







## HAREHILLS PRIMARY CURRICULUM OVERVIEW – YEAR 2

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<i>Collaborate</i>	<i>Enquire</i>	<i>Be Independent</i>	<i>Persevere</i>	<i>Be Resilient</i>	<i>Reflect</i>
<i>Who lives in the woods?</i>	<i>In case of fire...</i>	<i>Into the Jurassic Forest!</i>	<i>Where does our food come from?</i>	<i>Why were Roald Dahl's stories so phizz-whizzing?</i>	<i>Oh do you like to be beside the seaside?</i>
<b>Real life experience</b> Local community exploration Woodland walk and identifying minibeasts Visit from birds of prey	Fire engine visit Place of worship visit – church (Baptism focus)	Dinosaur experience Library visits	Supermarket visit – Morrisons	Library visits (KS1 National Curriculum Tests)	Trip to Scarborough – trip to Sealife Centre and time to experience the beach Victorian Seaside Day
<b>Events, Celebrations &amp; Fundraising:</b> Black History Week, Take over day, Harvest Festival, Diwali, Wear in Pink, Anti-bullying Week/ Online safety, Children in Need, Roald Dahl Day, Advent & Christmas, Christmas Jumper/Hat Day		Safe as Houses, Chinese New Year, Road Safety Week, World Book Day, World Maths Day, Easter		Roma History Celebration, Sun safety awareness, Refugee Week, Sports Celebrations	
<b>As a historian...</b> Significant historical events, people and places in their own locality (Harehills local community / Gledhow Valley Woods)	<b>As a historian...</b> Events beyond living memory that are significant nationally or globally (The Great Fire of London).	<b>As a historian...</b> Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements (Attenborough/Darwin)	<b>As a geographer...</b> Use maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage Name and locate 7 continents/5 oceans Geographical human/physical vocab	<b>As a historian...</b> The lives of significant individuals in the past who have contributed to national and international achievements.	<b>As a historian...</b> Changes within living memory, including aspects of change in national life.
<b>As a geographer...</b> Similarities and differences of human and physical geography of a small area in the UK (Leeds / Harehills) Use aerial photographs...devise a simple map/basic symbols in a key Use simple compass directions and directional language. Geographical human/physical vocab.	<b>As a geographer...</b> Name, locate and identify characteristics of the 4 countries/capital cities of the UK and surrounding areas. Similarities and differences of human and physical geography of a small area in the UK (Leeds/London)	<b>As a geographer...</b> Devise a simple map/basic symbols in a key. Geographical human/physical vocab			<b>As a geographer...</b> Use maps, atlases and globes to identify the UK and its countries. Use aerial photographs...devise a simple map/basic symbols in a key. Use simple compass directions. Geographical human/physical vocab.
<b>As a technologist...</b> Design, Make, Evaluate, Develop Technical Knowledge (design and make an animal home/box)	<b>As a technologist...</b> Design, Make, Evaluate, Develop Technical Knowledge (Cooking in the Curriculum – Bonfire Night/Christmas; making a fire engine)	<b>As a technologist...</b> Design, Make, Evaluate, Develop Technical Knowledge (forest scene with differing shades of green)	<b>As a technologist...</b> Design, Make, Evaluate, Develop Technical Knowledge (cress sheep; pizza – Cooking in the Curriculum) DT – printing tool		<b>As a technologist...</b> Design, Make, Evaluate, Develop Technical Knowledge (Punch and Judy puppets - sewing)
<b>As an artist...</b> Develop a wide range of art and design techniques in using colour, pattern, line, shape and shape (Torn flowers)		<b>As an artist...</b> To use a range of materials creatively to design and make products – links to colour (Textiles – still life; modelling with plasticine)	<b>As an artist...</b> Develop a wide range of art and design techniques in using colour, pattern, line, shape and shape (vegetable dying with fabrics)	<b>As an artist...</b> Develop a wide range of art and design techniques in using colour, pattern, line, shape and shape (Quentin Blake – light and dark tones)	
<b>As a scientist...</b> Switched on Science: Topic 4 - Our Local Environment Topic 1 – Healthy Me Working Scientifically: Strand D, F	<b>As a scientist...</b> Switched on Science: Topic 6 – Little Masterchefs Topic 1 – Healthy Me Working Scientifically: Strand B	<b>As a scientist...</b> Switched on Science: Topic 2 – Materials Monster Working Scientifically: Strand A, D	<b>As a scientist...</b> Switched on Science: Topic 5 – Young Gardeners Working Scientifically: Strand B, E	<b>As a scientist...</b> Switched on Science: Topic 3 – Squash, Squeeze, Bend and Twist Working Scientifically: Strand A, C	<b>As a scientist...</b> Switched on Science: Topic 4 – Living Things Working Scientifically: Strand D
<b>Literacy Journey:</b> Recounts Information texts - non-chronological reports and fact files	Recounts, including diaries Poetry	Short Stories (Talk for Writing focus)	Instructions and recipes Short Stories (Talk for Writing focus)	Stories with humour Simple biographies	Explanations
<b>Maths Journey:</b> Number and Place Value; Addition and Subtraction; Multiplication and Division, Fractions, Measurement, Geometry; Statistics					

 <b>PSHE Focus:</b> Physical Health and Wellbeing: What keeps me healthy?	 Mental Health and Emotional Wellbeing: Friendship	 Keeping Safe and Managing Risk: Indoors and Outdoors	 Drug, Alcohol and Tobacco Education: Medicines and Me	 Growing and Changing (SRE): Boys and Girls, Families	 Careers, Financial Capability and Economic Wellbeing: Saving, Spending and Budgeting
<b>RE Focus:</b> 2.2: How can we make good choices? (6-8 hours)	2.3: How and why do people pray? (6-8 hours)	2.1: How is new life welcomed? (6-8 hours)	2.5: What did Jesus teach and how did he live? (8-10 hours)	2.4: How can we look after the planet? (6-8 hours)	New Harehills RE and Cooking in the Curriculum Units (6-8 hours)
<b>PE Focus:</b> Coordination – Floor Movement Patterns Static Balances	Dynamic Balance to Agility Seated Balance	Dynamic Balance Small Base Balance	Coordination – Ball Skills Counter Balance in Pairs	Coordination with Equipment Agility – Reaction and Response	Agility – Ball Chasing Static Balance – Floor Work
<b>Computing Focus:</b> <b>Data Retrieving and Organising:</b> data analysis	<b>Algorithms and Programs:</b> planning and following instructions	<b>Data Retrieving and Organising:</b> retrieving information from online sources	<b>Data Retrieving and Organising:</b> producing an animated slideshow	<b>Communicating:</b> word processing skills	<b>Communicating:</b> sending and receiving emails; producing a publication
<b>Music:</b> Learning Key musical skills & appraising music	Practise & refine a performance	Simple accompaniments	Changing a performance & composition	Creating sounds	Create & perform