Palgrave Primary School **Class 2** **Curriculum Overview 2024/2025 Class 2 (Year A)**

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Science	**Everyday Materials – Materials Matter** I can identify and compare the suitability of different materials. I can identify a variety of materials by looking at objects closely. I can compare and group materials together depending on their properties. I can identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. I can record my results in a table. I can identify and classify different materials. I can find out how the shape of solid objects made from materials	**Animals, including humans – Keeping Healthy** I notice that animals including humans have offspring which grow into adults. I can identify a variety of animals and match to its offspring. I can look for patterns, similarities and differences in families. I notice that animals including humans have offspring which grow into adults I can communicate findings using correct scientific language and illustrations. I can observe lifecycles over time. I can research the lifecycles of different animals.	**Living things and their habitats** **-Habitats** I can explore the differences between things that are living, dead and things that have never been alive. I can ask questions about where the object came from. I can identify and classify objects that are alive, dead and never been alive. Identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and	**Rocks and Fossils** To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To describe in simple terms how fossils are formed when things that have lived are trapped within rock. To recognise that soils are made from rock and organic matter. Ask relevant questions and use different scientific enquiries. Make systematic and careful observations, take accurate measurements using standard units, use a range of equipment.	**Plants- Ready, Steady, Grow** To observe and describe how seeds and bulbs grow into mature plants. Find and describe how plants need water, light and a suitable temperature to grow and stay healthy. Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.	**Light and Shadows** To recognise we need light in order to see things and that dark is the absence of light Light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect your eyes. Recognise that shadows are formed when light from a source is blocked by an opaque object. Find patterns in the way that the shadows change. Asking relevant questions and using different types of scientific enquiry to answer them.

	can be changed by squashing, bending, twisting and stretching. I can draw a basic conclusion using scientific language and consider if materials are suitable for purpose. I can group and classify materials based on how they feel. To identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses. I can carry out a simple comparative test using my own ideas. I can compare the suitability of materials using a comparative test. I can compare and group together a variety of everyday materials on the basis of their simple properties	I can find out about and describe the basic needs of animals including humans for survival. I can ask simple questions relevant to the topic. I can research facts about different animals to answer questions. I can find out about and describe the basic needs of animals including humans for survival. I can ask simple questions relevant to the topic. I can research facts about different animals to answer questions. I can find out about and describe the basic needs of animals including humans for survival. I can communicate how you can look after different animals based on what they eat and where they live. I can identify foods that animals eat by looking	how the depend on each other. Can draw basic conclusions using own scientific knowledge, observations and comparisons. I can identify which habitat each animal lives in. I can identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how the depend on each other. I can record my observations using labelled drawings. I can research facts about my animal using observations and secondary resources. Identify and name a variety of plants and	Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries including oral and written explanations. Use results to draw simple conclusions, suggest improvements and raise further questions. Identify similarities and differences. Use straightforward scientific evidence to answer questions or to support their findings.		Setting up simple practical enquiries, comparative, and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying, and presenting data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions. Identify differences, similarities or changes

	I can make predictions based on the best materials to block out light and I can report and interpret my findings. I can carry out a comparative test. I can compare and group together a variety of everyday materials on the basis of their simple properties I can evaluate my test and suggest improvements. I can notice patterns in my results.	carefully at the animals' features. I can describe the importance for humans of exercise, eating the right amounts if different types of food and hygiene. I can plan and carry out simple tests. I can set up a comparative test. I can describe the importance for humans of exercise, eating the right amounts if different types of food and hygiene. I can sort foods into their food groups and record my results. I can identify and classify foods based on their food group. I can describe the importance for humans of exercise, eating the right amounts if different types of food and hygiene. I can use drawings and art to represent my knowledge of a balanced diet.	animals in their habitat, including microhabitats. I can record my findings using tables and pictograms. I can look for patterns in my data as to where different minibeasts live. Identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how the depend on each other. I can interpret my results and create an environment suitable for my animal. I can look for patterns in my data as to where different minibeasts live. Describe how animals obtain their food from			related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.

		I can identify and classify foods in different food groups. I can describe the importance for humans of exercise, eating the right amounts if different types of food and hygiene. I can make simple predictions from what I have observed. Look for patterns in how germs spread. I can describe the importance for humans of exercise, eating the right amounts if different types of food and hygiene. I can communicate my findings using models. I can use research and observation skills to identify and design bacteria. I can apply my knowledge of the unit and complete a knowledge test I can answer questions using my scientific knowledge and vocabulary.	plants and other animals, using the idea of a simple food chain and identify and name different sources of food. I can communicate my findings using relevant scientific language and illustrations. I can use secondary sources to find out what animals eat to make a food chain.			

		I can revise and research key learning from the unit. I can apply my learning about animals including humans.				
RHE **KAPOW**	**Families and relationships** Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist	**Health and Well being** Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.	**Safety and the Changing Body** Learning about: cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence	**Citizenship** Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy	**Economic wellbeing** Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers	**Year 3: Transition lessons** Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this

Literacy **HAMILTON TRUST PLANS/THE WRITE STUFF**	**Fiction:** Familiar Settings Imaginary Creatures **Non Fiction:** Instructions and Explanations – Game Shows and Quizzes **Poetry:** Autumn Poems on a Theme. Festival Poems from Around the World	**Fiction:** The Write Stuff - Traditional Tale with a Twist Little Red Reading Hood Y2 **Non Fiction:** Non Chronological Reports Sports	**Fiction:** Stories with an element of fantasy Just Imagine **Non Fiction:** Recounts. Newspaper Recounts	**Fiction:** Stories by the same author – Michael Foreman **Non Fiction:** Instructions Cooking	**Fiction:** The Write Stuff Traditional Tale - The Magic Paintbrush Traditional Tales and Fables	**Fiction:** The Write Stuff The Incredible Book Eating Boy Wellbeing – Feeling and Growing **Poetry:** Poems of Edward Lear
Maths **WHITE ROSE**	**Y2** Number – Place Value/ Number – Addition and Subtraction	**Y2** Number – Addition and Subtraction/Geometry - Shape	**Y2** Number – Multiplication and Division/ Statistics	**Y2** Measurement – Money/Number -	**Y2** Measurement – Length and Height/ Measurement – Mass,	**Y2** Number – fraction/ Measurement – Time/

	Y3 Number – Place Value/ Number – Addition and Subtraction	**Y3** Number Multiplication and Division A	**Y3** Number Multiplication and Division B	Multiplication and Division **Y3** Number- Fractions A/ Measurement- Mass and Capacity	Capacity and Temperature **Y3** Number - Fractions B/ Measurement – Money/Measurement - Time	Statistics/Geometry – Position and Direction **Y3** Measurement – Time/ Geometry – Shape/Statistics
Music **CHARANGA**	**Let Your Spirit Fly** RnB RnB and other styles.	**Glockenspiel Stage 1** Exploring and developing playing skills.	**Three Little Birds** Reggae Reggae and animals	**The Dragon Song** A pop song that tells a story Music from around the world, celebrating our differences and being kind to one another.	**Bringing Us Together** Disco Disco, friendship, hope and unity.	**Reflect, Rewind and Replay.** Classical The history of music, look back and consolidate your learning, learn some of the language of music.
Computing **(Purple Mash)**	**Unit 2.1 Coding** To understand what an algorithm is. To create a computer program using an algorithm. To create a program using a given design. To understand the collision detection event. To understand that algorithms follow a sequence. To design an algorithm that follows a timed sequence.	**Unit 2.2 Online Safety** To know how to refine searches using the Search tool. To know how to share work electronically using the display boards. To use digital technology to share work on Purple Mash to communicate and connect with others locally. To have some knowledge and understanding about sharing more globally on the Internet.	**Unit 2.4 Questioning** To show that the information provided on pictograms is of limited use beyond answering simple questions. To use yes/no questions to separate information To construct a binary tree to separate different items. Use 2Question (a binary tree) to answer questions.	**Unit 2.5 Effective Searching** To understand the terminology associated with searching. To gain a better understanding of searching on the Internet. To create a leaflet to help someone search for information on the Internet. **Unit 2.6 Creating Pictures**	**Unit 2.7 Making Music** To make music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. To edit and refine composed music. To think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds into the Sounds section.	**Unit 2.8 Presenting Ideas** To explore how a story can be presented in different ways. To make a quiz about a story or class topic. To make a fact file on a non-fiction topic. **To make a presentation to the class.**

	To understand that different objects have different attributes (properties). To understand what different events do in code. To create a program using a given design. To understand the function of buttons in a program. To know what debugging means. To understand the need to test and debug a program repeatedly. To debug simple programs.	To introduce Email as a communication tool using 2Respond simulations. To understand how we talk to others when they are not there in front of us. To open and send simple online communications in the form of email. To understand that information put online leaves a digital footprint or trail. To begin to think critically about the information they leave online. To identify the steps that can be taken to keep personal data and hardware secure **Unit 2.3 Spreadsheets** To understand what a spreadsheet is used for. To understand what a spreadsheet looks like. To be able to navigate around a spreadsheet and enter data.	To use a database to answer more complex search questions. To use the Search tool to find information.	To learn the functions of the 2Paint a Picture tool. To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). To recreate Pointillist art and look at the work of pointillist artists such as Seurat. To learn about the work of Piet Mondrian and recreate the style using the lines template. To learn about the work of William Morris and recreate the style using the patterns template. To explore surrealism and eCollage.	To record and upload environmental sounds into Purple Mash. **To use these sounds to create tunes in 2Sequence.**	

		To learn new vocabulary related to spreadsheets. To add different types of images to a spreadsheet. To use images as calculation aids. To use the ‘move cell’ tool to make images draggable To use clipart images in a spreadsheet. To assign values to images. To use assigned values in calculations To use 2Calculate totalling tools. To use 2Calculate to solve a simple puzzle. To use the ‘speak’ and ‘count’ tools in 2Calculate to count items. To add and edit data in a table layout. To find out how spreadsheet programs can automatically create graphs from data.				

RE **EMMANUEL PROJECT**	Big Question 4: What do people believe is important?	Big Question 4: What do people believe is important?	Big Question 5: Who is it right to follow?	Big Question 5: Who is it right to follow?	Big Question 6: Can books and stories be good teachers?	Big Question 6: Can books and stories be good teachers?
	Judaism **Teshuvah**	Christianity **Saviour**	Islam **Compassion**	Christianity **Trust**	Judaism **Torah**	Christianity **Parable**
Topic	**Why Don't Penguins Need to Fly? (Geography)** **Locational knowledge** Name and locate the world's seven continents and five oceans. **Human and physical geography** Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the	**Great Explorers (History)** Changes within living memory and, where appropriate, these should be used to reveal: Aspects of change in national life 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.	**Why do some earthquakes cause more damage? (Geography)** **Locational knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of	**Bronze Age (History)** Changes in Britain from the Stone Age to the Iron Age.	**Why does it matter where my food comes from? (Geography)** **Locational knowledge** Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Human and physical geography** Identify daily and seasonal weather patterns in the United	**1960s Toys KS1 (History)** Changes within living memory – where appropriate, these should be used to reveal: Aspects of change in national life The lives of significant individuals in the past who have contributed to national and International achievements Significant historical events, people and places in their own locality.

	north and south poles. Use basic geographical vocabulary to refer to key physical and human features. **Geographical skills and fieldwork** 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. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple observational skills to study key human and physical features of environments.	**Locational knowledge** Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Geographical skills and fieldwork** 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.	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Human and physical geography** Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including		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 and human features. **Geographical skills and fieldwork** 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. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple observational skills to study key human and	

			energy, food, minerals and water. **Geographical skills** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		physical features of environments. 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.	
PE **GET SET 4 PE**	**Sending & receiving**	**Invasion Games**	**Dance**	**Fitness Year 2**	**Striking and Fielding**	**Target Games**
Phonics Little Wandle	Y2 1 Programme Autumn 1 and Autumn 2 Y3 1 Programme Spring 1 and Spring 2	Y2 1 Programme Spring 1 and Spring 2 Y3 1 Programme Summer 1 and Summer 2	Y2 1 Programme Summer 1 and Summer 2 Y2 2 Programme Fluency	Y2 2 Programme Fluency Y2 2 Programme Fluency	Y2 2 Programme Fluency Y2 2 Programme Fluency	Y2 2 Programme Fluency Y2 2 Programme Fluency

FRENCH	**Language Angels** Greetings Colours	**Language Angels** In My Town Superheroes Seasons	**Language Angels** Instruments Animals	**Language Angels** Fruits Vegetables	**Language Angels** My family Pets	**Language Angels** At school At the weekend
Art/DT	**Yayoi Kusama** Learn about who Yayoi Kusama is; Experiment with different techniques for creating polka dots; Recreate a piece of artwork using collage; Create a 3-D form from clay using the rolling technique; Use paint to recreate a painting in the style of Kusama's pumpkins	**Puppets** Investigate a range of puppets and their features; Work with fabric to create a finger puppet; Develop and practise sewing skills; Design a glove puppet; Follow a design to make a puppet; Evaluate a finished product	**William Morris** Explore the art work of William Morris; understand the Arts and Crafts movement; observe and sketch natural objects; design a printing block inspired by Morris; print using the printing block inspired by William Morris	**British Investors** Investigate the invention of the telephone; investigate the invention of the World Wide Web; to explore how the invention of reinforced concrete works; investigate the invention of the macintosh; reflect on the impacts that inventions have had on our lives	**Henri Rousseau** Understand about the life of the artist Henri Rousseau; Explore and use the skills and techniques used by Henri Rousseau; Understand the meaning of Henri Rousseau's genre, Portrait-Landscape; Understand about the animals in Rousseau's paintings; Use imaginations and skills to paint own pieces of art	**Light-up Signs** Investigate and analyse light-up signs; to understand how LEDs can be used instead of traditional incandescent bulbs in series circuits; develop ideas for a decorative illuminated sign; to select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign; construct a working circuit with one or more lights and fit it in a decorative illuminated sign; investigate ways in which computers can be used to program and control lights in a product
Potential Educational Visits	**Africa Alive** Animal Encounter Animals Including Humans - Science Link Theatre Trip -Pantomime		**Knettishall Heath** Living Things and their habitats - Science link		Eye/ Diss Library Visit - Reading For Pleasure **Museum of Norwich at the Bridewell** KS1 Toys in the Past - Topic history link	