



Skegness Infant Academy – Year 2 Curriculum Overview

National Curriculum Objectives



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Academy Theme	Time Travellers	Above and Beyond	Telling Tales	A World Apart	Blue Planet	This is Me
Y2 Focus	History of vehicles	Space	Traditional tales	Chocolate	Australia	Circus
Wow Events	Trip on the train	Nativity Parent Christmas workshop Tracking the space station at night	World Book Day Traditional Tales Day – KS1 Dress up as your favourite Traditional Tale character – last day of term.	Chocolate workshop	Didgeridoo man Australia day celebration Zoo visit?	Circus workshop
Books	Journey Quest Return ----- Beegu	Man on the moon – inference The darkest dark The marvellous moon map	Hansel and Gretel Jack and the beanstalk – Richard Walker Jim and the beanstalk – Raymond Briggs The gigantic turnip – Russian tale (Same illustrator as J+B)	Charlie and the chocolate factory Grendal – A cautionary tale about chocolate. Michael Rosen – Chocolate cake	Wombat goes walkabout Diary of a wombat Dreamtime tales Aboriginal stories - rainbow bird Stories from the billabong Amazing animals from down under	Dumbo Leon and the place beyond Anthony Browne
Film	MACE	Footage of the first space landing Chris Hadfield speaking from space.	Lotte Reiniger – Jack and the beanstalk (silhouette)	Compare the old and new versions of Charlie and the chocolate factory.	Google maps + street view	Dumbo Presto
Text types	Description – character and setting	Man on the moon - Apostrophes Plurals Darkest dark – 3 rd person Biography of Chis Hadfield’s life Instructions – man on the moon Recipes for lunch	Begin to write an alternative story version about giant. Rewrite the Jack and beanstalk from the point of view of the giant 3 part sentences Sentence openers – Gigantic turnip	Character description Machinery – how it works	Diary entry from a different Australian animal. Fact files Different endings Retelling of aboriginal tales	Dumbo retelling
Maths	Place value Calculation	Calculation Measure (money)	Calculation Shape Fractions	Calculation Position Measure	Calculation Shape Problem solving	Problem solving
Science	Materials + SC1 Perform simple tests Gathering and recording data to help answer questions Identify and compare the uses of a variety of everyday materials. Find out how solid objects made from materials can be changed by squashing bending twisting and stretching.	Humans Notice that animals including humans have offspring which grow into adults. Find out and describe the basic needs of humans for survival. Discuss the importance of exercise, eating the right amount of food and hygiene for humans.	Healthy eating + SC1 Growing – watching how plants grow (link to English-beans, beanstalk, turnip) Changes Perform simple tests Gathering and recording data to help answer questions Asking questions about humans Discuss the importance of exercise, eating the right amount of food and hygiene for humans.	Plants + SC1 <ul style="list-style-type: none"> 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. asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying 	Animals Living things/habitats <ul style="list-style-type: none"> notice that animals, have offspring which grow into adults find out about and describe the basic needs of animals, for survival (water, food and air) explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different 	Scientists <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. History- <ul style="list-style-type: none"> The lives of significant individuals in Britain’s past who

				<ul style="list-style-type: none"> • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. 	<p>kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none"> • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>have contributed to our nation's achievements -</p>
History	<p>Henry Ford – History of the car. History of the local area and how it changed after the invention of the train.</p> <ul style="list-style-type: none"> • The lives of significant individuals in Britain's past who have contributed to our nation's achievements - • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. • Significant historical events, people and places in their own locality. • <i>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i> 	<p>Moon landing</p> <ul style="list-style-type: none"> • The lives of significant individuals in Britain's past who have contributed to our nation's achievements – • Chris Hadfield, Neil Armstrong, Tim Peak • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. • Choosing and using parts of stories and other sources to show they know and understand key features of events. • <i>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i> 		<p>History of chocolate – Cadburys etc.</p> <ul style="list-style-type: none"> • They should know where the people and events they study fit within a chronological framework • The lives of significant individuals in Britain's past who have contributed to our nation's achievements - 	<p>Matthew Flinders</p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. 	<p>History of the circus Philip Astley</p> <ul style="list-style-type: none"> • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. • <i>Identify similarities and differences between ways of life in different periods</i>
Geography	<p>Mapping the local area</p> <ul style="list-style-type: none"> • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 	<p>aerial views Tracking the space station compass points</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 	<p>Europe – origins of the traditional tales. Russia Links to which stories were written in each country.</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<p>Brazil – rivers, rainforests, mapping, etc.</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Continents, countries – comparisons</p> <p>Atlas work</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 	<ul style="list-style-type: none"> • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>Transition activity for SJA</p>

Religious Education	<p>Thankfulness Thankfulness</p> <p>[Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]</p>	<p>Thankfulness Thankfulness</p> <p>[Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]</p>	<p>Being Human- Islam Being Human – Islam</p> <p><u>What does the Qur’an say about how Muslims should treat others and live their lives?</u></p> <p>-Imam (Faith) -Sha’adah -Akhlaq (moral conduct) -Serving others, supporting the poor e.g. Zakah, almsgiving)</p> <p><u>How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?</u></p> <p>-Stories about Muhammed and other prophets e.g Ibrahim</p>	<p>Life journeys - Islam Life Journey – Islam</p> <p><u>What do Muslims do to celebrate birth?</u></p> <p>-Birth of a baby as a blessing aqiqah ceremony -Why belonging is special -Call to prayer –Adhaan -Shaving of head, weighing of hair</p> <p><u>What does it mean and why does it matter to belong?</u></p>	<p>Being Human – Christianity</p> <p><u>What does the Bible say about how Christians should treat others and live their lives?</u></p> <p>-Parables (Good Samaritan, creation people should look after what God has made) -Adam and Eve –choices -Humans are created equal - Jesus teaching (teach others as special and equal e.g. greatest commandment, golden rule)</p> <p><u>How can Christian faith and beliefs be seen in the actions of inspirational Christians?</u></p> <p>-Examples from the Bible e.g. Daniel, Noah, David, Esther, Jonah, Mary, the disciples</p>	<p>Life Journey – Christianity</p> <p><u>What do Christians do to celebrate birth?</u></p> <p>-Birth (Christening, dedication) meaning of actions and symbols.</p> <p><u>What does it mean and why does it matter to belong?</u></p> <p>-What belonging means to Christians in the locality -Church’s role in bringing people together e.g. during key festivals.</p>
Art	<p>Looking the work of a variety of artists</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products 	<p>Moon landing paintings? Bubble pictures?</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<p>Colour mixing</p> <p>Vegetable pictures? (gigantic turnip link?)</p>		<p>Sculpture – Australian inspired sculpture. Aboriginal art</p>	<p>Portraits.</p>
DT	<p>Design, make and evaluate a vehicle. Axels.</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] evaluate their ideas and products against design criteria explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p>Origami boats</p>	<p>Silhouette animations – retelling the tale with light and lollipop sticks.</p> <p>Using the language about light from last term to discuss shadows</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	<p>Design, make evaluate chocolate and packaging.</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria 	<p>Making -fairy bread -Anzac biscuits -Tasting/making vegemite sandwiches</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 	<p>Making a structure for a trapeze artist. How to make it stronger.</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable
PSHE	<p>Jigsaw</p> <p>Being Me</p>	<p>Jigsaw</p> <p>Celebrating Difference</p>	<p>Jigsaw</p> <p>Dreams and Goals</p>	<p>Jigsaw</p> <p>Healthy Me</p>	<p>Jigsaw</p> <p>Relationships</p>	<p>Jigsaw</p> <p>Changing me</p>
Computing	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, 	<p>Word processing</p>	<p>Internet Safety</p> <ul style="list-style-type: none"> use technology safely and respectfully, keeping personal 	<p>Oddizzi – research using the internet</p>	<p>Oddizzi – research using the internet Cut and paste</p>	<p>Algorithms</p>

	manipulate and retrieve digital content	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content 	information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	<ul style="list-style-type: none"> recognise common uses of information technology beyond school 	<ul style="list-style-type: none"> recognise common uses of information technology beyond school 	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs.
Music	Charanga	<p>Charanga</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and detuned instruments musically 	Charanga	Charanga	Charanga	Charanga
Physical Education	<p>JB sport OAA participate in team games</p>	<p>JB sport +swimming</p> <ul style="list-style-type: none"> perform dances using simple movement patterns. 	<p>JB sport +swimming</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. 	<p>JB sport +swimming</p>	<p>JB sport</p> <ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending 	<p>JB sport</p>