

**Mount Pleasant Primary School**  
**Year 2 | Curriculum Overview**

2

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

<b>English</b>	<b>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>					
	<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	
<b>Maths</b> <i>(Key Topics)</i>	<b>Number:</b> Place value <b>Number:</b> Addition and subtraction Measurement: 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>Measurement:</b> Time <b>Measurement:</b> Mass, capacity and temperature	
	<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	
<b>Science</b>	What was it like to be an explorer? Know what life was like on a ship and how people lived in England at that time. Captain Cook Sequence artefacts/events. Begin to use dates		What was it like to live in Victorian times? Poverty & health Mary Seacole / Florence Nightingale. Create a simple timeline with 4/5 events from Victorian times in relation to now.		Saltburn visit. Link to Victorian recreation, poverty and holidays. Create a timeline with several events from facts known.	
	Name and locate the world's seven continents and five oceans.  Identify the route of Captain Cook  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify countries and locate them on a map/globe.		Fieldwork: Observe and describe key human and physical features of Cockerton (local study).  Collect data on shops/house types.  Identify the hospital on map.		Fieldwork: Observe and describe key human and physical features of Cockerton (local study).  Collect data on shops/house types.  Identify the hospital on map.	
<b>History</b>	<b>Sculpture</b> <b>Artist:</b> Anthony Gormley		<b>Printing</b> <b>Artist:</b> Richard Long		<b>Textiles</b> <b>Artist:</b> Raul Duffy	
<b>Geography</b>	<b>Freestanding Structures:</b> Making a Chair		<b>Templates and joining:</b> Wash Bag		<b>Wheels and Axles:</b> Making a vehicle	
<b>Art and Design</b>	<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>
<b>Design Technology</b>	<b>Charanga:</b> Hands, Feet, Heart (South African music) Sea shanties Christmas Play		<b>Charanga:</b> I wanna play in a band (Rock music) Flight of the bumblebee <b>by Rimsky-Korsakov</b>		<b>Charanga:</b> Friendship song Ukulele	
<b>PE</b>	Computing Systems and networks – IT around us Creating media – Digital photography		Programming A – Robot algorithms Data and Information – Pictograms		Creating media – Making music Programming B – An introduction to quizzes	
<b>Music</b>	<b>How do Hindus worship?</b> <b>How and why is Divali special for Hindus?</b>	<b>How and why is light important at Christmas?</b>	<b>Why is the Bible special to Christians?</b>	<b>What can we learn from visiting a church at Easter?</b>	<b>What can we learn from the story of St Cuthbert?</b> <b>Impact of Faith</b>	<b>How do Jewish people celebrate Shabbat?</b>
<b>Computing</b>	<b>Health and wellbeing:</b> My body and my health		<b>Health and wellbeing:</b> Keeping safe and looking after yourself		<b>Health and wellbeing:</b> Mental Wellbeing	
<b>RE</b>	<b>Relationships</b> Friends		<b>Relationships</b> People who help us		<b>Relationships</b> Feelings and attitudes	
<b>PSHE</b>						



**Living in the wider world:**  
Lifecycles

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