



Sandridge Curriculum Overview

Year 2

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>List poetry Read list poems. Write and perform own versions</p> <p>Fixing full stops Develop understanding of clauses and sentence construction. Learn methods for proof reading and 'sentence sense'</p>	<p>Recounts Write first person recounts retelling experienced events (cross-curricular opportunities for retelling historical events), using adverbs of time to aid sequencing, and maintaining consistency in tense and person</p> <p>Traditional Tales- Fairy Tales Write a re-telling of a traditional story</p>	<p>Instructions Write a series of fiction-based instructions, including diagrams</p> <p>Stories with recurring Literary language Use a familiar story as a model to write a new story</p>	<p>Non-Chronological Report Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate (Cross curricular opportunities linked to Science/Geography/History)</p>	<p>Take one book One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term</p> <p>Free Verse Poetry Read, write and perform free verse poetry</p>	<p>Traditional Tales - Myths (creation stories) Write a creation myth based on ones read e.g. how the zebra got his stripes.</p> <p>Explanations Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation</p>
	<p>Throughout each writing unit children will be developing positive attitudes and stamina for writing. They will consider what they are going to write before beginning. They will make simple additions, revisions and corrections to their own writing. They will proof-read to check for errors in spelling, grammar and punctuation And they will read aloud what they have written with appropriate intonation to make the meaning clear. Children will develop their understanding of how to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). They will also learn how to use; sentences with different forms: statement, question, exclamation, command, expanded noun phrases to describe and specify [e.g., the blue butterfly], the present and past tenses correctly and consistently including the progressive form, subordination (using when, if, that, or because) and co-ordination (using or, and, or but) and some features of written Standard English. Throughout the year they will use and understand the grammatical terminology; noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe and comma.</p>					
Maths	<p>Block A (Counting whole numbers and multiples; Read, write order and compare whole numbers; place value with whole numbers; identify represent and estimate; number bonds and partitioning; multiply and divide mentally; number problems), Block B (counting in multiples; add, subtract mentally and solve problems using inverse to check; multiply, divide mentally and solve problems; recognise and describe properties of shapes, classify and draw shapes) and Block C (recognise, find write, name and count fractions; statistics; identify represent and estimate numbers; measurement; measurement telling time; measurement money)</p>	<p>Block D (add and subtract mentally and using written methods; add and subtract to solve problems; multiply and divide mentally and using written methods; solve problems using all 4 operations; estimate and use inverse to check; recognise, find, write, name and count fractions) and Block E (geometry, position and direction; measurement, compare, order, add and subtract and solve problems).</p>	<p>Block A (Counting whole numbers and multiples; Read, write order and compare whole numbers; place value with whole numbers; identify represent and estimate; number bonds and partitioning; multiply and divide mentally; number problems), Block B (counting in multiples; add, subtract mentally and solve problems using inverse to check; multiply, divide mentally and solve problems; recognise and describe properties of shapes, classify and draw shapes) and Block C (recognise, find write, name and count fractions; statistics; identify represent and estimate numbers; measurement; measurement telling time; measurement money)</p>	<p>Block D (add and subtract mentally and using written methods; add and subtract to solve problems; multiply and divide mentally and using written methods; solve problems using all 4 operations; estimate and use inverse to check; recognise, find, write, name and count fractions) and Block E (geometry, position and direction; measurement, compare, order, add and subtract and solve problems).</p>	<p>Block A (Counting whole numbers and multiples; Read, write order and compare whole numbers; place value with whole numbers; identify represent and estimate; number bonds and partitioning; multiply and divide mentally; number problems), Block B (counting in multiples; add, subtract mentally and solve problems using inverse to check; multiply, divide mentally and solve problems; recognise and describe properties of shapes, classify and draw shapes) and Block C (recognise, find write, name and count fractions; statistics; identify represent and estimate numbers; measurement; measurement telling time; measurement money)</p>	<p>Block D (add and subtract mentally and using written methods; add and subtract to solve problems; multiply and divide mentally and using written methods; solve problems using all 4 operations; estimate and use inverse to check; recognise, find, write, name and count fractions) and Block E (geometry, position and direction; measurement, compare, order, add and subtract and solve problems).</p>

<p>Science ASE Plan</p>	<p>Animals including humans Offspring that grow into adults. Basic needs of animals, including humans, for survival (water, food and air.) Importance of exercise, eating the right amounts of different types of food and hygiene. <i>British Values link: Mutual respect, Tolerance</i></p>	<p>Animals including humans Offspring that grow into adults. Basic needs of animals, including humans, for survival (water, food and air.) Importance of exercise, eating the right amounts of different types of food and hygiene. <i>British Values link: Mutual respect, Tolerance</i></p> <p>Uses of everyday materials Identify and compare the suitability of a variety of everyday materials. Changing shape of materials- (bending, twisting and stretching.)</p>	<p>Uses of everyday materials Identify and compare the suitability of a variety of everyday materials. Changing shape of materials- (bending, twisting and stretching.)</p>	<p>Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy.</p>	<p>Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy. <i>Outdoor learning</i></p> <p>Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. Habitats and the plants and animals in them. Food sources and food chains. <i>British Values link: Mutual respect.</i> <i>Outdoor learning</i></p>	<p>Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. Habitats and the plants and animals in them. Food sources and food chains. <i>British Values link: Mutual respect.</i> <i>Outdoor learning</i></p>
<p>History / Geography PlanBee</p>	<p>Guy Fawkes and the Gunpowder Plot History- events beyond living memory that are significant nationally or globally <i>British Values link: Respect, Individual liberty, Tolerance, Rule of Law, Democracy.</i></p>	<p>At the Farm Geography- understand and study human and physical geography and make comparisons within a small area of the United Kingdom. Use geographical fieldwork skills. <i>British Values link: Mutual respect</i></p>	<p>Nurturing Nurses – Florence Nightingale and Mary Seacole History- Looking at the lives of significant individuals in Britain’s past who have contributed to our nations achievements <i>British Values link: Respect</i></p>	<p>Let’s Go on Safari Geography- develop locational and place knowledge of Kenya. Identify human and physical features of a Non-European country and develop knowledge of different cultures. Use geographical fieldwork skills. <i>British Values link: Respect</i></p>	<p>Seaside Holidays in the Past History – learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>My World and Me Geography- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Develop geographical skills and fieldwork using maps</p>
<p>Computing NCCE Teach Computing</p>	<p>Computing systems and networks – IT around us Identifying IT and how its responsible use improves our world in school and beyond. <i>British Values link: Rule of Law, Mutual Respect.</i></p>	<p>Creating media – Digital photographs Capturing and changing digital photographs for different purposes. <i>British Values link: Rule of Law, Mutual Respect.</i></p>	<p>Programming A – Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions. <i>British Values link: Rule of Law, Mutual Respect.</i></p>	<p>Data and information – Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer. <i>British Values link: Rule of Law, Mutual Respect.</i></p>	<p>Creating media - making music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition. <i>British Values link: Rule of Law, Mutual Respect.</i></p>	<p>Programming B - Quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz. <i>British Values link: Rule of Law, Mutual Respect.</i></p>
<p>PE GetSet4PE</p>	<p>Team Building (Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They</p>	<p>Dance (Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding</p>	<p>Yoga (Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures,</p>	<p>Gymnastics (In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and</p>	<p>Athletics (In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to</p>	<p>Fitness (Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others.</p>

	<p>lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.)</p> <p>Fundamentals (Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.t)</p> <p><i>British Values link: Mutual Respect, Tolerance</i></p>	<p>of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.)</p> <p>Ball Skills (In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.)</p> <p><i>British Values link: Mutual Respect, Tolerance</i></p>	<p>breathing and meditation taught through fun and engaging activities.)</p> <p>Target Games (Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation.)</p> <p><i>British Values link: Mutual Respect, Tolerance</i></p>	<p>movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.)</p> <p>Invasion games (Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.)</p> <p><i>British Values link: Mutual Respect, Tolerance</i></p>	<p>improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.)</p> <p>OAA (Pupils will develop understanding of legends and keys. They will be able to use these as a reference to create sequences and find information. Pupils will be able to recognise the real life representations of basic diagrams and use these to navigate to single points. They will then communicate using directional language and will be able to instruct others of movements they need to make to reach a single point.)</p> <p><i>British Values link: Mutual Respect, Tolerance</i></p>	<p>Pupils will develop perseverance and show determination to work for longer periods of time.)</p> <p>Striking and fielding (In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.)</p> <p><i>British Values link: Mutual Respect, Tolerance</i></p>
<p>RE PlanBee planning</p>	<p>Leaders and Teachers This unit will consider the roles and responsibilities of leaders both in school and their local community.</p> <p><i>British Values link: Mutual Respect, Democracy, Rule of Law</i></p>	<p>Christmas Celebrations In this unit we will learn about why Christmas is special for Christians all over the world, as well as exploring some of the ways in which they celebrate this religious festival, both in the UK and across the globe.</p> <p><i>British Values link: Mutual Respect</i></p>	<p>Who was Buddah? This unit is about the key principles of Buddhism as well as the meaning of some Buddhist symbols. This unit has a range of practical activities to get children engaged with learning about how Buddhists worship and celebrate on religious days.</p> <p><i>British Values link: Mutual Respect, Tolerance</i></p>	<p>Why is the Torah Special? In this unit we will learn about one of the oldest religions in the world. We will learn all about the Torah and why it is important to Jewish people today.</p> <p><i>British Values link: Mutual Respect, Tolerance</i></p>	<p>Christian Rites of Passage This unit is about the important life events for Christians. They will learn about baptisms, communion, marriages and funerals.</p> <p><i>British Values link: Mutual Respect, Tolerance</i></p>	<p>What do Sikhs believe? In this unit we will learn about the core beliefs of Sikhism, the Sikh creation story and other key features of this major world religion.</p> <p><i>British Values link: Mutual Respect, Tolerance</i></p>
<p>PSHE Jigsaw</p>	<p>Being me in my world Developing self-awareness and identifying aims for the year.</p> <p><i>British Values link: Mutual Respect, individual liberty</i></p>	<p>Celebrating difference Identifying how we are all different and how we value these differences</p> <p><i>British Values link: Mutual Respect, tolerance, democracy, individual liberty</i></p>	<p>Dreams and goals Working cooperatively in groups to create a project and understand how it feels to work as a team</p> <p><i>British Values link: Mutual Respect, democracy</i></p>	<p>Healthy me Understand what is healthy and how it is good for your body</p> <p><i>British Values link: Individual liberty</i></p>	<p>Relationships Identify causes of conflict and demonstrate positive problem solving</p> <p><i>British Values link: Mutual Respect, tolerance, democracy, individual liberty, rule of law</i></p>	<p>Changing me Recognise physical differences between boys and girls</p> <p><i>British Values link: Mutual Respect, tolerance</i></p>
<p>Music Kapow</p>	<p>Catch up Unit 1 Reviewing key skills learnt in year 1 to build a solid foundation</p>	<p>West African call and response Animals Using instruments to represent animals, copying rhythms,</p>	<p>Orchestral instruments Traditional Western stories Children are introduced to the instruments of the orchestra and</p>	<p>Musical Me Children learn to sing the song 'Once a Man Fell in a Well' and</p>	<p>Dynamics, timbre, tempo and motifs Space</p>	<p>Myths and Legends Developing understanding of musical language and how</p>

	of essential knowledge to support skill coverage.	learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.	practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.	to play it using tuned percussion. Using letter notation to write a melody.	Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.	timbre, dynamics and tempo affect the mood of a song.
Art and D&T Kapow	Design and Technology Cooking and nutrition A balanced diet (Link to Science) Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap.	Art Painting and mixed media Life in colour Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.	Art Drawing Tell a Story (Link to English) 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.	Design and Technology Textiles Making pouches Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.	Design and Technology Mechanisms Fairground Wheels (Link to History) Design and create a functional Ferris wheel, learn how different components fit together so that the wheel rotates and the structure stands freely.	Art Craft and Design Map it out (Link to Geography) Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.

MFL – we will be developing our understanding of other languages from around the world including Makaton in a variety of different ways e.g. exploring the languages spoken by our peers, songs, answering the register.

British Values - we will be incorporating British Values across the curriculum. You can find more information about British Values on our website.

We will make cross curricular links wherever appropriate. This will usually take place in subjects such as Topic, Science and English.