Co-op Academy Clarice Cliff - Curriculum Overview – Year 2 - 2026/27

	Autumn 1 Geography/ Art 7.5 weeks	Autumn 2 History/ D.T 7 weeks	Spring 1 Geography/ Art 6 weeks	Spring 2 History/ D.T. 5 weeks	Summer 1 Geography/ Art 7 weeks	Summer 2 History/ D.T. 6.5 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

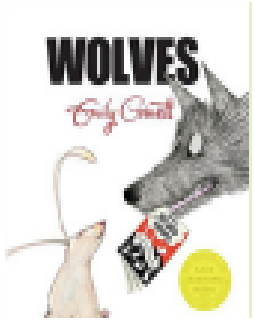
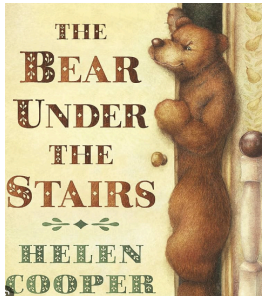
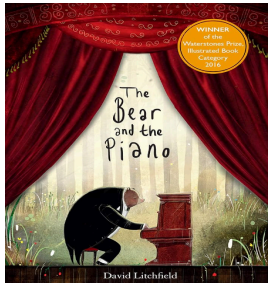
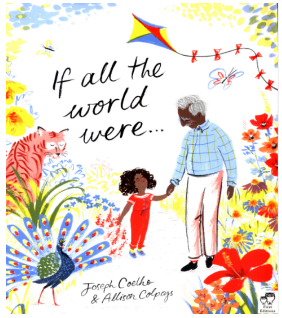
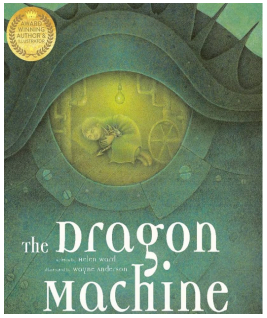
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Art/D.T.	Explore and Draw How can the world around me inspire my artwork? (Science - living things and habitats) Pupils will learn; - That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help 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 including humans (12) Notice that animals including humans have offspring which grow into adults FInd out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for human 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 Hand Spans		Uses of everyday materials (9) 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 Waterproof Materials End of unit google form all children - https://forms.gle/qizsqQYGsHxmjNQe8		Plants (6) 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. End of unit google form all children - https://forms.gle/ju5iUZVcetpriLiZ7 TAPS assessment Plant growth	Living things and their habitats Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs 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 Living and non-living End of unit quiz https://docs.google.com/forms/d/e/1FAIpQLSfWxgX5g0jOBVH06YNXy4EXcjfyEW-a9sWmMUL5f6kq

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	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)	The Journey Home- Frann Preston  Dear Earth- Isabel Otter  	Wolves- Emily Gravett  Jim and the Beanstalk- Raymond Briggs  	The Bear Under the Stairs  The Bear and the Piano  	If all the World Were…  Ocean Meets Sky-  	A Walk in London  	Dragon Machine  Last Stop on Market Street 

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English	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, letterss	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 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	If All the World Were… Non-narrative poems Writing in role, diaries, letters of advice, short explanations Ocean Meets Sky: Own version fantasy world narratives Setting & character descriptions, labels, diaries, postcards, captain's logs, instructions and dialogue	A Walk in London: 'A Walk in…' tour guide Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry	Dragon Machine: Own version dragon stories Dragon guides & encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters Last Stop on Market Street: Own version narrative Poetry, simple character descriptions, interview questions, adverts, advice slips, letters
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) - Defining the World Wide Web	Making Music - Access digital content that has been created or assigned - Use a range of software to create digital content and	Coding (Computer Science) - Understanding algorithms - Introducing sequencing	Questioning (Information technology) - Asking the right question to collect or present data - Keeping a tally	Route Explorers (Computer Science) - Considering direction and distance - Creating commands	Presenting Ideas (Information technology) - Using and making mind maps

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	- Recognising browsers and websites - Connecting to the internet Making Music - Access digital content that has been created or assigned - Use a range of software to create digital content and manipulate it with purpose - save and edit work. ONLINE SAFETY - - Self image and identify (Lesson 1 and 2) - Online relations ships (Lesson 1 and 2)	manipulate it with purpose - save and edit work. Spreadsheets (Information technology - Understanding cells and columns - Inserting images with values - Using totalling tools - Creating graphs	- Coding interaction between objects - Using timers - Debugging ONLINE SAFETY - - Online bullying (Lesson 1, 2 and 3)	- Using 2Count to present the data - Using a branching database Privacy and security (Lesson 1, 2 and 3)	- Building an algorithm ONLINE SAFETY - - Managing online information (Lesson 1,2 and 3) - Health, well-being and lifestyle (Lesson 1) Online Relationships (Lesson 4, 5, 6)	- Using a mind map as a presentation tool ONLINE SAFETY - - Managing online information (Lesson 4 and 5) - Copyright and ownership (Lesson 1 and 2) - Online reputation (Lesson 1, 2 and 3)
	Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World (Digital Literacy) - self image and identity - privacy and security - managing online information -copyright and ownership					
RE	Unit 13 1.4 What is the 'good news' Christians believe Jesus brings? (Theology)	Unit 14 1.4 What is the 'good news' Christians believe Jesus brings? (Theology)	Unit 15 1.6 Who is a Muslim and how do they live? [Double unit] (Sociology Theology)	Unit 16 1.5 Why does Easter matter to Christians? (Theology)	Unit 17 1.6 Who is a Muslim and how do they live? [Double unit] (Sociology Theology)	Unit 18 1.8 What makes some places sacred to believers?) Sociology
PSHE (Jigsaw)	Being me in my world I can identify some of my hopes and fears for this year I know how to use my class Jigsaw Floorbook I understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions I can listen to other people and contribute my own	Celebrating differences I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I understand that bullying is sometimes about difference I can recognise what is right and wrong and know how to look after myself	Dreams and Goals I can choose a realistic goal and think about how to achieve it I carry on trying (persevering) even when I find tasks difficult I can recognise who I work well with and who it is more difficult for me to work with	Healthy Me I know what I need to keep my body healthy I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed I understand how medicines work in my body and how important it is to use them safely	Relationships I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	Changing me I can recognise cycles of life in nature I can tell you about the natural process of growing from young to old and understand that this is not in my control I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old

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	ideas about rewards and consequences I understand how following the Learning Charter will help me and others learn I can recognize the choices I make and understand the consequences	I understand that it is OK to be different from other people and to be friends with them I can tell you some ways I am different from my friends	I can work well in a group to create an end product I can explain some of the ways I worked well in my group to create the end product I know how to share success with other people	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy I can make some healthy snacks and explain why they are good for my body. I understand which foods to eat to give my body energy	I can identify some of the things that cause conflict between me and my friends. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I recognise and appreciate people who can help me in my family, my school and my community I can express my appreciation for the people in my special relationships	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private I understand there are different types of touch and can tell you which ones I like and don't like I can identify what I am looking forward to when I move to my next class