

ACADEMIC YEAR 2023-2024
TERM 2 CURRICULUM OVERVIEW FOR PRIMARY
YEAR GROUP – YEAR 2

| TERM | SPRING |
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| Week 1 | Mathematics |
| | To recall the units of time and identify the relationship between them (second, minute, hour, day, week, month, decade, century, millennium). |
| | To review the objective of telling the time to the hour and half past the hour. |
| | To review quarter past when telling the time. |
| | To review quarter to when telling the time. |
| | English |
| | To review and publish an information text. |
| | To spell and use the /p/ sound spelt 'a' after 'w' and 'qu' - watch, squash, quantity... |
| | To demarcate sentences correctly (capitalisation and end of sentence punctuation marks). |
| | Science |
| | To complete diagnostic assessment. |
| | To identify things that are living, dead and things that have never been alive. |
| | To compare the differences between things that are living, dead, and things that have never been alive. |
| | Topic |
| | To identify the significant artist - Nike Davies. |
| | To discuss the life of Nike Davies and the events surrounding her life. |
| | RE: To review religious beliefs explored last term. |
| | PSHE: Relationships - To identify ways we can help ourselves if we feel sad or lonely. |
| | TLiM: To identify the Circle of Control. |
| | African Studies |

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| | Introducing the Maasai people |
| | French |
| | To review the time in French To recall expressions of Christmas To greet, new year greetings To briefly talk about visited places like the beach |
| | P.E |
| | To explore physical activities to improve fitness and general well-being of the body |
| | Swimming |
| | To improve on freestyle leg action. |
| | LIBRARY |
| | To understand the layout of the library. To recall basic library rules and etiquette. |
| | Art |
| | To explore the element of Art colour and its application. |
| | ICT |
| | To explain what should be done before sharing information online. |
| | Music |
| | To sing and play an instrument at the same time. |
| | French |
| | To review previously learnt concepts. |
| | P.E |
| | To practise commands. |
| | Swimming |
| | To maintain a given position in the water. |
| | Art |
| | To explore Seaside Art. |
| | ICT |
| | To learn how programs execute commands. |
| | Music |
| | To select and play appropriate dynamics and timbres for a piece of music; understanding that all instruments have their own timbre (unique sound). |
| | Math |

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| Week 2 | Tell and write the time in blocks of five minutes on a clock face to show these times. |
| | Draw the hands on a clock face in blocks of five minutes to show the time. |
| | To find the duration of time. |
| | To compare and sequence intervals of time.(Calendar:months, days, time) |
| | English |
| | To explore the features of humorous poems. |
| | To add suffixes -ed, ing to root words ending in -y with a consonant before it. |
| | To use the present and past tenses correctly and consistently (regular past tense verbs - adding 'ed'). |
| | Science |
| | To investigate the characteristics of living things through MRS GREN. |
| | To identify and name a variety of plants and animals in their habitats, including microhabitats. |
| | Topic |
| | To explore the works of Nike-Davies Okundaye. |
| | RE: Places of Worship - To consider what makes a place special to people. PSHE: Relationships - To explain how we should respond if someone tries to bully us. TLiM: To explore the concept, 'What matters most?' (LS 11) |
| | African Studies |
| | To investigate some cultural groups in Kenya. |
| | French |
| | To talk about the beach |
| | P.E |
| | To explore starting styles and commands |
| | Swimming |
| | To maintain streamline position whilst executing the front crawl kick. |
| | LIBRARY |

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| | To identify the main and the supporting characters in a story. |
| | Art |
| | To explore value; tints and shades. |
| | ICT |
| | To learn how programs execute commands. |
| | Music |
| | To use musical notation to play melodies (tunes). |
| Week 3 | Math |
| | To make and add equal groups. |
| | To use the multiplication symbol (x) and work out the total, using pictures and repeated addition. |
| | To use and interpret arrays (using arrays and repeated addition involving multiplication). |
| | To identify multiplication facts of 2 (link to doubles), 5 and 10 (using coins, counters, number lines, numicons - practise fluency in the 2, 5, 10 times table as starter e.g 2 twos make 4; 2 threes make 6 etc including mental recalls. |
| | English |
| | To publish own humorous poems. |
| | To use and spell words with the suffix - ly (adjectives + -ly =adverbs). |
| | To use imperatives/ bossy verbs. |
| | Science |
| | To identify and name a variety of plants and animals (mini beasts) in their micro-habitats. |
| | To investigate how different habitats provide the basic needs of different kinds of living things. |
| | Topic |
| | To discuss the life of LS Lowry and the events surrounding his life. |
| | RE: Places of Worship - To identify the importance of the church to christians. |
| | PSHE: Relationships - To describe how we should respond to hurtful words, including online. |

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| | TLiM: To set goals. (LS 12) |
| | African Studies |
| | To investigate the lifestyle of the Maasai people. |
| | French |
| | To talk about the beach To identify and mention items found at the beach |
| | P.E |
| | To explore basic running techniques |
| | Swimming |
| | To execute the freestyle kick with and without the kickboard 5 metres or more. |
| | Art |
| | To explore the work of a range of artists, crafts makers and designers. |
| | ICT |
| | To explore building blocks on ScratchJr application. |
| | Music |
| | To use letter notation to write and create their own melody. |
| Week 4 | Math |
| | To make equal groups by sharing. |
| | To divide numbers, objects etc in 2s, 5s and 10s. |
| | To calculate division sums by sharing; to solve problems involving division using materials, division facts. |
| | To identify division facts of 2 (link to halves), 5 and 10 (using coins, counters, number lines, numicons). |
| | English |
| | To explore the features of instructional text. (Field trip) To spell and use words with suffixes -er, -est with root words ending in -y with a consonant before it. To identify and use present progressive tenses correctly and consistently. |
| | Science |
| | To identify why most living things live in habitats to which they are suited. |

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| | To describe how different habitats provide for the basic needs of different kinds of animals and plants. |
| | Topic |
| | To explore the works of LS Lowry. RE: Places of Worship - To explore what it is like to visit a mosque. PSHE: Relationships - To explain how we all have the power to make kindness grow. TLiM: To make a plan. (LS 13) |
| | African Studies |
| | To recognise the importance of cattle to the Maasai people. |
| | French |
| | To talk about what you like & dislike at the beach |
| | P.E |
| | To improve running form and speed |
| | Swimming |
| | To improve on the front crawl arm action. |
| | Art |
| | To use a range of materials creatively to design and make products. |
| | ICT |
| | To create an animation on ScratchJr. |
| | Music |
| | To create a piece of music using timbre and dynamics in musical composition by working as part of a group. |
| Week 5 | Math |
| | To make simple tables and tally charts. |
| | To interpret and construct tally charts.. |
| | To interpret and construct pictograms. |
| | To interpret and construct block graphs. |
| | English |

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| | <p>To publish own instructional text.</p> <p>To spell and use words ending in –il...pencil, fossil, nostril.</p> <p>To identify and use the past progressive tenses correctly and consistently.</p> |
| | Science |
| | <p>To identify how an animal is suited to its habitat.</p> <p>To explain how living things in a habitat depend on each other by considering the adaptations of animals.</p> |
| | Topic |
| | <p>To compare the artists and their works - Nike-Davies and LS Lowry.</p> <p>RE: Places of Worship - To discuss the shape of Buddhist temples.</p> <p>PSHE: Relationships - To identify good and bad secrets.</p> <p>TLIM: To say no to less important things. (LS 14)</p> |
| | African Studies |
| | <p>To explore the significance of the rich colourful Maasai jewelry.</p> |
| | French |
| | <p>To talk about what you like and dislike at the beach</p> <p>To make a short description of a beach.</p> |
| | P.E |
| | <p>To practise for sports day</p> |
| | Swimming |
| | <p>To combine the front crawl and leg actions for propulsion to a distance of 5 metres or more.</p> |
| | Art |
| | <p>To observe and identify key qualities of natural and seen objects, represent lines and shapes.</p> |
| | ICT |
| | <p>To create an animation on ScratchJr.</p> |
| | Music |
| | <p>To create a simple soundscape for effect.</p> |
| | Math |

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| Week 6 | To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. |
| | To ask and answer questions about totalling and comparing categorical data. |
| | To interpret, collate and organise data. |
| | English |
| | To explore and compare different fiction stories by the same author - Julia Donaldson. |
| | To use and spell words with the /ai / sound spelt with -y. |
| | To separate items in a list using commas. |
| | Science |
| | To research and consider a specific habitat and recreate it in a shoebox diorama. |
| | Topic |
| | To compare the artists and their works - Nike-Davies and LS Lowry. |
| | RE: Places of Worship - To compare different places of worship. |
| | PSHE: Relationships - To explain how to get help if we feel worried, unsafe, or under pressure to do something that feels wrong. |
| | TLiM: To say no to less important things. |
| | African Studies |
| | To design a model of Maasai jewellery. |
| | French |
| | To name common drinks in French |
| | P.E |
| | To practise for sports day |
| | Swimming |
| | To review the activities learnt from week 1-5 |
| | Art |
| | To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. |

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| | ICT |
| | To insert and create sound on ScratchJr. |
| | Music |
| | To listen for and recognize some basic elements of music. |
| Week 7 | HALF TERM |
| Week 8 | Maths |
| | To identify and describe the properties of 2-D shapes including the number of sides and vertices. To identify and draw 2D shapes; lines of symmetry in a vertical line. To identify 2-D shapes on the surface of 3-D shapes. To compare and sort 2D shapes based on their properties. End of Unit |
| | English |
| | To publish an abridged version of a Julia Donaldson story. To use and spell contracted words...can't, didn't, hasn't, couldn't, it's, I'll. To identify and use apostrophes for singular possessions. |
| | Science |
| | To investigate how different plants and animals in their habitats depend on each other, for example, plants serving as a source of food and shelter for animals. To explain how living things need other living things to survive. |
| | Topic |
| | To identify the key human and physical features of the school and its surrounding environments including Nike Art Gallery. RE: To discuss how and why beginnings and endings can be marked in different ways. PSHE: Wider World - To explore the concept of money. TLiM: To explore roles and goals. (LS 16) |
| | African Studies |
| | Introduction to Yoruba Folk songs |
| | French |
| | To talk about the drinks you like or dislike |
| | P.E |

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| Week 9 | To explore basic skills in basketball |
| | Swimming |
| | To review the activities learnt from week 1-5 |
| | Art |
| | To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. |
| | ICT |
| | To insert and create sound on ScratchJr. |
| | Music - To compare two pieces of music by the same composer. |
| | Maths |
| | To name 3-D shapes. To count faces on 3-D shapes. To count edges on 3-D shapes. To count vertices on 3-D shapes. To compare and sort 3D shapes on everyday objects. |
| | English |
| | To explore poems with predictable and patterned language; poems on a theme. To use and spell common exception words. To review the use of expanded noun phrases for description and specification [for example, the beautiful, blue butterfly, plain flour, the running man]. |
| | Science |
| | To understand what is meant by a food chain. To explore the parts of a food chain. |
| | Topic |
| | To 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. |
| | RE: Beginnings and Endings - To discuss how names are used and given in Sikhism. PSHE: Wider World - To identify different ways to pay for things. TLiM: To explore the term, 'Organisation'. (LS 17) |
| | African Studies |
| | To investigate the instruments used in the Yoruba Folksongs and the hidden meaning behind Yoruba Folk songs |

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| | French |
| | To talk about the drinks you like or dislike To mention the taste of each drink To mention reasons why we like them or not. |
| | P.E |
| | To explore passing in basketball |
| | Swimming |
| | To improve on the freestyle breathing technique. |
| | Art |
| | To encourage creativity by expressing ideas by arranging different textures, colours, and shapes to create collage designs. |
| | ICT |
| | To identify computer icons. |
| Week 10 | Music |
| | To create short sequences of sound. |
| | Maths |
| | To describe turns in terms of right angles using the language 'full turn', 'half turn' including 'clockwise' and 'anticlockwise'. |
| | To describe turns in terms of right angles using the language 'quarter turn', 'three-quarter turn' including 'clockwise' and 'anticlockwise'. |
| | To use language 'forwards', 'backwards', 'up', 'down', 'left' and 'right' to describe movement in a straight line e.g on a map, grid etc. |
| | English |
| | To publish poems with predictable and patterned language; poems on a theme. To identify and use the /or/ sound spelt a before l and ll. To review coordination using and, but, or. |
| | Science |
| | To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. To construct a simple food chain that includes humans. |
| | Topic |

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| | <p>To use basic geographical vocabulary to compare key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and key human features including: city, town, village, factory, farm, house, office, port, harbour of Lagos and Manchester.</p> <p>To explore the human and physical features on a map of Nigeria.</p> <p>RE: Beginnings and Endings - To discuss how Christians mark the beginning of their journey of faith.</p> <p>PSHE: Wider World - To describe how we can save up for the things we want.</p> <p>TLiM: To explore the concept, 'Win -Win or no deal'. (LS 18)</p> |
| | African Studies |
| | To learn a Yoruba folk song: Its meaning and importance. (Ise Agbe/ Iwe kiko). |
| | French |
| | To learn how to order for drinks in a cafe |
| | P.E |
| | To explore dribbling in basketball |
| | Swimming |
| | To get comfortable doing the side kicks. Right and left side kick. |
| | Art |
| | To encourage creativity by expressing ideas by arranging different textures, colours, and shapes to create collage designs. |
| | ICT |
| | To describe how the internet works. |
| | Music |
| | To create short sequences of sound and perform with accuracy and using dynamics to enhance the motif. |
| | Maths |
| | <p>To use their knowledge of movement and turns to describe and record directions.</p> <p>To use the language 'clockwise', 'anti-clockwise', 'quarter', 'half' and 'three quarters' to describe patterns.</p> <p>To describe and create patterns that involve direction and turns.</p> <p>End of Unit</p> |
| | English |
| | <p>To identify and explore the features of a recount.</p> <p>To identify and spell homophones and near homophones.</p> |

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| Week 11 | To explore and use subordination (using when, if, that, because) to link sentences. |
| | Science |
| | To identify and name different sources of food. To describe how animals get their food. |
| | Topic |
| | Devise a simple map and use/construct basic symbols in the keys including aerial views. To use signs, symbols and map keys to depict the human and physical features on the map of Rosa Parks' hometown. |
| | RE: Beginnings and Endings - To explore the links between new life and the Christian story of Easter. |
| | PSHE: Wider World - To explain why we should save money for a rainy day. |
| | TLiM: To explore Courage and Consideration. (LS 19) |
| | African Studies |
| | To sing and interpret the meaning of Yoruba song - Awa Soja Kekere. |
| | French |
| | To read and interpret the scenario of a waiter and a customer. Revision |
| | P.E |
| | To explore passing and dribbling in basketball |
| | Swimming |
| | To get comfortable executing the front crawl to a distance of 5 or more. |
| | Art |
| | Revision |
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| | ICT |
| | To discuss the different uses of computers. |
| | Music |
| | Revision |
| | Maths |
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| | English |

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| Week 12 | To write own recount using time connectives to sequence events. To explore the correct use of familiar and new punctuation - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contraction and possession (singular). To use and spell words with the / [^] / sound spelt o...other, brother, Monday. |
| | Science |
| | Habitat Tour |
| | Topic |
| | To use a key, aerial photos and a local map to compare the local human and physical features of Nigeria and the UK. |
| | RE: To apply concepts learnt about religious beliefs to my own beginning or ending ceremony. |
| | PSHE: Wider World - To describe the difference between wants and needs. |
| | TLiM: To explore the term, 'Emotional Bank Account.' (LS 20) |
| | African Studies |
| | To sing and interpret the meaning of Yoruba song - Oluronbi Jeje Ewure. |
| | French |
| | Revision |
| | P.E |
| | Game situation |
| | Swimming |
| | To practise the front crawl stroke repeatedly for mastery of the stroke. |
| | Art |
| | To explore a wide range of art and design techniques in using line, shape, form and space. |
| | ICT |
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| | Music |
| | Not Applicable |