



*Excellence - Inspiring successful, creative learners*

Victor Seymour Infants' School  
Curriculum Document  
Overview of the Curriculum

Year Group: 2			Last updated:			
Subject areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>	Descriptions Diaries Sequencing events  Fingers space Fullstops Capital letters Expanded noun phrases Time adverbs Questions	Non-chronological reports Letter writing Setting description  Adverbs Commas in a list Exclamations	Setting description Story writing Non-chronological reports  Past/present tense Possessive apostrophes	Sequencing events Writing about key significant figures Instructions  Suffixes Editing Contractions	Film review Non-chronological report Story writing  All checklist	Riddles Story writing Letter writing Recounts  All checklist
<b>Reading</b>	Phonics Individual reading Echo reading	Phonics Individual reading Echo reading	Phonics Individual reading Guided reading Echo reading	Phonics Individual reading Guided reading Echo reading	Phonics Individual reading Guided reading Echo reading	Phonics Individual reading Guided reading Echo reading

<b>Mathematics</b>	-Place Value -Addition and subtraction	-Money -Multiplication	-Division  -Shape 2D and 3D  -Length/Height  -Exchanging	-Fractions -Weight -Volume/Capacity -Time -Position and Direction	-Temperature -Statistics/Data -Position Direction	<b><u>Revision</u></b>
<b>Science</b>	-Materials Suitability, properties, fair testing	-Materials Suitability, properties, fair testing	-Living things and their habitats (habitats, micro-habitats, suitability of habitats, adaptations)	-Animals Including Humans (human life cycle, basic needs, healthy diets)	-Plants ( life cycles, seed dispersal, fertilization, different jobs of the plants parts)	-Focusing on Scientific Enquiry
<b>Art</b>	-Drawing (sketching London pictures)	-Drawing (sketching a London Skyline and London landmarks)  -Painting (hot and cold colours, water paints)	-Responding to art (giving opinions of different paintings) -Drawing (sketching pirate ships and seascapes) -Painting (seascapes)		-Collages (focusing on colours, textures, lines, shapes)	
<b>Computing</b>	Powerpoint all about The Fire of London	Algorithms - Children to test different games and make their own by using simple coding	Technology - Children to have a look at a variety of different technology that is used in their lives.	Powerpoint	Data collection - Children to create tally charts and block charts to show data.	Emails - Children to learn how to send, receive and reply to emails.
<b>Design Technology</b>		Cutting/sawing/gluing - children to make wooden frames for their artwork.	Wheels and axles- children to plan, make and evaluate vehicles for pirates.	Food tech - children to plan, make and evaluate bread rolls.		Sewing - children to plan, make and evaluate a water-based animal puppet.
<b>History</b>	Great fire of	The Royal Family	Recall events in the	Henry V111 and		

	London- Chronology - Sequence timeline of events during the GFoL. Recall events in the lives of significant individuals: Samuel Pepys	- Recall events in the lives of significant individuals: The Queen	lives of significant individuals:Blackbe ard	Tudors: Chronology - Sequence timeline of events during the Tudor Period. Recall events in the lives of significant individuals: King Henry viii		
<b>Geography</b>		-UK countries and capitals - Natural and physical features	Name and locate - Continents Oceans Equator		Reading maps Plotting a route Making a key Using a compass	
<b>PE</b>	Yoga Games	Yoga Games	Dance Athletics	Dance Athletics	Gymnastics Athletics	Gymnastics Athletics
<b>PSHE</b>	<b>Diverse Britain</b> Identify groups and communities that they belong to; Explain how to be a good neighbour; Pick out things that harm and things that help a neighbourhood; Describe what it is like to live in Britain; Identify similarities and differences between British people; Talk about what makes them feel proud of being British.	<b>Money Matters</b> Discuss things they can buy in the shops. Talk about different sources that money can come from identify things they want. Identify things they need talk about ways we can keep track of what we spend. Discuss ways they can keep money safe. Discuss some methods of payment.	<b>It's my body</b> Explain how much sleep they need; Discuss why exercise is good for them; Understand they can choose what happens to their bodies; List healthy snacks; Know to ask a trusted adult if uncertain about whether something is safe to eat or drink; Demonstrate hygienic ways to look after their bodies.	<b>Think positive</b> This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and	<b>Be yourself</b> This topic is all about having confidence to be ourselves. It enables children to recognise their and appreciate their individuality. They will look at different emotions and how we can use strategies to manage them.	<b>Growing Up</b> This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences.

				mindful.		
<b>Music</b>	<p><b>Ourselves - Exploring Sounds</b></p> <p><b>Number - Beat/Rhythm</b> Understand and differentiate between beat and rhythm Use instruments to play and perform rhythm patterns Use instruments to play, perform and compose repeated rhythm patterns</p>	<p><b>Christmas Performance - Performing/Singing</b> Recognise the need for performance and audiences. Perform together and follow instructions that combine the musical elements. Recognise phrase length and know when to breathe. Begin to sing with control of pitch.</p>	<p><b>Our Land - Exploring Sounds</b> Identify and choose sounds to share an idea Create and choose sounds to match an image or idea rehearse and perform showing an awareness of musical elements (loud/soft)</p> <p><b>Animals - Pitch</b> Identify and copy changes in pitch Follow pitch changes using movement and voice Use an awareness of pitch to compose a piece of music</p>	<p><b>Weather - Exploring Sounds</b> Identify and perform vocal and instrumental patterns identify and perform vocal and instrumental patterns compose and perform a piece of music</p> <p><b>Water - Pitch</b> Identify and perform a melody understanding pitch identify how pitch and pitch changes can be represented in music compose and perform a piece of music with pitch changes</p>	<p><b>Steel pans (External) and Leavers Song</b></p> <p>Play and sing a notated phrase. Play and sing a phrase from dot notation. Perform together and follow instructions that combine the musical element. Recognise phrase length and know when to breathe. Begin to sing with control of pitch. Recognise rhythmic patterns.</p>	
<b>RE</b>	Judaism -Celebrations - special books -stories	Christianity -Celebrations - special books -stories -Christmas	Christianity -Celebrations - special books -stories	Christianity -Celebrations - special books -stories -Easter	Islam -Celebrations - special books -stories	Recap
<b>Trips and workshops</b>		Taxi Rides	Church	Hampton Court Palace	Mosque	The Beach/ Beach day