



## Boughton Heath Academy Curriculum



### Year Group Overview 2023 – 24


## Year Two








*Here, children thrive...*














# English and Mathematics Curriculum Overviews

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	<b>Focus:</b> Fiction, character focus	<b>Focus:</b> Non chronological reports	<b>Focus:</b> Fiction, adventure focus	<b>Focus:</b> Recount, diary entry	<b>Focus:</b> Letters, writing in role	<b>Focus:</b> Fiction, moral focus
						
	<b>Genre:</b> Fantasy & Fairytale	<b>Genre:</b> Information texts	<b>Genre:</b> Recounts & Information texts	<b>Genre:</b> Stories with familiar settings	<b>Genre:</b> Adventure fiction	<b>Genre:</b> Fairytales





 <p><b>Mathematics Curriculum</b></p>	<p><b>Numbers to 100</b> Addition and Subtraction</p>	<p><b>Addition and Subtraction</b> Money Multiplication and Division</p>	<p><b>Multiplication and Division</b> Statistics Length and Height</p>	<p><b>Properties of Shapes</b> Fractions</p>	<p><b>Problem Solving and Efficient Methods</b></p>	<p><b>Time</b> Weight, Volume and Temperature</p>
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 <p><b>Driver subject Knowledge Bases Year 2</b></p>	<p><b>Geography</b> The United Kingdom</p> 	<p><b>History: Significant events</b> The Gunpowder Plot &amp; The Great Fire of London</p> 	<p><b>Geography</b> Islands: Home and Away</p> 	<p><b>History</b> Local study: Castles</p> 	<p><b>Geography</b> Local study: Chester</p> 	<p><b>History: Significant People</b> Famous explorers: Christopher Columbus &amp; Neil Armstrong</p> 
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <b>Science</b>	<p><b>Animals needs for survival</b></p> <p>2. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p><b>Humans</b></p> <p>1. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b>Materials</b></p> <p>1. 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>2. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Plants</b></p> <p>2. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p><b>Living things and their habitats</b></p> <p>1. Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>2. 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>3. Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>4. 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>Plants</b></p> <p>1. Observe and describe how seeds and bulbs grow into mature plants.</p>	<p><b>Growing Up</b></p> <p>1. Notice that animals, including humans, have offspring which grow into adults.</p> <p>Scientist Study: Agnes Arber</p> <p>P – Person study A – Area of interest I – Investigations L – Legacy</p>
 <b>Geography</b>	<p><b>The United Kingdom</b></p> <p>1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>2. Use basic geographical vocabulary to refer to key physical and human features</p> <p>3. 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</p> <p>4. 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>5. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>6. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p> Diversity</p>		<p><b>Islands: Home and Away</b></p> <p>2. Use basic geographical vocabulary to refer to key physical and human features.</p> <p>3. 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</p> <p>4. 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>5. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>6. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>7. 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.</p> <p> Interconnectivity</p>		<p><b>Local study: Chester</b></p> <p>2. Use basic geographical vocabulary to refer to key physical and human features.</p> <p>5. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>6. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>8. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p> My place in the world</p>	

 <p><b>History</b></p>		<p><b>Significant events: The Gunpowder Plot &amp; The Great Fire of London</b></p> <ol style="list-style-type: none"> <li>1. Events beyond living memory that are significant nationally or globally</li> <li>2. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>3. Know where all people/events studied fit into a chronological framework</li> <li>4. Identify similarities / differences between periods</li> <li>5. Ask and answer questions</li> <li>6. Understand some ways we find out about the past.</li> <li>7. Use a wide vocabulary of everyday historical terms.</li> <li>8. Choose and use parts of stories and other sources to show understanding</li> <li>9. Identify different ways in which the past is represented</li> </ol>  <p>Monarchy</p>		<p><b>Local Study: Castles</b></p> <ol style="list-style-type: none"> <li>1. Events beyond living memory that are significant nationally or globally</li> <li>2. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>3. Know where all people/events studied fit into a chronological framework</li> <li>4. Identify similarities / differences between periods</li> <li>5. Ask and answer questions</li> <li>6. Understand some ways we find out about the past.</li> <li>7. Use a wide vocabulary of everyday historical terms.</li> <li>8. Choose and use parts of stories and other sources to show understanding</li> <li>9. Identify different ways in which the past is represented</li> </ol>  <p>Invasion</p>		<p><b>Significant people: Christopher Columbus &amp; Neil Armstrong</b></p> <ol style="list-style-type: none"> <li>1. Events beyond living memory that are significant nationally or globally</li> <li>2. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>3. Know where all people/events studied fit into a chronological framework</li> <li>4. Identify similarities / differences between periods</li> <li>5. Ask and answer questions</li> <li>6. Understand some ways we find out about the past.</li> <li>7. Use a wide vocabulary of everyday historical terms.</li> <li>8. Choose and use parts of stories and other sources to show understanding</li> <li>9. Identify different ways in which the past is represented</li> </ol>  <p>Exploration</p>
 <p><b>Art</b></p>	<p><b>Draw &amp; Paint: Lowry</b></p> <ol style="list-style-type: none"> <li>1. to use a range of materials creatively to design and make products,</li> <li>2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination,</li> <li>3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space,</li> <li>4. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ol>			<p><b>Paint: Klee</b></p> <ol style="list-style-type: none"> <li>1. to use a range of materials creatively to design and make products,</li> <li>2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination,</li> <li>3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space,</li> <li>4. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ol>	<p><b>Sculpture – Steven Broadbent</b></p> <ol style="list-style-type: none"> <li>1. to use a range of materials creatively to design and make products,</li> <li>2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination,</li> <li>3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space,</li> <li>4. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ol>	
 <p><b>Design &amp; Technology</b></p>		<p><b>Wheels and Axles – transporting vehicle</b></p> <ol style="list-style-type: none"> <li>1. Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>2. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>3. Select from and use a range of tools and equipment to perform practical tasks</li> <li>4. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>5. Explore and evaluate a range of existing products</li> <li>6. Evaluate their ideas and products against design criteria</li> <li>7. Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ol>	<p><b>Freestanding structures – building bridges</b></p> <ol style="list-style-type: none"> <li>1. Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>2. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>3. Select from and use a range of tools and equipment to perform practical tasks</li> <li>4. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>5. Explore and evaluate a range of existing products</li> <li>6. Evaluate their ideas and products against design criteria</li> <li>7. Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ol>			<p><b>Cookery – Gingerbread biscuits</b></p> <ol style="list-style-type: none"> <li>8. Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>9. Understand where food comes from.</li> </ol>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p><b>Music</b></p>	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					
	West African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional Western stories)	Musical me Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.	Dynamics, timbre, tempo and motifs (Theme: Space)	On this island: British songs and sounds	Myths and legends
 <p><b>Religious Education</b></p>	<p><b>Judaism</b> <b>What do Jews believe about God?</b></p> <ol style="list-style-type: none"> <li>Why is the Torah important for Jews?</li> <li>What do Jews believe about God?</li> <li>Who was Joseph?</li> <li>How did Miriam show courage and truthfulness and choose between right and wrong?</li> <li>What rules are important for Jews?</li> <li>What do Jews believe about a creator God?</li> </ol>	<p><b>Judaism</b> <b>How do Jews show faith through practices and celebrations?</b></p> <ol style="list-style-type: none"> <li>How do Jews remember Shabbat?</li> <li>What is the symbolism of the Shabbat meal?</li> <li>What does "God is One" mean?</li> <li>How did Esther show honesty and bravery? How is this remembered at Purim?</li> <li>How do Jewish families and their communities celebrate Hanukkah? (Chanukah)</li> <li>Who are the Jewish Matriarchs and Patriarchs?</li> </ol>	<p><b>Christianity</b> <b>Why is the Bible a special book for Christians?</b></p> <ol style="list-style-type: none"> <li>What makes a book "Special"? Why do Christians try to live their lives according to teachings in the Bible?</li> <li>What sort of different books are in the Bible?</li> <li>What words of wisdom are there in the Bible?</li> <li>What could the story of David and Goliath teach a Christian? How did David show courage?</li> <li>How does the story of the stilling of the storm help Christians? What other passages have special significance for Christians?</li> <li>What prayers are there in the Bible and why do Christians pray?</li> </ol>	<p><b>Christianity</b> <b>Who was Jesus? Why is he important to Christians today?</b></p> <ol style="list-style-type: none"> <li>Who were the disciples?</li> <li>Why was Jesus a teacher and leader? What happened at the feeding of the 5000?</li> <li>Why do Christians believe that Jesus was a healer?</li> <li>Why was Jesus' death part of a bigger plan for Christians?</li> <li>What is the resurrection?</li> <li>Why do Christians follow Jesus?</li> </ol>	<p><b>Christianity</b> <b>Why did Jesus teach people through stories?</b></p> <ol style="list-style-type: none"> <li>What does the Parable of the Lost Sheep teach Christians about God?</li> <li>What is the message from Jesus in the Parable of the Sower?</li> <li>What do Christians mean when talking about building good foundations in the Parable of the Two Builders?</li> <li>How does the Parable of the Prodigal Son teach about God?</li> <li>How does the Parable of the Good Samaritan teach about Christian love? What does it mean to love your neighbour?</li> <li>What parables can I tell to others?</li> </ol>	<p><b>Humanism</b></p> <ol style="list-style-type: none"> <li>What do humanists believe makes us special?</li> <li>How do humanists believe we can be happy?</li> <li>What are the special ways humanists celebrate in their lives?</li> <li>Why do humanists think we should be good to each other?</li> </ol>
	 <p><b>Physical Education</b></p>	<p><b>Net and Wall Games</b> <b>Yoga</b></p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<p><b>Target Games</b> <b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<p><b>Gymnastics</b> <b>Personal Challenges</b></p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<p><b>Dance</b> <b>OAA</b></p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>Perform dances using simple movement patterns.</li> </ul>	<p><b>Athletics</b> <b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> </ul>
 <p><b>Computing</b></p>		<p><b>Computing systems and networks 1: What is a computer?</b></p> <ol style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Recognise common uses of information technology beyond school.</li> </ol>	<p><b>Programming 1: Algorithms and debugging</b></p> <ol style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> </ol>	<p><b>Programming 2: Scratch Jr</b></p> <ol style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ol>	<p><b>Coding</b></p> <ol style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ol>	<p><b>Creating Pictures and Music</b></p> <ol style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Recognise common uses of information technology beyond school.</li> </ol>
	<p><b>Online Safety:</b></p> <ol style="list-style-type: none"> <li>Recognise common uses of information technology beyond school.</li> </ol>					



## PSHCE & RSE

6. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

### Being me in my world

- Hopes and fears for the year
  - Rights and responsibilities
  - Rewards and consequences
  - Safe and fair learning environment
  - Valuing contributions - choices
- Recognising feelings

### Celebrating differences

- Assumptions and stereotypes about gender
  - Understanding bullying
  - Standing up for self and others
  - Making new friends
  - Gender diversity
- Celebrating difference and remaining friends

### Dreams and Goals

- Achieving realistic goals
  - Perseverance
  - Learning strengths
  - Learning with others
  - Group co-operation
- Contributing to and sharing success

### Healthy Me

- Motivation
  - Healthier choices
  - Relaxation
  - Healthy eating and nutrition
- Healthier snacks and sharing food

### Relationships

- Different types of family
  - Physical contact boundaries
  - Friendship and conflict
  - Secrets
  - Trust and appreciation
- Expressing appreciation for special relationships

### Changing Me

- Life cycles in nature
  - Growing from young to old
  - Increasing independence
  - Differences in female and male bodies (correct terminology)
  - Assertiveness
- Preparing for transition