Year 2 Curriculum Coverage 2023/2024

| | Autumn I | Autumn 2 | Spring 1 | Spring 2 | Summer I | Summer 2 |
|------------|---|---|--|---|---|---|
| H | Movers and Shakers (History focus) | Let's Explore the World (Geography Focus) | Magnificent Mona (History Focus | [8 88 Brands 36 8 8 | Coastline (Geography focus | |
| Enrichment | Visit to a local museum, monument or building to find out about a local historical figure. | Local area field trip | Science Museum | | Visit to the coast | |
| Writing | Fiction — Anansi the Spider (Folktale retell) Non Fiction — Africa fact page | Fiction — Mufaro's Beautiful Daughter (Narrative) Non Fiction — Akimbo — Instructions | Fiction — George's Marvellous Medicine (Narrative) Non Fiction — Instructions | Fiction — Author Focus Anthony Browne (Narrative) Non–Fiction — Letter writing, newspaper report | Fiction — The Lighthouse Keeper's Lunch (Narrative) Non Fiction — Report writing, poetry | Fiction — The Lighthouse Keeper's Rescue (Narrative) Non-Fiction — Newspaper report, diary writing |
| Maths | Place Value Addition and Subtraction | Money Multiplication and Division | Multiplication and Division Statistics | Properties of Shape Fractions | Length and Height Position and Direction | Time Mass, Capacity and Temperature |
| Science | Human Survival — exploring the basic needs of humans; the importance or exercise, nutrition and hygiene; how human offspring grow and change over time | Habitats — what is a habitat and what does it need to provide; exploring local habitats; identifying living things in their habitats | Uses of everyday materials — how everyday materials are used; explore how materials, including food, can be changed; creative uses for everyday materials | Plant Survival — how plants grow from seeds and bulbs; recording changes over time and identifying what plants need to grow and stay healthy | Animal Survival — life cycles of familiar animals; identifying basic needs of animals for survival, including water, air and shelter | |
| History | Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers and scientists; Facts and opinions; Memorials; Historical landmarks; Significant places | | Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models | | Jobs in the past — how have jobs changed over time in Whitby? Significant people Captain James Cook — What is his connection to Whitby? Why do you think the people of Whitby built a statue of Captain Cook? How else do the people of Whitby remember Captain Cook? What is his legacy? Grace Darling — Why is she significant? What is her link to the RNL!? | |
| Ceography | | Using an atlas; Using a compass; Using map keys; Locating the equator, Northern and Southern Hemispheres and North and South Poles; Hot, temperate and cold places; Comparing England to Somalia; Fieldwork | Significant places — royal residences | | Maps, globes and atlases; World seas and oceans; Human and physical features; Locational language; Compass directions; Physical processes — erosion; Changes over time; Tourism | |

| Art and Design | Mix It | | Portraits and Poses | | Flower Head | |
|-------------------------|---|---------------------------------|--|-----------------------------|---|----------------------------|
| · | Colour theory; Colour wheel; | | Portraiture; Royal portraits; | | Analysing artwork; Exploring | |
| | Primary and secondary | | Sketching; Digital artwork | | visual elements — colour, | |
| | colours | | | | shape, form, texture and | |
| | | | | | pattern; Significant artist — | |
| | | | | | Yayoi Kusama; Drawing; | |
| | | | | | Printmaking; 3–D forms | |
| Design Technology | | Remarkable Recipes | | Cut, Stitch and Join | Ţ. | Beach Hut |
| | | Sources of food; Kitchen | | Learning to sew a simple | | Making and strengthening |
| | | tools; Reading recipes; Hygiene | | running stitch, use pattern | | structures — joining |
| | | rules; Making a school meal | | pieces and add simple | | techniques |
| | | | | embellishments. | | |
| | | Push and Pull | | | | |
| | | Making a moving card | | | | |
| Computing — Purple Mash | Coding | Online Safety | Questioning | Effective Searching | Creating Pictures | Making Music |
| | | Spreadsheets | | | | Presenting Ideas |
| Music - Charanga | Hands, feet, heart! | Но Но Но | I wanna play in a band | Zootime | Friendship song | Reflect, rewind and replay |
| | South African styles | Christmas, Big Band, | Rock | Reggae | | Greig, Bach, Bartok, |
| | | Motown, Elvis, Freedom songs | | | | Vaughan Williams, |
| | | | | | | Tchaikovsky, Kraftwerk |
| RE | Christianity/Islam | | Christianity/Islam | | Islam | |
| | In what ways are a church and mosque important to | | What can we learn from creation stories? | | What festivals do different religions celebrate?; Jumu'ah | |
| | believers?; Baptism; Christmas | | | | | |
| PSHE — Jigsaw | Being me in my World | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| PE — Passport | Invasion Game Skills | Gymnastics | Gymnastics | Dance | Athletics | Athletics |