

## Crumpsall Lane Y2 Curriculum Overview

ENGLISH			MATHS		
Reading	Writing	Grammar and Punctuation	Number and Calculation	Geometry and Measures	Fractions
<ul style="list-style-type: none"> <li>- Use phonic strategies for reading until decoding is secure.</li> <li>- Read common suffixes.</li> <li>- Read phonetically plausible books.</li> <li>- Read common words which do not follow spelling rules.</li> <li>- Discuss views about fiction, non-fiction and poetry.</li> <li>- Become familiar with stories and then re-tell them.</li> <li>- Ask and answer questions.</li> <li>- Make predictions.</li> <li>- Begin to make inferences about characters and events.</li> </ul>	<ul style="list-style-type: none"> <li>- Spell by segmenting words into phonemes.</li> <li>- Learn to spell common words which do not follow spelling rules.</li> <li>- Use appropriate size letters.</li> <li>- Plan ideas for own writing.</li> <li>- Record ideas sentence by sentence (say it, write it).</li> <li>- Make simple changes and additions to writing after re-reading it.</li> </ul>	<ul style="list-style-type: none"> <li>- Use simple connectives such as and, or, but</li> <li>- Begin to use basic punctuation . ? ! `</li> <li>- Use adjectives to add information about nouns.</li> </ul>	<ul style="list-style-type: none"> <li>- Know 2, 5 and 10 times tables.</li> <li>- Begin to understand place value for tens and units.</li> <li>- Count in 2s, 3s, 5s and 10s.</li> <li>- Estimate numbers.</li> <li>- Compare and order numbers including &lt; and &gt;</li> <li>- Write numbers to 100.</li> <li>- Know number facts to 20.</li> <li>- Use x and ÷ symbols.</li> <li>- Understand that numbers can be swapped around in a multiplication (3x5 is the same as 5x3).</li> </ul>	<ul style="list-style-type: none"> <li>- Know and use standard measures.</li> <li>- Read scales to the nearest whole unit.</li> <li>- Use symbols for £ and p and add/subtract simple sums of less than £1 or amounts in pounds.</li> <li>- Tell the time to the nearest five minutes.</li> <li>- Identify and sort 2-d and 3-d shapes.</li> <li>- Use correct terminology for position and movement.</li> </ul>	<ul style="list-style-type: none"> <li>- Find and write simple fractions.</li> <li>- Understand equivalence of fractions e.g., <math>\frac{2}{4} = \frac{1}{2}</math></li> </ul>
			<b>Data</b>		
			<ul style="list-style-type: none"> <li>- Interpret simple tables and pictograms.</li> <li>- Ask and answer comparison questions.</li> <li>- Ask and answer questions about totals.</li> </ul>		
SCIENCE					
<b>Plants</b> <ul style="list-style-type: none"> <li>- Observe and describe how seeds and bulbs grow into mature plants.</li> <li>- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<b>Animals, including Humans</b> <ul style="list-style-type: none"> <li>- Notice that animals, including humans, have offspring which grow into adults.</li> <li>- Find out about and describe the basic needs for survival.</li> <li>- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<b>Living Things and Their Habitats</b> <ul style="list-style-type: none"> <li>- Explore and compare the differences between things that are living, dead and things that have never been alive.</li> <li>- Identify that most living things live in habitats to which they are suited.</li> <li>- Identify and name a variety of plants and animals in their habitats.</li> <li>- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</li> </ul>	<b>Everyday Materials</b> <ul style="list-style-type: none"> <li>- Identify and compare the suitability of a variety of everyday materials for particular uses.</li> <li>- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>		

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Computing						
Year	Unit	Lesson 1	2	3	4	Resources
2	1: Online Safety (DL, IT)	Can I explain what information is safe to share online? <b>Lesson 1</b>	Can I describe how to keep information safe and private online? <b>Lesson 2</b>	Can I explain when to deny permission online? <b>Lesson 3</b>	Can I explain that not everything online is true? <b>Lesson 4</b>	Three Little Pigs (online story), 3 personal items, post it notes
	2: Computing Systems and Networks (CS, DL, IT) <i>What is a computer?</i>	Can I name the parts of a computer? <b>Lesson 1</b>	Can I explain how technology is controlled? <b>Lesson 2</b>	Can I understand the role of computers? <b>Lesson 5</b>	<b>Retrieval session: Online safety – Assessment quiz</b>	
	3: Programming (CS) <i>Algorithms and Debugging</i>	Can I decompose a game? <b>Lesson 1</b>	Can I understand that computers use algorithms to make predictions? <b>Lesson 2</b>	Can I understand what abstraction is? <b>Lesson 4</b>	Can I understand what debugging is? <b>Lesson 5</b>	
	4: Data Handling (DL) <i>International Space Station</i>	Can I retrieve content from an interactive map? <b>Lesson 1</b>	Can I describe the role of sensors on the ISS? <b>Lesson 3</b>	Can I interpret data? <b>Lesson 5</b>	<b>Retrieval session: Algorithm – Assessment quiz</b>	
	5: Programming (CS, DL) <i>Scratch Jr</i>	Can I explore a new application? <b>Lesson 1</b>	Can I create an animation? <b>Lesson 2</b>	Can I follow an algorithm? <b>Lesson 4</b>	Can I plan and use code to create an algorithm? <b>Lesson 5</b>	
	6: Computing Enhancement Unit	Kapow –stop motion animation				

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Design & Technology						
Year	Unit	Research	Teach	Design	Make	Evaluate
2	Cooking & Nutrition <i>Create a hand-held Asian dessert</i>	Can I <b>research</b> existing Asian desserts?  Can I <b>analyse</b> the benefits and downsides of existing Asian desserts?	Can I <b>analyse</b> safe techniques to cut, peel and grate with increasing confidence?	Can I <b>design</b> an Asian dessert?  Can I <b>tinker</b> with my design to ensure that the success criteria achieved?	Can I <b>create</b> an Asian dessert?	Can I <b>evaluate</b> a finished product?
	Textiles <i>Create a puppet</i>	Can I <b>research</b> a range of puppets and <b>analyse</b> their features?	Can I <b>compare and contrast</b> the different techniques needed to create different types of puppets?	Can I <b>design</b> a puppet?	Can I <b>create</b> a puppet?  Can I <b>tinker</b> with my puppet to ensure the success criteria is met?	Can I <b>evaluate</b> a finished product?

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<b>Geography</b>								
<b>Year</b>	<b>Unit</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	
<b>2</b>	Asia	Can I name and locate the seven continents and five oceans of the world?	Can I locate India and Pakistan within the continent of Asia?	Can I use photographs and aerial maps?	Can I use photographs and aerial maps?	Can I use my geographical knowledge to show my understanding of locations?	Can I record the geographical similarities and differences between two places?	
	UK Geography 1	Can I use maps and atlases to name and locate England, Scotland, Wales and their capital cities?	Can I use maps and atlases to name and locate the seas surrounding the United Kingdom?	Can I use simple compass points to describe the location of England, Scotland and Wales?	Can I name the physical features of England, Scotland and Wales?	Can I name the human features of England, Scotland and Wales?	Can I use an aerial map to recognise and mark London landmarks and construct a basic key?	
	UK Geography 2	Can I use maps and atlases to name and locate the four countries, capital cities and seas of the United Kingdom?	Can I use simple compass points and locational language to describe the location of countries in the UK?	Can I use previously learnt geographical language to name physical and human features in Northern Ireland?	Can I identify and name physical and human features of the village Portballintrae in Northern Ireland?			
	Manchester and the Seaside	Can I name and locate the seven continents and five oceans of the world?	Can I locate different places on a map of the United Kingdom?	Can I use photographs and aerial maps of Manchester?	Can I identify key physical and human geographical features of Lytham St Annes on photographs and aerial maps?	Can I say what is similar and different between Manchester and Lytham St Annes?		Can I compare Lytham St Anne's in England with Chembakolli in India?

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History									
Year	Unit	1	2	3	4	5	6	7	8
2	People of the Past  <i>Who was more significant in History – Emmeline Pankhurst, Rosa Parks or Samuel Pepys?</i>	Can I sequence events in Emmeline Pankhurst's life in <b>chronological order</b> ?	Can I <b>research</b> a part of Emmeline Pankhurst's life using a specific source?	Can I <b>evaluate</b> the different views of people towards the Suffragettes?	Can I sequence events in Rosa Parks' life in <b>chronological order</b> ?	Can I <b>research</b> a specific event in history using a specific source?	Can I <b>compare</b> the roles of women in the present to the past?	Can I <b>analyse</b> significant change caused by Rosa Parks?	Can I <b>compare</b> significant individuals from History and communicate who I think is more important?
	Time Detectives  <i>How do we know about the Great Fire of London and was it really great?</i>	Can I use sources to <b>research</b> how Crumpsall has changed over time?	Can I use sources to <b>research</b> how London has changed over time?	Can I sequence a set of events in <b>chronological order</b> ?	Can I answer questions by using a specific source?	Can I <b>evaluate</b> a specific source?	Can I use sources to <b>analyse</b> how the fire spread through London?	Can I <b>analyse</b> changes in history because of The Great Fire of London?	Can I <b>communicate</b> my opinion about a historical event, based on the evidence I have learnt?

Physical Education (PE)							
2		1	2	3	4	5	6
	<b>Dance/ Gym</b>	Dance Animals	Gymnastics	Pilates	Gymnastics	Dance GFOL	Dance Countries
	<b>Games</b>	Fundamental Movement Skills 3	Target Games 3	Hockey	Cricket/Rounders	Athletics	Badminton

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		<b>Music</b>					
<b>Year</b>	<b>Unit</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>2</b>	Beat and Exploring Sounds	Can I Keep a steady beat at different speeds and perform these?	Can I mark beats within a four-beat metre?	Can I develop a sense of steady beat through chant, actions and instruments?	Can I respond musically to images?	Can I explore how the voice develops the use of vocal sounds to express feelings and mood?	Can I explore expression in a conversation without words?
		<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
		Can I notate pitch shape and duration using <u>simple</u> line graphics	Can I explore the structure of call and response songs?	Can I develop a song performance with voices and instruments?			
	Playing Instruments	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
		Can I play clear notes on instruments (B/A/G)?	Can I recognise graphic notation?	Can I perform simple patterns and accompaniments?	Can I perform with others?	Can I understand pitch, through singing and playing notes?	Can I perform a melody?
		<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	Playing Instruments	Can I play simple rhythmic patterns on a glockenspiel?	Can I play upwards and downwards pitch direction?	Can I distinguish between short and longer notes in a graphic score?	Can I listen carefully to backing tracks?	Can I listen to a live performance with concentration?	
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
		Can I play clear notes on instruments (B/A/G/C/D)?	Can I recognise simple graphic notation?	Can I clap a pulse/beat increasing in tempo?	Can I clap a pulse decreasing in tempo?	Can I perform independently simple patterns and accompaniments keeping a steady pulse/beat?	Can I perform with others keeping to a steady pulse?

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		<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
		Can I understand upward and downwards pitch direction?	Can I respond to a melodic ostinato pattern?	Can I listen carefully and respond to backing tracks?			

<b>Religious Education (RE)</b>							
<b>Year</b>	<b>Unit</b>	<b>1 Engagement</b>	<b>2 Investigation</b>	<b>3 Investigation</b>	<b>4 Investigation</b>	<b>5 Evaluation</b>	<b>6 Optional</b>
<b>2</b>	Christianity: Jesus' Teachings	Can I discuss being kind to others and give my opinion?	Can I discuss a Christian story about kindness?	Can I retell a Christian story?	Can I understand why Christians try to follow Jesus' example of being kind?	Is it possible to be kind to everyone all of the time?	Can I write a class kindness charter?
	Christianity: Christmas: Jesus as a gift from God	Can I give reasons for why the world needs saving?	Can I understand why Christians believe the world needs saving?	Can I retell the Christmas story?	Can I say how Christians prepare for Christmas?	Why did God give Jesus to the world?	Can I share the ways I show love to the world?
	Judaism: The Covenant	Can I identify promises and agreements people make?	Can I understand the promises God and Abraham made to each other?	Can I explore the ten commandments and their importance?	Can I understand the importance of the mezuzah?	How special is the relationship Jews have with God?	Can I write my own promise to someone special?
	Christianity: Easter: The Resurrection	Can I say how it feels to lose a pet or someone close to me?	Can I share my understanding of the Easter story?	Can I explain what happened to Jesus after he died?	Can I say what happened on Easter Sunday?	Is it true that Jesus came back to life?	Can I create my own symbols to show new life?
	Islam: Prayer at Home	Can I experience what it means to be committed?	Can I practise the different postures of Muslim prayer?	Can I understand the importance of regular prayer to Muslims?	Can I name the parts of the prayer routine and their importance to Muslims?	Does praying at regular intervals every day help a Muslim in their everyday life?	Can I talk about my goals and how I will commit to them?
	Islam: Community and Belonging	Can I explore what it means to belong?	Can I discuss the activities and events that take place in a Mosque?	Can I explore the inside of a Mosque?	Can I discuss and retell the Muslim washing routine of wudu?	Does going to the Mosque give Muslims a sense of belonging?	Can I design a prayer mat?

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<b>PSHE</b>				
<b>Year</b>	<b>Unit</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>2</b>	Mental and Emotional Health	What is the difference between small feelings and big feelings?	How can I keep safe online?	What makes others happy? What is the difference between joking, teasing and bullying?
	Living in the Wider World	<b>RIGHTS &amp; RESPONSIBILITIES</b> What groups and communities am I part of?	<b>MONEY</b> How do we make choices about spending money?	<b>ENVIRONMENT &amp; SUSTAINABILITY</b> How can we look after the environment?
	Healthy Lifestyles	How do I keep myself healthy?	Why is it important to keep active?	How can I prevent diseases spreading?
	Keeping Safe	How do medicines help us when we are unwell?	How do I keep safe at home?	What is my responsibility for keeping myself and others safe?
	Relationship and Sex Education (RSE)	What is private?	What happens as the body grows from young to old?	What is fair/unfair, kind/unkind?
	Additional linked to specific local context	What is racism? What is road safety? (Teach children to look and listen, cross the road in safe places, apply to local area and crossing near school/home). Water safety.		

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Art & Design								
Year	Unit	1	2	3	4	5	6	7
2	Painting and Printing <i>Indian and Islamic Art</i>	Can I say what I like about artwork from Asia?	Can I <b>create</b> a print design inspired by artwork from Asia?	Can I make a printing block inspired by artwork from Asia?	Can I use my printing block to print on different types of materials? <i>(One primary colour).</i>	Can I <b>experiment</b> with primary colours and mix them accurately to create secondary colours?	Can I use a printing block to print on different types of materials, mixing colours?	Can I <b>evaluate</b> my artwork and the artwork of others?
	Painting <i>Vincent Van Gogh: People of the Past</i>	Can I describe what I like about a piece of art and how patterns, shapes, and colours are used?	Can I accurately mix primary colours to <b>create</b> secondary colours?	Can I make tints by adding white paint to a primary colour?	Can I make shades by adding black paint to a primary colour?	Can I use tints and shades to <b>recreate</b> a whole-class piece of Starry Night?	Can I <b>evaluate</b> my artwork and the artwork of others?	
	<b>Unit</b>	<b>Compare</b>	<b>Gather ideas</b>	<b>Develop techniques</b>	<b>Experiment</b>	<b>Plan</b>	<b>Create</b>	<b>Unit</b>
	Drawing <i>Figurative</i>	Can I <b>compare</b> the work of artists?  <i>LS Lowry Henri Matisse</i>	Can I <b>gather ideas</b> to inspire my artwork using online images and the local area?	Can I <b>develop techniques</b> to use in my artwork to improve my artwork?	Can I <b>experiment</b> with artistic techniques to improve my artwork?	Can I <b>plan</b> my final piece of artwork using what I have learned to inspire my choices?	Can I <b>create</b> my final piece, using my plan to guide me?	Drawing <i>Figurative</i>
Can I <b>evaluate</b> my artwork and the artwork of others?								