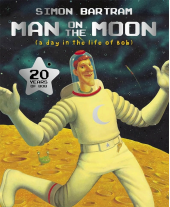
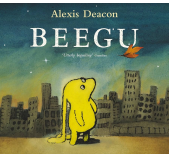
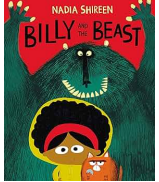
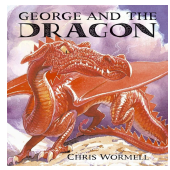
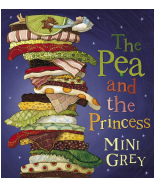


Year 2 Curriculum Overview

At Marner, we are committed to creating a safe, inclusive and respectful community where every child is inspired to flourish and achieve their potential. We teach subjects discretely, ensuring the knowledge and skills of each discipline are explicitly developed and carefully sequenced, whilst looking for connections across the curriculum through cross-curricular links, trips and enrichment that support personal development and broaden understanding. Oracy is at the core of everything we do – by developing every child's voice, we develop every child's ability to think, learn and articulate themselves with confidence. All subjects are taught with parity and ambition, underpinned by evidence-informed teaching and high expectations for every pupil, ensuring equality of access and opportunity for all. We want every child to leave Marner equipped for the future and ready for the next stage of their education and life: curious, compassionate and confident in themselves, ready to contribute positively to the world.

For each subject:

- National Curriculum programme of study and attainment targets
- Curriculum overview with progression of knowledge and skills from Nursery to Year 6
- Scheme of learning / scheme of learning adapted for Marner – e.g. History curriculum with 6 lesson units resourced supported by Pearson Primary History
- Unit cover sheets for each subject with: lessons/what we will be learning, subject specific skills and vocabulary
- Summarised in year group curriculum overviews (see below).

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key English Texts Working with THEP	 	 	 	 	  	 
Writing Outcomes Marner writing outcomes	To recount: 1. Recount: in the first person (own summer holiday) To describe: 2. Setting description To narrate: 3. Retell of the story To describe: 4. Character description To narrate: 5. Retell of the story	To recount/inform: 7. Police incident report To describe: 8. Character description for own alien (draw own alien) To narrate/describe: 9. Innovated story To describe: 10. Character description To instruct/inform: 11. Beegu pet care guide	To persuade: 12. Persuasive letter 13. Persuasive: letter to headteacher	To describe: 14. Character description To narrate: 15. Retell 16. Innovated story To instruct: 17. Instructions	To describe: 18. Description of dragon 19. Innovation – description for own dragon To narrate: 20. Retell	To recount: 21. Write postcard To inform: 22. Factfile / non chron To narrate: 23. Spin off/adding ending to story
Grammar	 Marner Writing Unit Cover Sheets – includes Year Group Knowledge and Skills: Word, Sentence, Text and Punctuation Link to NC- Appendix 2 (Grammar)					
Spelling Twinkl	Twinkl Spelling Objectives Overview – by year group Link to NC – Appendix 1 (Spelling)					
Handwriting Letter-Join	Starting Cursive: Year 2 introduces children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting. With regular handwriting practice, children should now be developing the fluency and speed of their writing.					
Maths White Rose Maths small steps (NC broken down into small steps)	Number: Place Value Number: Addition & Subtraction	Measurement: Money Number: Multiplication & Division	Number: Multiplication & Division Statistics	Geometry: Properties of Shape Number: Fractions	Measurement: Length & Height Geometry: Position & Direction Consolidation & Problem Solving	Measurement: Time Measurement: mass, Capacity & Temperature
Science Marner adapted PLAN primary science resources	Everyday materials: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Everyday materials: Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Plants: observe seeds and bulbs growing, what plants need to grow	Plants: Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (experiment)	Animals, including humans: Living things and their habitats: living, dead, never alive. Identify habitats and simple food chains. Find out about and describe the basic needs of animals,	Animals, including humans: Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of exercise,

					including humans, for survival (water, food and air)	eating the right amounts of different types of food, and hygiene
	I am a Scientist: Marner science progression of knowledge and working scientifically skills - Link to NC Working Scientifically					
Geography Supported by Pearson Primary	Map skills: looking at the local area, UK and world continents RGS: Map Skills 2			Features and characteristics of the countries of the UK		Learning about a contrasting non-European country (Kenya) and then compare it to the UK
	I am a Geographer: Marner geography progression of knowledge and skills including fieldwork - Link to NC Geographical Skills and Fieldwork					
History Marner knowledge organisers - supported by Pearson Primary		Moon Landing	Great Fire of London		Local Study: Tower of London	
	I am a Historian: Marner history progression of knowledge and skills - Link to NC Historical Enquiry Skills					
RE Tower Hamlets Agreed Syllabus 22-27	Believing: 1.3 Who is a Jew and what do they believe?	Believing: 1.4 What can we learn from sacred books? (part 2)	Believing: 1.2 Who is a Muslim and what do they believe? (part 2)	Expressing: 1.6 How and why do we celebrate special and sacred times?	Believing: Who is a Buddhist and who is a Sikh and what do they believe?	Living: 1.8 How should we care for others and the world, and why does this matter?
PSHE Marner adapted Jigsaw Curriculum	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Growing Me
Computing Teach Computing	Creating media Digital photography		Data and information Pictograms		Creating media Digital music	Programming Programming quizzes
Music Working with THAMES	Singing games with actions performed in unison, building pitch awareness, steady beat, and call-and-response improvisation (voice only).		Singing continues, adding left/right-hand actions to strengthen rhythm and pulse (voice only).		Singing in unison with actions, learning to recognise rhythm patterns and identify fast/slow tempo (voice only).	
Art Marner art progression of knowledge and skills	3D: Clay modelling – Octopus– linked to The Truth about my unbelievable summer A – Julie Wilson				Drawing/painting: Observational drawings of plants, seeds, fruit A – Van Gogh	Printing: Patterns of Africa – Masai Warriors A – Thandiwe Muriu
	Sketchbooks: used to record observations, review and revisit ideas, track progression and master techniques.					
D&T Marner D&T progression of knowledge and skills		Mechanisms: wheels and axles – space vehicle with wheels	Structures: freestanding structures – building a bridge or house	Food: preparing fruit and vegetables – fruit kebabs Making a disgusting sandwich–English		
	Sketchbooks: used record ideas, complete product analysis, create annotated sketches, and document evaluations of finished products as part of the <i>design, make and evaluate</i> process.					
PE Adapted Real PE Curriculum	Unit 1A: Fundamental Movement Skill (FMS) Footwork and one leg balance Unit 1B: Personal Best Reaction/response and floor work	Unit 2A: FMS Jumping and landing and seated balance Unit 2B: Environment (Cooperative) FMS	Unit 3A: FMS Dynamic balance and stance Unit 3B: Problem Solving Ball skills and ball chasing	Unit 4A: FMS Ball skills and counter balance	Unit 5A: FMS Sending and receiving and reaction/response	Unit 6A: FMS Ball chasing and floor work
	Gym: Balance & Travel & Flight & Rotation			Dance: Artistry, Partnering, Circles, Shapes		
	Y1-6: all pupils receive two hours of climbing tuition with an opportunity to join a NICAS after school climbing club in Y5-6.					
Enrichment including Curriculum Days and Trips	History/Geography day (in school): Science Museum		History/Geography day (in school): Museum of London		History/Geography day (in school): Tower of London	