







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>
Real life experience 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 Planting bean seeds	Library visits Charlie and the Chocolate Factory; Melting/original state; chocolate (Science) (KS1 National Curriculum Tests)	Trip to Scarborough – trip to Sealife Centre and time to experience the beach Victorian Seaside Day
Events, Celebrations & Fundraising: Black History Week, Take over day, Harvest Festival, Diwali, Hello Yellow day, 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	
As a historian... Significant historical events, people and places in their own locality (Harehills local community / Gledhow Valley Woods)	As a historian... Events beyond living memory that are significant nationally or globally (The Great Fire of London). Significant Historical figure: Samuel Pepys Firefighters in the past and now relating to the Great Fire of London. Houses then and now Tudor times vs present day)	As a historian... 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)	As a geographer... 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	As a historian... The lives of significant individuals in the past who have contributed to national and international achievements. Difference between school now and school in the past.	As a historian... Changes within living memory, including aspects of change in national life. Describe the difference between then and now (seaside in the past and present). Recount of changes and events during Year 2.
As a geographer... 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.	As a geographer... 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)	As a geographer... Devise a simple map/basic symbols in a key. Geographical human/physical vocab			As a geographer... 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.
As a technologist... Design, Make, Evaluate, Develop Technical Knowledge (design and make an animal home/box)	As a technologist... Design, Make, Evaluate, Develop Technical Knowledge (Cooking in the Curriculum – Bonfire Night/ Christmas; making a fire engine)	As a technologist... Design, Make, Evaluate, Develop Technical Knowledge (forest scene with differing shades of green)	As a technologist... Design, Make, Evaluate, Develop Technical Knowledge (cress sheep; pizza – Cooking in the Curriculum) DT – printing tool	As a technologist... Design, Make, Evaluate, Develop Technical Knowledge – Giant Sweets/Chocolate bars	As a technologist... Design, Make, Evaluate, Develop Technical Knowledge
As an artist... Develop a wide range of art and design techniques in using colour, pattern, line, shape and shape (Torn flowers)		As an artist... To use a range of materials creatively to design and make products – links to colour (Textiles – still life; modelling with plasticine)	As an artist... Develop a wide range of art and design techniques in using colour, pattern, line, shape and shape (vegetable dyeing with fabrics)	As an artist... Develop a wide range of art and design techniques in using colour, pattern, line, shape and shape (Quentin Blake – light and dark tones)	As an artist... Develop a wide range of art and design techniques in using colour, pattern, line, shape and shape (Quentin Blake – light and dark tones)
As a scientist... Switched on Science: Topic 4 - Our Local Environment Topic 1 – Healthy Me Working Scientifically: Strand D, F	As a scientist... Switched on Science: Topic 6 – Little Masterchefs Topic 1 – Healthy Me Working Scientifically: Strand B	As a scientist... Switched on Science: Topic 2 – Materials Monster Working Scientifically: Strand A, D	As a scientist... Switched on Science: Topic 5 – Young Gardeners Working Scientifically: Strand B, E	As a scientist... Switched on Science: Topic 3 – Squash, Squeeze, Bend and Twist Working Scientifically: Strand A, C	As a scientist... Switched on Science: Topic 4 – Living Things Working Scientifically: Strand D
Literacy Journey: Information texts - non-chronological reports and fact files	Instruction, Poetry, Non-Chronological Report, Simple biographies	Short Stories (Talk for Writing focus), Poetry, Fact file	Explanation with diagrams Instructions and recipes Short Stories (Talk for Writing focus)	Stories with humour, Recipe/instructions	Explanations; fact file, recount, Onomatopoeia Poem,

Maths Journey: Number and Place Value; Addition and Subtraction; Multiplication and Division, Fractions, Measurement, Geometry; Statistics					
 PSHE Focus: 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
RE Focus: 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)	New Harehills RE and Cooking in the Curriculum Units (6-8 hours)	2.4: How can we look after the planet? (6-8 hours)
PE Focus: 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
Computing Focus: Keyboard Skills: Using a keyboard. Drawing and design	Algorithms and Programs: planning and following instructions	Data Retrieving and Organising: retrieving information from online sources	Data Retrieving and Organising: producing an animated slideshow	Communicating: word processing skills	Communicating: sending and receiving emails; producing a publication
Music: Learning Key musical skills & appraising music	Practise & refine a performance	Simple accompaniments	Changing a performance & composition	Creating sounds	Create & perform