Coley Primary School
Year 2
Curriculum Overview



Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Coley Values	Belonging	Respect	Honesty	Curiosity	Courage	Pride
English	Genre: Losing Tale Text: Room on the Broom Focus: Description Genre: Instructions Text: How to trap a Stone Giant Genre: Explanation Text: The Tidy Bedroom Robot		Genre: Change Story Text: Giraffes Can't Dance Focus: Character/Dialogue Genre: Non-Chronological Report Text: The Rainbow Dragon Genre: Poetry Text: Quangle Wangle		Genre: Persuasive –(Letter) Text: Amazing Grace Genre: Warning Tale Text: Kassim and the Greedy Dragon Focus: Suspense Genre: Discussion Text: Should Goldilocks be in trouble?	
Spelling	The /dz/ sound spelt as ge and dge at the end of words, and sometimes spelt g elsewhere in words before e, i and y The /s/ sound spelt c before e, I and y The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words	The /l/ or /el/ sound spelt – le at the end of words. The /l/ or /el/ sound spelt – el at the end of words. The /l/ or /el/ sound spelt – al at the end of words. The /ai/ sound spelt –y at the end of words Common exception words	Adding –es to nouns and verbs ending in –y Adding –ed, -ing, -er and –est to a root word ending in –y with a consonant before it Common exception words	Adding the endings –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant letter after a single vowel The /c:/sound spelt before l and ll The /^/ sound spelt o The /i:/ sound spelt –ey Common exception words	The /a/ sound spelt a after w and q The /3;/ sound spelt or after w and the /c:/ sound spelt ar after w The suffixes –ment, -ness, -ful, -less and –ly Contractions	The possessive apostrophe (singular nouns) Words ending in –tion Homophones and near homophones Months of the year/time
Grammar	Revision of forming sentences and building up to a piece of writing sentence by sentence Checking that the start and end of sentences are correctly demarcated	Forming adverbs by adding the suffix – ly Using the co-ordinating conjunction 'or' Recognising verbs in sentences; introducing the terms 'past tense', 'present tense	Understanding the function and grammatical pattern of statements/questions/ exclamations, etc. Forming adjectives using suffixes such as -ful, -less, -y Using the suffixes	Using the subordinating conjunctions 'if' 'that' 'because' 'when' to add more to a sentence Use commas to separate items in a list	Introducing the progressive form of verbs in the present tense (used to show action in progress) Introducing the progressive form of the verbs in the past tense; changing tense	Using apostrophes to mark possession in singular nouns Use a wider range of subordinating conjunctions to write complex sentences; what, while, when, where,

	Composing sentences using the co-ordinating conjunctions 'and', 'but Identifying nouns and noun phrases in sentences' Using adjectives to describe or specify nouns Introducing adverbs; identifying and using 'how' adverbs in a sentence	Using past and present tense, introducing irregular past tense verbs Identifying the function and grammatical patterns of commands Adverbs for information e.g. Lift the pot **carefully** onto…	-er, -est in adjectives Introducing the term 'proper' noun'; revising capital letters for names	Use commas after -ly opener Plural nouns and verbs – using the correct verbs to match singular and plural nouns	Using apostrophes to mark where letters are missing in contacted form Introduce drop in relative clauses: who/which Using expanded noun phrases to specify; expanding before and after the noun	because, then, so that, if, to, until Speech marks for direct speech Use the correct verbs to match singular and plural nouns Forming nouns using suffixes -ness, -ment, -er
Phonics RWI	RWI Comprehension Read and spell Set 2 and 3, speedily and are able to read most alien words - completed programme. They can read 100+ words per minute. **Children are assessed regularly by the RWI lead teacher and put into groups with children the same level working on sounds appropriate to their reading level.**		When children become a fluent word reader and they have learned all the letter and sound combinations, they will be able to try and read any unfamiliar words. At this point children will move on to **Accelerated Reader** the computer-based program, the school uses to monitor reading practice and progress.			
Reading Spine (Books to read to the class)	Not Now Bernard! Frog and Toad Together Pumpkin Soup	The Flower Gorilla The Giraffe, the Pelly and Me	Meerkat Mail Flat Stanley Emily Brown and the Thing	Traction Man is Here Amazing Grace The Owl who was Afraid of the Dark	Tuesday Willa and old Miss Annie Fantastic Mr Fox	Who's Afraid of the Big Bad Book? Dr Xargle's Book of Earthlets The Hodgeheg
	In addition to a range of books taken from the Book Corner/Home – often selected by the children to develop their interest and love of reading.					

Books /Texts to support whole class reading	RWI Comprehension The Prickly Hedgehog by Mark Ezra Snowy by Berlie Doherty and Keith Bowen Non-fiction: What is a Continent? (Information) Climate Zones (Information) Hot and Cold Animals (Information)	Samuel's Diary Non-fiction: Facts about Fire (Information) The Great Fire of London (Informational) Facts about Fire (Informational) Poetry: The Hungry Fire Amazing Grace by Mary Hoffman and Caroline Binch	The Big Blue Thing on the Hill by Yuval Zommer Hoorah for Mary Seacole by Trish Cooke and Anni Axworthy Non-fiction: What do plants need to grow? (information) Parts of a Plant (information) Poetry: Lady with the Lamp Going on Safari

Poetry	A Treasury of Songs by Julia Donaldson I Am the Seed That Grew the Tree – Nature Poems for Every Day of the Year	Poems to Perform – Julia Donaldson Christmas Poems - Various	Fire Poems including Fire by Shirley Hughes Season Poems - Various	Post by Rachel Rooney in the Language of Cat Revolting Rhymes by Roald Dhal	The Owl and the Pussycat The Day I Fell Down the Toilet and other poems – Steve Turner	Poetry for Kids Emily Dickinson Bananas in my Ears by Michael Rosen
Maths	Place Value Addition & Subtraction Shape		Money Multiplication & Division Length & Height Mass, Capacity and Temperature		Statistics Fractions Position & Direction Problem Solving Time	
Science	**Working Scientifically**					
	Living things and their Habitats	**The Environment**	**Uses of everyday materials**	**Scientists and Inventors**	**Plants**	**Animals including humans**
History	**Local History - Canals in Reading**		**Events beyond living memory - Great Fire of London**		**Significant People Nurses**	
Geography	**What a wonderful world**		**Be beside the seaside**		**Sensational Safari**	
Computing	Focus: **Computer Networks** We are Collectors.	Focus: **Communication /Collaboration** We are Storytellers.	Focus: **Productivity** We are Celebrating.	Focus: **Computer Networks** We are Researchers.	Focus: **Communication/ Collaboration** We are Detectives.	Focus: **Productivity** We are Zoologists.
RE	**Christianity** **Area to focus**: Believing **Key Question**: Is it possible to be kind to everyone all of the time?	**Christianity** **Area to focus**: Believing **Key Question**: Why did God give Jesus to the world?	**Islam** **Area to focus**: Believing, behaving and belonging. **Key Question**: Does praying at regular intervals help a Muslim in his/ her every-day life?	**Christianity** **Area to focus**: Believing **Key Question**: Is it true that Jesus came back to life again?	**Islam** **Area to focus**: Believing and Belonging **Key Question**: Does going to the Mosque give Muslims a sense of belonging?	**Islam** **Area to focus**: Believing and Belonging **Key Question**: Does completing the Hajj make a person a better Muslim?

PE	**Outdoor Multi-skills – throwing and catching:** Rolling a ball, two-handed catching, tracking and receiving skills. **Indoor Real PE Unit 1 Personal:** Coordination – Footwork Static Balance – One Leg		**Outdoor Invasion Games:** Dribble with a football, pass and receive, dodging and marking. **Indoor Real PE Unit 2 Social:** Dynamic Balance to Agility – Jumping and Landing Static Balance - Seated	**Outdoor Real PE Unit 3 Cognitive:** Dynamic Balance – On a Line Static Balance – Stance **Indoor Real Gym Cognitive:** Theme: Toy Box Skill: Balance Theme: Jungle Trip Skill: Travel		**Outdoor Real PE Unit 4 Creative:** Coordination – Ball Skills Counter Balance – With a Partner **Indoor Gym:** Theme: Under the Sea Practise a variety of skills, including rolls, jumps and balances. Develop control, agility and coordination.	**Outdoor Real PE Unit 5 Physical:** Coordination – Sending and Receiving Agility – Reaction/ Response **Indoor Real Gym Physical:** Theme: Park Life Skill: Flight Theme: The Big City Skill: Rotation **Competition – Multi-Skills**		**Outdoor Sports Day Games:** Olympic Values, develop skills in changing speed and direction when running, jumping for height and distance, throwing underarm accurately. **Real Dance Health & Fitness:** Artistry Partnering Circles Shapes **Competition – Sports Day**	
Music	**Exploring Sounds Ourselves**		**Beat Our Bodies**	**Pitch Animals**			**Exploring Sounds Weather**	**Pitch Seasons**			**Performance Travel**	
Art & Design	**Colour**			**Fabricate**				**Let's Sculpt**				
Design and technology	**Textiles: Our Fabric Faces**			**Structures: Pirate Paddy's Packed Lunch Problems**				**Cooking: Dips and Dippers**				
PSHE	**Respecting ourselves and others** Recognising things in common and differences; playing and working cooperatively; sharing opinions	**Belonging to a community** Belonging to a group; roles and responsibilities; being the same and different in the community	**Keeping Safe** Safety in different environments; risk and safety at home; emergencies	**Families and friendships** Making friends; feeling lonely and getting help	**Physical health and wellbeing** Why sleep is important; medicines and keeping healthy; keeping teeth healthy, managing feelings and asking for help	**Media literacy and digital resilience** The internet in everyday life; online content and information	**Growing and changing** Growing older; naming body parts; moving class or year	**Safe relationships** Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	**Money and work** What money is; needs and wants; looking after money