Keston CE Primary Curriculum Overview - Year 2 2023-2024
Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics/ Spelling (Phonics revision throughout year)	Recap Set 2/3 Spellings in class to match Year 1 - Common Exception Words Half term – Days of the week and months Revision of Y1 summer term spelling rules Ng, nk, ph, wh, are, air		Year 2 - Common Exception Words kn/gn, wr, s/c, -dge –ge, j/g, question words	Common Exception Words l/-le, l –el, l –il –al, -ies, contractions, -ness, -er	Common Exception Words -ed –er –est, -ing, or spelt 'a' (walk), -less, -tion	Common Exception Words homophones, u spelt o, ee spelt ey, o spelt a, er spelt or (word), zh spelt s,
Punctuation and Grammar	**SPAG:** Nouns, Vowels and Consonants, Demarcating sentences, Forming nouns using –ness, Punctuating sentences,	**SPAG:** Adjectives, compound words, Adjectives with –er and –est, Subordination, Statements and Exclamations,	**SPAG:** Noun Phrases, Homophones, Forming adjectives using –ful and –less, Questions and Commands, Sentence writing	**SPAG:** Verbs, Singular and plural, Adverbs with –ly, Commas in lists, Changing adjectives into adverbs,	**SPAG:** Adverbs, World Classes, Coordination, Apostrophes for possession, Past and present tense,	**SPAG:** Recapping Pronouns, Forming nouns using –er, Progressive tense, Apostrophes for contractions, Uplevelling sentences
English Reading	Power of Reading Guided Reading (groups and Class) RWI 1:1	Power of Reading Guided Reading (groups and Class) RWI 1:1	Power of Reading Guided Reading (groups and Class) RWI 1:1	Guided Reading (groups and Class) RWI 1:1	Power of Reading Guided Reading (groups and Class) RWI 1:1	Power of Reading Guided Reading (groups and Class) RWI 1:1
English Writing	**The Lonely Beast (picture book) (POR)** ***Science, Art Link*** *Character description* *Poem* *Interview questions* *Script for news report including interview* *Front page newspaper article* *Persuasive* *The story of a Beast's journey* *Writing in role (diary entries, postcards, letters and invitations) Caption for Tourist Information Poster* *Party preparations (lists, invitations, banners)*	**Leaf (POR)** ***Science, PSHE Link*** *Non-chronological Report* *Free verse poetry Letter* *Description* *Persuasive Speech* *Explanation* *Letter* *Writing in Role Narrative*	**The Dark (picture book) (POR)** ***Science and Geography link*** *Description of the dark* *Writing a narrative sequence retelling the story* *A free-verse poem about the dark (or light)* *Writing on thought or speech bubbles* *Piece of advice for Lazlo* *Argument in defense of the dark or urging caution* *Call and response poetry to reassure fears* *Story based on known narrative – Lazlo's viewpoint* *Instructions to make a glow jar* *Non-chronological report about nocturnal animals*	**Toby and the Great Fire of London (not POR)** ***History and Science Link*** *Diary entry* *Setting Description* *Character description* *Recount* *Information texts* *Poetry* *Letter* *Instructions*	**The Diary of a Killer Cat (POR)** *Speech and Thought Bubbles* *Poetry* *Information Writing* *Persuasive Speech Writing in Role* *Advisory Note* *Letter* **SPAG:** Prefixes, Homophones, Consolidation	**Lila and the secret of Rain (POR)** ***Geography and Science Link*** *Short narrative descriptions* *Thought bubbles/ speech bubbles/ direct speech* *Story maps* *Narratives based on known text* *Poems* *Fact files* *Non-chronological reports/ information texts* *Signs with captions* **Poems to Perform (POR)** *Descriptive vocabulary and phrase collections Poems inspired by the collection: - Innovated verses of 'Rhythm of Life' - Fresh lines for 'The Sound Collector' - original poem inspired by poetry and music: 'The Lark Ascending'*

			Book review			*Performance and recital* *Class anthologies*
Maths	**Number: Place Value,** • Numbers to 20 • Count objects to 100 by making 10s • Recognise tens and ones • Use a place value chart • Partition numbers to 100 • Write numbers to 100 in words • Flexibly partition numbers to 100 • Write numbers to 100 in expanded form • 10s on the number line to 100 • 10s and 1s on the number line to 100 • Estimate numbers on a number line • Compare objects • Compare numbers • Order objects and numbers • Count in 2s, 5s and 10s • Count in 3s **Number: Addition and Subtraction** • Bonds to 10 • Fact families - addition and subtraction bonds within 20 • Related facts • Bonds to 100 (tens) • Add and subtract 1s • Add by making 10 • Add three 1-digit numbers • Add to the next 10	**Number: Addition and Subtraction** • Add across a 10 • Subtract across 10 • Subtract from a 10 • Subtract a 1-digit number from a 2-digit number (across a 10) • 10 more, 10 less • Add and subtract 10s • Add two 2-digit numbers (not across a 10) • Add two 2-digit numbers (across a 10) • Subtract two 2-digit numbers (not across a 10) • Subtract two 2-digit numbers (across a 10) • Mixed addition and subtraction • Compare number sentences • Missing number problems **Measurement: Shape** • Recognise 2-D and 3-D shapes • Count sides on 2-D shapes • Count vertices on 2-D shapes • Draw 2-D shapes • Lines of symmetry on shapes • Use lines of symmetry to complete shapes • Sort 2-D shapes • Count faces on 3-D shapes • Count edges on 3-D shapes • Count vertices on 3-D shapes • Sort 3-D shapes • Make patterns with 2-D and 3-D shapes	**Data: Statistics(in Science)** • Make tally charts • Tables • Block diagrams • Draw pictograms (1-1) • Interpret pictograms (1-1) • Draw pictograms (2, 5 and 10) • Interpret pictograms (2, 5 and 10) **Measurement: Money** • Count money – pence • Count money – pounds (notes and coins) • Count money – pounds and pence • Choose notes and coins • Make the same amount • Compare amounts of money • Calculate with money • Make a pound • Find change • Two-step problems **Number: Multiplication and Division** • Recognise equal groups • Make equal groups • Add equal groups • Introduce the multiplication symbol • Multiplication sentences • Use arrays • Make equal groups – grouping • Make equal groups – sharing • times-table	**Number: Multiplication and Division** • Divide by 2 • Doubling and halving • Odd and even numbers • The 10 times-table • Divide by 10 • The 5 times-table • Divide by 5 • The 5 and 10 times-tables **Measurement: Time** • O'clock and half past • Quarter past and quarter to • Tell time past the hour • Tell time to the hour • Tell the time to 5 minutes • Minutes in an hour • Hours in a day	**Number: Fractions** • Introduction parts and wholes • Equal and unequal parts • Recognise a half • Find a half • Recognise a quarter • Find a quarter • Recognise a third • Find a third • Find the whole • Unit fractions • Non-unit fractions • Recognise the equivalence of a half and two quarters • Recognise three quarters • Find three quarters • Count in fractions up to a whole	**Position and Direction** • Language of position • Describe movement • Describe turns • Describe movement and turns • Shape patterns with turns **Measurement: Length and Height** • Measure in centimetres • Measure in metres • Compare lengths and heights • Order lengths and heights • Four operations with lengths and heights **Measurement: Capacity, Mass and Temperature** • Compare mass • Measure in grams • Measure in kilograms • Four operations with mass • Compare volume and capacity • Measure in millilitres • Measure in litres • Four operations with volume and capacity • Temperature
Science	**Animals including Humans – Ocean and Arctic Animals** • Identify, describe and classify a variety of ocean animals.		**Health Week – Recap of keeping Healthy** **Uses of Everyday Materials – How are materials chosen in design?**		**Plants – How do seeds and bulbs grow into healthy plants?**	**Living things and their Habitats - How do we know something is alive?**

	• Identify and describe the structure of a variety of ocean animals. • Consider how ocean animals are suited to the environment in which they live. • Group and identify characteristics of Arctic animals. • Explore the habitat of the Arctic and how animals have adapted to their surroundings. • Investigate ice and its properties by making observations and recording ideas. • Experiment with an 'iceberg' to see how it floats and behaves in different conditions. **Animals including Humans – Why do we need to keep healthy?** • What do humans need? • What are offspring? • How do animals change as they grow into adults? • Do we all grow the same? • Do we need to exercise? • What is a healthy diet? • Why do we need to have good hygiene? • How can we feel betterwhen we are ill?		• What are materials? • What are things made from? • Which material should the pigs make their house from? • Which material will protect Humpty Dumpty? • How can we change materials? **Science Week – Scientist – Jane Goodall**		• Which plants can we eat? • Are all seeds the same? • What do plants need? • Where will they grow? • How do plants grow and change? **FOREST SCHOOL**	• Is it living, dead or never been alive? • What is a microhabitat? • How are habitats different around the world? • What conditions do woodlice prefer? • How are living things adapted to their habitat? • What is a food chain? **FOREST SCHOOL**
RE	**Understanding Christianity - Creation**: Who made the world? • Can you recognise that Creation is the beginning of the big story of the Bible? • Can you retell the story of creation? • Can you explain what the story tells Christians about God, Creation and the world? • Can you give examples of what Christians do to say thank you to God for creation? • What questions could you ask about living in an amazing world? • Who do Christians believe made the world and why?	**Understanding Christianity - Incarnation**: Why does Christmas matter to Christians? • Can I explain what the nativity is? • Can I explain what Christians do at home and at Church at Christmas? • Can I explain who 'God on Earth' is? • Can I explain how kindness and generosity are shown in the Christmas story? • Can I explain how Christians show kindness and generosity at Christmas?	**Understanding Christianity - Gospel**: What is the good news that Jesus brings? • Can I explain what Good News means? • Can I ask questions about what matters most to people? • Can I describe which stories teach Christians to be thankful? • What stories teach Christians to be thankful? • Can I describe why prayer is important to Christians? • Can I describe why prayer is important to Christians? • What is the Good News Jesus Brings?	**Understanding Christianity - Salvation:** Why does Easter matter to Christians? • Can I link the symbols of Easter life and death) to the story. • Can I explain how Christians show their belief that Jesus is their saviour. • I can make a connection between what the Bible teaches about forgiveness and our own lives. • Can I explain how Christians show their belief that Jesus is their saviour.	**Judaism:** How do Jewish people remember and celebrate? • How do Jewish people remember the story of creation? • How do Jewish people remember to rest? • How do Jewish people celebrate Shabbat? • What stories about Moses do Jewish people remember? • What helps Jewish people remember and celebrate Moses?	**Judaism:** Why are stories important to Jewish people? • What story do Jewish people remember and celebrate at Passover? • What story do Jewish people remember and celebrate at Hanukkah? • What is a mitzvah and why is it important for Jewish people? • How do Jewish people feel that they belong? • What is Tzedakah and why is it important for Jewish people? • What is Tikkun Olam and why is it important for Jewish people?

				• I can make a connection between what the Bible teaches about forgiveness and our own lives. • Can I explain in detail why Easter matters to Christians.		
Computing	**Computing systems and networks – Information Technology Around Us** • To recognise the uses and features of information technology • To identify information technology in the home • To identify information technology beyond school • To explain how information technology benefits us • To show how to use information technology safely • To recognise that choices are made when using information technology	**Making Music** • To say how music can make us feel • To identify that there are patterns in music • To describe how music can be used in different ways • To show how music is made from a series of notes • To create music for a purpose • To review and refine our computer work	**Programming A - Robot Algorithms** • To describe a series of instructions as a sequence • To explain what happens when we change the order of instructions • To use logical reasoning to predict the outcome of a program (series of commands) • To explain that programming projects can have code and artwork • To design an algorithm • To create and debug a program that I have written	**Pictograms** • To recognise that we can count and compare objects using tally charts • To recognise that objects can be represented as pictures • To create a pictogram • To select objects by attribute and make comparisons • To recognise that people can be described by attributes • To explain that we can present information using a computer	**Digital Photography** • To know what devices can be used to take photographs • To use a digital device to take a photograph • To describe what makes a good photograph • To decide how photographs can be improved • To use tools to change an image • To recognise that images can be changed	**Programming Quizzes** • To explain that a sequence of commands has a start • To explain that a sequence of commands has an outcome • To create a program using a given design • To change a given design • To create a program using my own design • To decide how my project can be improved
French	Ask someone's name and say my name. Name colours.	Count from 1-12 Give a Christmas Greeting	Name parts of the body	Understand and join in a story for world book day	Name Classroom objects.	Understand Classroom instructions

<table>
<tr>
<td>History</td>
<td><u>AUTUMN 1</u>
<u>How has technology changed our lives over the last 60 years?</u>
• How can we find out about the past?
• How has technology changed how we write?
• How has technology changed how we talk?
• How has technology changed the way we are entertained?
• Who are the important inventors in the history of technology?

<u>AUTUMN 2</u>
<u>What do we remember in November?</u>
<u>The Gunpowder Plot – Mini Unit</u>
<u>World War 1</u>
• Who was Walter Tull?
• How has Walter Tull been remembered?
• What was the role of animals in World War 1?
• What was the role of women in World War 1?
• How do we remember?
• Who were our local Heroes?
Significant Individual – Walter Tull and Guy Fawkes focus and Local Heroes</td>
<td><u>SPRING 2</u>
<u>What happened to London during the fire of 1666?</u>
• What was London like in 1666?
• What happened on 2nd
• September 1666?
• How did the fire spread, and how do we know? What was left of London?
• How was London rebuilt?
• How did the fire impact the future?

Significant Individual - Samuel Pepys focus</td>
<td><u>SUMMER 1</u>
<u>How did Florence Nightingale, Edith Cavell and Mary Seacole help to improve hospitals?</u>
• How can we find out about the past?
• Who was Florence Nightingale, and why was she important?
• Who was Edith Cavell, and why was she important?
• When did Florence and Edith become significant?
• Why did Florence and Edith act the way they did?
• How has the past been represented?
• Who was Mary Seacole?
• Final Response
How did Florence, Mary and Edith change our hospitals?

Significant Individual - Nurse Comparison

LOCAL HISTORY WEEK – HOW HAS OUR SCHOOL CHANGED IN THE LAST 100 YEARS?</td>
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<td>Geography</td>
<td></td>
<td><u>SPRING 1</u>
<u>Our Local Area and Tromso, Norway</u>
<u>What are the similarities and differences between my local area and Tromso, Norway?</u> (comparison)
• Can I use atlases and globes to discover the continents and oceans of the world?
• How do the equator and the poles affect the climate worldwide? (Ensure the use of globes and atlases is included in the lesson.)
• What are the countries, capital cities and surrounding seas of the UK? (Ensure the use of globes and atlases is included in the lesson.)
• Where is my local area, and what are the key human and physical features?
• Can I create a map of my school using key map features? (Include some simple fieldwork data collection around the school.) (Symbols and key, compass.)
• Can I create a map of my local area using aerial photographs? (Include human and physical features.)
• Where is Norway? (Include continents, oceans, capital cities.) (Begin a map of Tromso to be added to over the next two lessons.)
• How do the physical features of Tromso compare to my local area? (Add to map from the previous lesson.)
• How do the human features of Tromso compare to my local area? (Add to map from the previous lesson.)
• How can we present the information we have gathered to answer the question ‘What are the similarities and differences between my local area and Tromso, Norway?’</td>
<td><u>SUMMER 2</u>
<u>Let’s Go on Safari!</u>
• To locate Africa on a world map and identify the country of Kenya.
• To explore the climate and weather of Kenya.
• To explore the animals of Kenya.
• To be able to use compass points to navigate around a map.
• To explore the landscapes of Kenya.
• To find out about the people and culture of Kenya.
• To identify similarities and differences between Kenya and the UK.

<u>Weather and Climate - How can we record and Measure different weather phenomena? – Fieldwork Unit</u>
• What is the difference between weather and climate?
• What is the weather like in the school grounds?
• How can we collect weather data?
• How can we collect and record weather data?</td>
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Art	Self Portrait in style of **Artist Sandra Silberzweig - Drawing** **Drawing – Tell a Story** Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.	**Christmas Art – Cards and crafts** **Remembrance – Silhouette picture**	**Snowmen Art – Drawing** shading and shadow **Life In Colour – Painting and Mixed Media** *(Geography Link)* Taking inspiration from the collage work of **Artist Romare Bearden**, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork. **Tromso, Norway**	**Clay Houses- Sculpture and 3D** *(History Link)* Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of **Sculptor Rachel Whiteread** and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay	**Map it Out – Craft and Design** *(Geography link)* Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief	**Bird Drawings - Drawing** **Maasai Art – Painting and Mixed Media** *(Geography Link)* Experiment with colour mixing Experiment with different additives to the paint. Link to South African Artist **Esther Mahlangu** *(Geography link)* African watercolour sunset
DT	**Weaving an Ocean placemat – Textiles – Gunta Solz** *(Geography link)*	**Making a Moving Monster – Mechanisms** *(English Link)* After learning the terms: pivot, lever and linkage, pupils design a monster that will move using a linkage mechanism. Pupils practice making linkages and experiment with various materials to bring their monsters to life	**Baby Bear's Chair – Structures** *(Science Link)* Using the tale of Goldilocks and the Three Bears as inspiration, pupils help Baby Bear by making him a brand new chair, exploring different shapes and materials. When designing the chair, they consider his needs and what he likes.	**Designing and Making Fire Engines** *(History Link)* -Explore modern fire engines. -Investigate wheels, axles and chassis. -Be able to investigate ways of creating and decorating the body of a fire engine. -Make a fire engine based on a design. -Evaluate a finished product.	**A Balanced Diet – Cooking and Nutrition** *(Science link)* Explore and learn what forms a balanced diet, pupils will taste test ingredient combinations from different food groups that will inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy	**Pouches – Textiles** *(Geography Link)* Introduction to sewing. Pupils make their own template, accurately cut their fabric and sew a basic running stitch.
PSHE (Coram Scarf)	**Me and my Relationships** • Our ideal classroom • How are you feeling today? • Let's all be happy! • Being a good friend • Types of bullying • Don't do that!	**Valuing Difference** • What makes us who we are? • My special people • How do we make other feel? • When someone feels left out • An act of kindness • Solve the problem	**Keeping Safe** • Harold's picnic • How safe would you feel? • What should Harold say? • I don't like that! • Fun or not? • Should I tell?	**Rights and Respect** • Getting on with others • When I feel like erupting • Feeling safe • Playing games • Saving for something special • How can we look after our environment?	**Being my Best** • You can do it! • My day • Keeping clean and healthy • Harold's bathroom • What does my body do? • Basic first aid	**Growing and Changing** • A helping hand • Sam moves away • Haven't you grown! • My body, your body • Respecting privacy • Some secrets should never be kept

Music (SparkYard)	**<u>TERM 1: Time To Play – Exploring Pulse and Rhythmic Patterns</u>** Children can: • Develop ensemble skills through singing a range of songs and musical passing games • Learn to recognise the difference between pulse and rhythm • Investigate different ways to play rhythms, varying instrumental timbre and dynamics • Play a rhythmic accompaniment to a song or poem, selecting suitable sounds and timbre • Create simple four-beat rhythms and represent using graphic notation Listen with concentration to a range of music, recognising rhythmic features ROCKSTEADY – Feel Good Friday **CHRISTMAS PERFORMANCE – SINGING**		**<u>TERM 2: Musical Moods and Pictures</u>** Children can: • Learn how songs and music can communicate different emotions • Investigate different ways to express the mood of a song, adding facial expressions and changing voice • Work as a class and in small groups to compose and improvise music on the theme of weather • Explore instrumental and vocal timbres, selecting sounds to match a mood, character or theme • Learn to follow and give simple musical instructions • Use songs to inspire a simple soundscape Listen to music and represent sounds using a range of graphic symbols ROCKSTEADY – Feel Good Friday		**<u>TERM 3: Patterns with Pitch – Exploring Pitch and Melody</u>** Children can: • Describe pitch and timbre of instruments • Play simple listening games, using movement to describe the direction of pitch • Sing songs, developing pitch matching skills and perform them with actions and movement • Learn to use their voices creatively, following graphic notations such as vocal story maps and pipe cleaner notation • Learn to play simple melodies and accompaniments using tuned percussion • Prepare songs and music for a class performance ROCKSTEADY – Feel Good Friday	
PE	Games Gym Dance: Time to Move Fitness	Games Gym Dance: Time to Move Fitness	Games Gym Dance: Time to Move Fitness	Games Gym Dance: Time to Move Fitness	Games Gym Dance: Time to Move Fitness	Games Gym Dance: Time to Move Fitness