

# Saxon Way Primary School – Curriculum Yearly Overview 2022-2023

Year 2 – Shackleton / Nightingale						
AUTUMN		SPRING			SUMMER	
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	
6 week 4 days	7 weeks	5 weeks 4 days	6 weeks	5 weeks 4 days	7 weeks 2 days	
<b>TOPIC TITLE</b>	<b>What Makes a Superhero?</b>	<b>Where have humans explored?</b>	<b>How was life in London in 1666?</b>	<b>Do we need forests and woodlands?</b>	<b>Medieval Medway</b>	<b>GAF</b>
<b>SUBJECT</b>						
<b>English</b>	<p><b>Text –</b> Max – Bob Graham Juniper Jupiter – Lizzy Stewart Traction Man – Mini Grey Supertato - Sue Hendra There’s a Superhero in your book - Tom Fletcher Elliott Midnight Superhero - Anne Cotttringer</p> <p>-Punctuation/ letter formation – capital letters, full stops, finger spaces. -Conjunctions – or, and, but, because. -Dictation. - Editing writing.</p> <p>*Common exception words within writing.</p>	<p><b>Text –</b> Shackleton’s Journey – William Grill One giant leap – Don Brown The whale who wanted more – Rachel Bright The Snail and the Whale - Julia Donaldson Out and About (poems) - Shirley Hughes</p> <p>-Expanded noun phrases. -Punctuation – questions marks. -Conjunctions – so, when, if, that.</p>	<p><b>Text –</b> Vlad and the Great fire of London – Kate Cunningham Toby and the Great fire of London - Margaret Nash The Baker’s Boy and the Great fire of London - Tom and Tony Bradman</p> <p>-Present and past tense. -Commas to separate a list. -Apostrophes to mark contractions. -Apostrophes to mark singular possession.</p>	<p><b>Text –</b> Bee and me – Alison Jay Theres a’rang a tan in my bedroom - James Sellick The Great Kapock Tree - Lynne Cherry Little Red Riding Hood Where the Wild Things are - Maurice Sendak</p> <p>-Plurals – s, es. -Real events recall. -Poetry. -Suffixes - -ing, -ed, -est. -Suffixes - -ly, -ment, -ful, -less. - Comma after -ly suffix.</p>	<p><b>Text –</b> The dragon and the Nibblesome knight – Elli Woolard What were castles for? – Phil Roxbee Cox Knight in Training - Vivian French The Naughty Knight - Valerie Thomas</p> <p>SATS</p>	

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<p><b>Maths</b></p>	<p><b>Place Value</b> -Count in steps of 2, 5 and 10 from 0. -2-digit place value (tens and ones) -Compare and order numbers from 0 up to 100, use &lt; &gt; =. -Read and write numbers to 100. -Solve place value and number problems.</p> <p><b>Addition and Subtraction</b> -Partition 2-digit numbers. -Reasoning within addition. -Mental and written addition. -Add three 1-digit numbers. -Doubles and halves.</p>	<p><b>Multiplication and Division</b> -Multiplication and division facts for 2, 5 and 10. -Solve number problems involving x, ÷.</p> <p><b>Statistics</b> -Pictograms, Tally charts etc.</p> <p><b>Consolidation of Autumn Term.</b></p>	<p><b>Geometry</b> -Properties of 2D shape – number of sides, vertices, edges, faces and lines of symmetry. -Properties of 3D shape – number of sides, vertices, edges and faces.</p> <p><b>Fractions</b> -Identify <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> of a number or shape.</p>	<p><b>Measurement</b> -Use correct units to measure length, height, mass, temperature or capacity. -Read to the nearest unit. -Compare amounts using &lt; &gt; =.</p> <p><b>Time</b> -Read time to nearest 15 mins. -Read time to nearest 5 mins. -Minutes in an hour, hours in a day.</p> <p><b>Money</b> -Use £ and p sign. -Value of coins.</p> <p><b>Consolidation of Autumn / Spring Term.</b></p>	<p><b>Gap filling. SATS Prep.</b></p>	
<p><b>Science</b></p>	<p><b>Animals including humans.</b> -Humans have offspring -Basic needs of animals including humans -Balanced diet and exercise</p>	<p><b>Living things and their habitats</b> -Explore and compare things that are living, dead and things that were alive. -Most living things have habitats. -Food chains</p> <p><b>Science Progression Statements -</b></p>		<p><b>Plants</b> Link to Big Question  -Identify and name a variety of plants. -Observe and describe how seeds and bulbs grow. -Find out what plants need to grow.  Maths link - measure - sunflower plants.</p>	<p><b>Materials</b> Link to History (castles)  -Identify and compare a variety of everyday materials.  -How solid shapes can be changed by squashing, bending,</p>	<p><b>GAF</b> Links to GAF theme</p>

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	<p><b>Science Progression Statements-</b></p> <p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language</p> <p>-Perform simple comparative tests</p> <p>–Identify, group and classify</p> <p>–Understand that animals, including humans, have offspring which grow into adults</p> <p>-Describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>–Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>–Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>–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</p> <p>–Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>–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</p>		<p><b>Science Progression Statements-</b></p> <p>Use simple equipment to observe closely including changes over time</p> <p>Perform simple comparative tests</p> <p>Identify, group and classify</p> <p>Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns</p> <p>Gather and record data to help in answering questions including from secondary sources of information</p> <p>–Observe and describe how seeds and bulbs grow into mature plants</p> <p>-Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>-Observe and discuss changes across the four seasons</p> <p>–Observe and describe weather associated with the seasons and how day length varies</p>	<p>twisting and stretching.</p> <p><b>Science Progression Statements - -</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>–Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	
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<p><b>History / Geography</b></p>	<p><b>HISTORY / GEOGRAPHY</b></p> <p>Compare local area to other areas.</p> <p>-People who live in different areas. (Eskimos, Countries) -Where can humans live?</p> <p><b>History Progression Statements -</b> -Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). -Use past and present when telling others about an event. -Understands why some people in the past did things</p>	<p><b>HISTORY / GEOGRAPHY</b></p> <p>Links to Shackleton - Significant Person.</p> <p><b>Geography Progression Statements -</b> -Name and locate the world’s seven continents and 5 oceans. -name, locate and identify characteristics of the seas surrounding the United Kingdom</p> <p><b>History Progression Statements -</b> -Put 3 people, events or objects in order using a given scale. -Use words and phrases such as recently, before, after, now, later. -Use past and present when telling others about an event. -Understands why some people in the past did things -Looks carefully at pictures or objects to find information</p>	<p><b>GEOGRAPHY / HISTORY</b></p> <p>Link to Great Fire of London</p> <p><b>History Progression Statements -</b> -Uses information to describe the past. - Recounts main events from a significant event in history. -Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). -Looks carefully at pictures or objects to find information -Asks and answers questions such as: ‘what was it like for a ....?’, ‘what happened in the past?’, ‘how long ago did .... happen?’,</p>	<p><b>GEOGRAPHY</b></p> <p>Links forest / woodland (Link to Science - Plants) Wildwood Trip</p> <p><b>Geography Progression Statements -</b> -Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles -Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><b>HISTORY/ GEOGRAPHY</b></p> <p>Links to Castles</p> <p><b>Geography Progression Statements -</b> -Countries within the UK - what castles are in which country? -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</p> <p><b>History Progression Statements -</b> -Uses information to describe differences between then and now. -Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). -Asks and answers questions such as: ‘what was it like for a ....?’, ‘what happened</p>	<p><b>GAF</b></p> <p>Links to GAF theme.</p>
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		<p>-Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</p> <p>-Estimates the ages of people by studying and describing their features.</p>			<p>in the past?', 'how long ago did .... happen?'</p>	
<b>Art / DT</b>	<p><b>Self Portraits</b></p> <p>Link to PSHE - coming back to school. Link to superheroes - draw themselves as superheroes.</p> <p>-To investigate portraits from a variety of artists.</p> <p><b>Art Progression Statements -</b></p> <p>-Experiment with tools and surfaces. -Draw a way of recording experiences and feelings. -Discuss use of shadows, use of light and dark -Sketch to make quick records.</p>	<p><b>Moving Pictures (DT)</b></p> <p>Links to History / Big question. Christmas</p> <p>To be able to levers and sliders to create a moving mechanism.</p> <p><b>Art / DT Progression Statements -</b></p> <p>-Join materials together as part of a moving structure explore and use mechanism.</p>	<p><b>Fire Fire! (Art)</b></p> <p>Links to History</p> <p>Use of different materials - chalk, pastels etc.</p> <p><b>Art / DT Progression Statements -</b></p> <p>-Experiment with tools and surfaces. -Draw a way of recording experiences and feelings. -Discuss use of shadows, use of light and dark -Sketch to make quick records. -Begin to describe colours by objects. -Make as many tones of one colour as</p>	<p><b>Artist - Andy Goldsworthy (Art) ?</b></p> <p>Links to forest / woodlands. Links to Geography Links to Science (plants)</p> <p>-To explore and recreate Goldsworthy art work.</p> <p><b>Art / DT Progression Statements -</b></p> <p>-Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures -Use collage as a means of collecting ideas and information and building a visual vocabulary -Develop skills of overlapping and overlapping. -Discuss choice of materials and final product.</p>	<p><b>Super Structures (DT)</b></p> <p>Links to History (castles) / Science (materials)</p> <p>-To use simple structures of buildings. Uses evidence to explain reasons why people in past acted as they did.</p> <p><b>Art / DT Progression Statements -</b></p> <p>-Awareness of natural and man-made forms. -Expression of personal experiences and ideas. -To shape and form from direct</p>	<p><b>Family Feasts (DT)</b></p> <p>-To examine, describe and evaluate a range of food and create their own.</p> <p><b>Art / DT Progression Statements -</b></p> <p>-Understand the need for a variety of food in a diet -Group familiar food groups e.g. fruit and vegetables -Measure and weigh food items – using informal methods</p>

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			<p>possible (using white).</p> <ul style="list-style-type: none"> <li>-Darken colours without using black.</li> <li>-Using colour on a large scale.</li> </ul>		<p>observation (malleable and rigid materials).</p> <ul style="list-style-type: none"> <li>-Decorative techniques.</li> <li>-Replicate patterns and textures in a 3-D form.</li> <li>-Work and that of other sculptors.</li> </ul> <p>-Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <ul style="list-style-type: none"> <li>-Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>-Choose materials and explain why they are being used depending on their characteristics</li> </ul>	
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<b>Computing</b>	<p><b>NOW PRESS PLAY - Superheroes</b> Link to Big question</p>	<p><b>NOW PRESS PLAY - Arctic</b> Link to History</p>	<p><b>NOW PRESS PLAY - Great Fire of London</b> Link to History</p>	<p><b>NOW PRESS PLAY - Plants</b> Link to Science</p>	<p><b>NOW PRESS PLAY - Castles</b> Link to Geography</p>	<p><b>GAF</b> Links to GAF theme</p>
	<p><b>E-Safety</b> Link to PSHE</p> <p>-Using technology safely. -Using technology for a purpose -Privacy / Personal Information</p> <p><b>Computing Progression Statements -</b> -Use technology safely and keep personal information private. -Recognise common uses of information technology beyond school.</p>	<p><b>E-Safety</b></p>	<p><b>E-Safety</b></p> <p><b>Computing Progression Statements -</b> -Recognise common uses of information technology in the home and school environment. -Use technology safely and keep personal information private.</p>	<p><b>E-Safety</b></p>	<p><b>E-Safety</b></p> <p><b>Exploring computer games</b> - Describe what happens in computer games -Use logical reasoning to predict what a program will do -Test these predictions -Think critically about computer games and their use -Be aware of how to use games safely</p> <p><b>Computing Progression Statements -</b> -Use logical reasoning to predict the behaviour of simple programs. -Create simple programs. -Create and debug simple programs. -Debug simple programs by using logical reasoning to</p>	<p><b>E-Safety</b></p>

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					<p>predict the actions instructed by the code.</p> <p>-Understand that programs execute by following precise and unambiguous instructions.</p>	
<b>RE</b>	<p><b>How often can we be kind? Christianity</b></p> <p>Links to PSHE</p> <p>-What is kindness? -Good Samaritan -How do Christians show kindness? -How can we be better friends?</p>	<p><b>Christmas</b></p> <p>Nativity</p> <p>-Christmas story. -Hanukkah (Judaism)</p>	<p><b>Holi (Hinduism)</b></p> <p><b>RE Progression Statements -</b></p> <p>-Retell some stories behind festivals -Recognise religious objects and suggest why they are important and how they are used. -Retell religious stories from more than one faith and explain what they mean -Make links between the messages within sacred texts and the way people live</p>	<p><b>Holi (Hinduism)</b></p> <p><b>RE Progression Statements -</b></p> <p>-Recognise that sacred texts contain stories which are special to many people and should be treated with respect -Identify ways that festivals are marked and identify how this might make people feel -Talk about special religious days and give examples of what might be done to celebrate</p>		
<b>PSHE</b>	<p><b>Me and My School - Welcome Back</b></p> <p>Links to English Ruby's Worry - -Coming back to school -Hopes and fears for year 2 -Responsibilities -Recognising feelings</p>	<p><b>Everyone is different</b></p> <p>-Bullying -Standing up for yourself -Making friends -Gender diversity -Our own behaviour -Right and wrong -</p>	<p><b>My dreams</b></p> <p>-Achieving goals -Learning our own strengths - We belong to communities - family and school -What is meant by privacy?</p>	<p><b>Changing Me</b></p> <p>- Life cycles in nature - Growing from young to old - increasing independence - Differences between female and male bodies - Assertiveness</p>	<p><b>Relationships -</b></p> <p>-Different types of families - Physical contact boundaries - Friendship and conflict - Secrets - Trust and appreciation</p>	<p><b>GAF</b> Links to GAF theme</p> <p><b>Healthy Living</b> LINKS TO DT</p> <p>-What constitutes, and how to maintain, a healthy lifestyle</p>

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					- Expressing appreciation for special relationships	-Benefits of physical activity and rest -Healthy eating and dental health
<b>PE</b>	<b>Outdoor -</b> Ball Skills : Hands  <b>Indoor:</b> Dance : Explorers	<b>Outdoor -</b> Team Building  <b>Indoor -</b> Gymnastics: Pathways	<b>Outdoor -</b> Locomotion: Jumping  <b>Indoor:</b> Dance: Water	<b>Outdoor -</b> Health and Wellbeing  <b>Indoor -</b> Gymnastics: Linking	<b>Outdoor -</b> Ball Skills: Hands  <b>Indoor -</b> Ball Skills: Feet	<b>Outdoor -</b> Attack vs Defence: Games for understanding  <b>Indoor -</b> Locomotion: Dodging
<b>Music</b>	<b>Swing that rhythm - Rhythm around the world</b>  -Develop understanding of pulse -Straight and Swung rhythms -Understand syncopation -Improvisation	<b>Musical Contrasts</b>  -Understand Tempo -Live and recorded music -Understand dynamics -Create sound, exploring pitch -Create, select and combine sounds, exploring tempo -Understand textures	<b>ABC of Opera</b>  -What is opera? -Philip Glass -Funeral Chorus -Whole class performance	<b>South America</b>  -Bossa Nova - where it comes from -Understand timbre and texture -Salsa - where it comes from -Tango - where it comes from -	<b>Lines and Spaces</b>  -How can you learn a song if there was no one to teach you? -Names and notes on lines of a stave -Sing notation song -Step melody and leap melody -Pitches -	<b>GAF</b> Links to GAF theme  <b>The Greatest Performance</b>  -Who inspires me and why? -Other cultures music and the importance -Musician - Sheku Kanneh Mason -Bob Marley -Performances
<b>Trips and Visitors</b>	<b>Key Worker – Visitor</b>			<b>Wildwood - Trip</b>	<b>Leeds Castle – Trip</b>	
<b>School Value</b>	<b>Kindness</b>	<b>Relationships</b>	<b>Resilience</b>	<b>Independence</b>	<b>Responsibility</b>	<b>Excellence</b>