rules/guides can help me.</p> <p><b>Privacy and Security:</b> To describe how online information about me could be seen by others. To explain what passwords are and can use passwords for my accounts and devices. To explain how many devices in my home could be connected to the internet and can list some of those devices. To describe and explain some rules for keeping my information private.</p> <p><b>Copyright and Ownership:</b> To recognise that content on the internet may belong to other people. To describe why other people's work belongs to them.</p>		
PSHE	<p><b>Health and wellbeing:</b> My body and my health</p> <p><b>Relationships</b> Friends</p> <p><b>Living in the wider world:</b> Lifecycles</p>	<p><b>Health and wellbeing:</b> Keeping safe and looking after yourself.</p> <p><b>Relationships</b> People who help us</p> <p><b>Living in the wider world:</b> Lifecycles Living in the wider world</p>	<p><b>Health and wellbeing:</b> Mental Wellbeing</p> <p><b>Relationships</b> Feelings and attitudes</p> <p><b>Living in the wider world</b></p>