Co-op Academy Clarice Cliff - Curriculum Overview – Year 2 - 2025/26

	Autumn 1 Geography/ Art 7.5 weeks	Autumn 2 History/ D.T 7 weeks	Spring 1 Geography/ Art 7 weeks	Spring 2 History/ D.T. 5 weeks	Summer 1 Geography/ Art 6 weeks	Summer 2 History/ D.T. 7 weeks
Geography/history	What is London like? (National) *What are the features of a capital city? So that I can compare a city with my local area.* Pupils should understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country use basic geographical vocabulary to refer to: key physical features and key human features use simple compass directions and locational and directional language to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Significant People: (Sir Reginald Mitchell and Lilian Bader) *What impact has he/she had on the world today? What might be different if they hadn't ….?* Know where the people and events they study fit within a chronological framework Pupils should be taught about changes within living memory (aspects of change in national life) Pupils should be taught about events beyond living memory that are significant nationally or globally Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements	Trip to the Extremes (Global) (Arctic and desert) Do you prefer a hot or cold climate? So that I can explain human reactions to the physical environment? use simple compass directions and locational and directional language to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	What was childhood like in the past? (WW2) *How did childhood change during WW2?* Identify similarities and differences between ways of life in different periods Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about changes within living memory (aspects of change in national life)	Around the world; Country study-Egypt. (Global) Can I describe the human and physical geography of Egypt? So that I can compare Egypt with the UK Can I name the continents and oceans of the world? *So that I can compare the continents and oceans of the world.* use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage name and locate the world's seven continents and five oceans understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	The Great Fire of London *What changes were made as a result of the Great Fire of London?* Know where the people and events they study fit within a chronological framework Ask and answer questions, choosing and using sources to show that they know and understand key features of events Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about events beyond living memory that are significant nationally or globally

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Art/D.T.	Explore and Draw How can the world around me inspire my artwork? (Science - living things and habitats) Pupils will learn; - That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. - That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. - That we can use the things we find to draw from, using close observational looking. - That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. - We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.	Mechanisms: sliders and levers (Geography – Local area study) *How could we use mechanisms to create a pop-up fact book and bring a book to life?* When designing and making, pupils should be taught to: <u>Design</u> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <u>Technical knowledge</u>	Exploring through Monoprint How can I combine line, mark, shape and colour in a monoprint? (Geography - Trips to the extreme) Arctic and Desert animals Pupils will learn; - When we make mono prints we use mark making to create one off prints. When we make mono prints we create an impression of a drawing. - That we can generate playful narratives and inventions through drawing. - That we understand that using a range of marks will generate different effects when creating mono prints. - That we can create creative responses to different stimuli and make the work our own.	Structures: freestanding structures (Geography/Art – Town and Country) *How can I strengthen a structure for people to live in?* When designing and making, pupils should be taught to: <u>Design</u> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria	Music and Art How can I transform materials into an interactive 3D object which makes sound? Pupils will learn; -That artists sometimes use sound to inspire their work. - That artists sometimes work in partnership with musicians. - That we can use both aural and visual senses to make art. - That we can draw from our imagination, using lots of different kinds of abstract marks to express our feelings, whether they are quiet and focussed, or loud and expressive. - That we can be inventive and make objects in 3 dimensions which make sounds, and which we want to interact with as humans.	Textiles: templates and joining techniques (History – Great Fire of London) *How could we make our fabric look 3D for a class mural?* When designing and making, pupils should be taught to: <u>Design</u> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria

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		- build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		Technical knowledge - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		Technical knowledge - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Science	Animals needs for survival (Weeks 1-5) Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Humans (Week 6) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. End of unit google form all children - https://forms.gle/Uea1xhSH11rdPZfp8 TAPS assessment (Week 7) Hand Spans	Materials (Weeks 1-4) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. TAPS assessment (Week 5) Waterproof Materials End of unit google form all children - https://forms.gle/qizsgQYGsHxmjNQe8 Sustainability (Week 6-7) Working scientifically – Explore the world around them and raise their own questions	Plants (Light and dark) (Weeks 1-4) Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. End of unit google form all children - https://forms.gle/ju5iUZVcetpriLiZ7 Living things and their habitats (Weeks 5-6) Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats.	Living things and their habitats (Weeks 1-5) Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Explore and compare the differences between things that are living, dead, and things that have never been alive. TAPS assessment (Week 6) Living and non-living Plants (Light and dark) (Week 7) Find out and describe how plants need water, light and	Plants (Bulbs and seeds) (Weeks 1-3) Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. TAPS assessment Plant growth Growing up (Week 4)) Notice that animals, including humans, have offspring which grow into adults.	Growing up (Weeks 1-3) Notice that animals, including humans, have offspring which grow into adults. Plants (Bulbs and seeds) (Week 4) Observe and describe how seeds and bulbs grow into mature plants. Growing up (Week 5) Notice that animals, including humans, have offspring which grow into adults. Wildlife (Week 6-7) Working scientifically – Asking simple questions and recognising that they can be answered in different ways.

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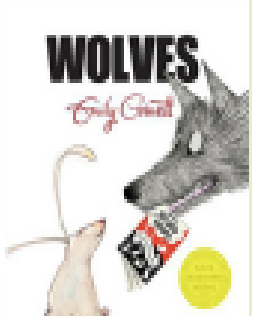
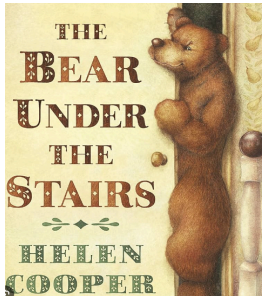
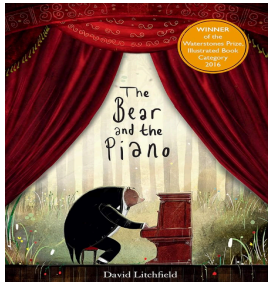
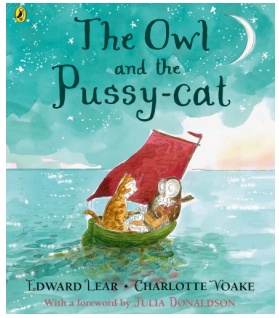
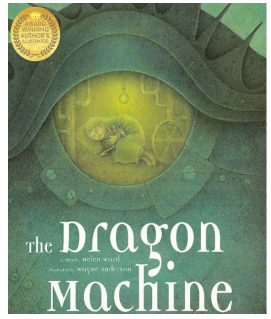
				a suitable temperature to grow and stay healthy End of unit quiz https://docs.google.com/forms/d/e/1FAIpQLSfWxqX5q0iQBVH06YNXy4FXcjfyEW-a9sWmMUL5f6kqG8SISw/viewform?usp=dialog		
	Working Scientifically • During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions					
Main text(s)	Wolves- Emily Gravett  Jim and the Beanstalk- Raymond Briggs  	The Journey Home- Frann Preston  Dear Earth- Isabel Otter  	The Bear Under the Stairs  The Bear and the Piano  	The Owl and the Pussycat  If all the World Were…  	Dragon Machine  Ocean Meets Sky-  	Last Stop on Market Street  A Walk in London 

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English	Wolves: Non-chronological leaflets Captions, information writing, character descriptions and comparisons Jim and the Beanstalk: Sequel stories Narrative retellings (including dialogue), thought bubbles, informal letters	The Journey Home: Persuasive letters Posters, lists, postcards, wanted posters, information reports, short stories Dear Earth: Informative leaflet Future aspirations, a set of instructions, poems, travel blogs/ vlogs, persuasive speeches, letters	The Bear Under the Stairs: Information texts Letters, retellings, own version narratives The Bear and the Piano: Own version narratives about bravery Letters of advice, short news reports, writing in role, retellings, information posters	The Owl and the Pussycat: Rhyming poems Letters, interviews, lists, instructions If All the World Were… Non-narrative poems Writing in role, diaries, letters of advice, short explanations	Dragon Machine: Own version dragon stories Dragon guides & encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters Ocean Meets Sky: Own version fantasy world narratives Setting & character descriptions, labels, diaries, postcards, captain's logs, instructions and dialogue	Last Stop on Market Street: Own version narrative Poetry, simple character descriptions, interview questions, adverts, advice slips, letters A Walk in London: 'A Walk in…' tour guide Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry
Maths (White Rose)	Number: Place Value Number: Addition and Subtraction	Number: addition and subtraction Geometry: Shape	Measurement (money) Number (multiplication and division)	Measurement (length and height) Measurement (mass, capacity and temperature)	Number: fractions Measurement (time)	Statistics Geometry (position and direction) Consolidation
PE	Hands 2	Gymnastics (linking)	Dance (explorers)	Games for understanding	Athletics (jumping 1)	Rackets, bats and balls
Music (Charanga)	Hands, Feet, Heart - South African Music *children will learn*; to sing, play, improvise and compose with this song, to listen and appraise different styles of South African music.	Ho Ho Ho -Big Band, Motown, Elvis, Freedom Songs *children will learn*; to take integrated approach to music to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked	I Wanna Play in a Band - Rock *children will learn*; about singing and playing together in an ensemble. to sing, play, improvise and compose with this song to listen and appraise classic Rock songs.	Zoo Time - Reggae *children will learn*; to take integrated approach to music to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked	Friendship Song - *children will learn*; to take integrated approach to music to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked	Reflect, Rewind and Replay - Western Classical *children will learn*; to take integrated approach to music to revisit songs and musical activities recognise a context for the History of Music recognise and use the beginnings of the Language of Music.
Computing (Purple Mash)	The Internet (Information technology) (4 weeks)	Making Music - 1 week of (Information technology) (3 weeks)	Spreadsheets (Information technology) (6 weeks)	Presenting Ideas (Information technology) (4 weeks)	Route Explorers (Computer Science) (4 weeks)	Questioning (Information technology) (4 weeks)

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Yellow = split units over half terms	- Defining the World Wide Web - Recognising browsers and websites - Connecting to the internet Making Music - 2 weeks of (Information technology) (3 weeks) - Understanding a digital music tool - Relating the functions to musical terms - Composing music digitally ONLINE SAFETY 1 WEEK - Self image and identify (Lesson 1) - Online relations ships (Lesson 1 and 2)	- Understanding a digital music tool - Relating the functions to musical terms - Composing music digitally Coding (Computer Science) (6 weeks) - Understanding algorithms - Introducing sequencing - Coding interaction between objects - Using timers - Debugging	- Understanding cells and columns - Inserting images with values - Using totalling tools - Creating graphs ONLINE SAFETY 1 WEEK - Online reputation (Lesson 1 and 2) - Online bullying (Lesson 1)	- Using and making mind maps - Using a mind map as a presentation tool ONLINE SAFETY 1 WEEK - Health, well-being and lifestyle (Lesson 1) - Privacy and security (Lesson 1 and 2)	- Considering direction and distance - Creating commands - Building an algorithm ONLINE SAFETY 1 WEEK - Managing online information (Lesson 1,2 and 3)	- Asking the right question to collect or present data - Keeping a tally - Using 2Count to present the data - Using a branching database ONLINE SAFETY 2 WEEKS - Managing online information (Lesson 4 and 5) - Copyright and ownership (Lesson 1 and 2)
	Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World (Digital Literacy) - self image and identity - online relationships - online reputation - online bullying -health, wellbeing and lifestyle - privacy and security - managing online information -copyright and ownership					
RE	Unit 10 What do Christians believe God is like? God	Unit 13 What is the 'good news' Christians believe Jesus brings? Part 1 Gospel	Unit 9 Who is Jewish and how do they live? Judaism	Unit 16 Why does Easter matter to Christians? Salvation	Unit 14 What is the 'good news' Christians believe Jesus brings? Part 2 Gospel	Unit 18 What makes some places sacred to believers? Thematic
PSHE (Jigsaw)	Being me in my world I understand the rights and responsibilities for being a member of my class and school I can listen to other people and contribute my own ideas about rewards and consequences	Celebrating differences I can identify some ways in which my friend is different to me. I can tell you why I value this difference about him/her.	CO-OP VALUE SELF-HELP	Healthy Me I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends.	Relationships I can identify some of the things that cause conflict between me and my friends. I can demonstrate how to use the positive problem solving technique to	Changing me I can recognize the physical differences between boys and girls, use the correct names for parts of their body (penis, testicles, vagina) and appreciate that some parts of my body are private.

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	I can recognize the choices I make and understand the consequences				resolve conflicts with my friends.	I can tell you what I like/don't like about being a boy/girl.