



# Holland Park Primary School Curriculum Overview 2023/24 Year 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Respect	Resilience	Integrity	Responsibility	Enthusiasm	Aspiration
Learning powers	Managing distractions Perseverance	Listening Empathy	Noticing Questioning	Revising Meta-learning	Imagining Capitalising	Planning Making links
Metacognition	ReflectEd -learning new skills and reflecting	ReflectEd -Growth Mindset and learning from mistakes	ReflectEd -Being a successful learner	ReflectEd -Problem Solving and memory	ReflectEd -Growth Mindset, metacognitive talk	ReflectEd -Plan, monitor, evaluate. Coaching and feedback, cooperative learning
Link	<i>To Infinity and Beyond!</i>	<i>Heroes and Villains</i>	<i>Fire! Fire!</i>	<i>Our Beautiful Planet</i>	<i>The Enchanted Wood</i>	<i>Amazing Africa</i>
Reading *Core Texts	*The Way Back Home Look Up! The Darkest Dark Here come the aliens	*Traction man Elliot the Mldnight Superhero Supertato	The Great Fire of London (Anniversary Edition) *Toby and the Great Fire of London	*Dear Earth Flotsam Dear Greenpeace Dear Earth Somebody Swallowed Stanley	*The Enchanted Wood The Giving Tree The Tin Forest	*Anna Hibiscus Africa: Amazing Africa Handa's Surprise
Writing	To entertain - narrative - adventure stories (linked to history) To inform - instructions (linked to art) To entertain - poetry - poems on a theme (linked to aliens)	To entertain - narrative - stories by the same author (e.g. Traction man series) To inform -Real events - recount (wow day) To entertain - poetry - descriptive poem (My Hero)	To entertain - narrative - stories with familiar settings (link to history) To inform - recount (link to Fire Station visit) To entertain - poetry - poems based on observation (linked to history)	To inform- informal letter (linked to geography) To inform - non-chronological report (linked to blue whale) To entertain - poetry - poems on a theme	To entertain - narrative - stories by the same author (Enid Blyton) To inform - recount (link to Wyvernwood trip) To inform - instructions (linked to growing plants)	To entertain - narrative - stories with familiar setting (character description) To inform- comparison with Zambia and England (link to Geography) To entertain - poetry -poems based on observation (poem to pass on to next year's Y2 pupils about life in Y2)
Grammar and Punctuation	Expanded noun phrases by the addition of a determiner or one or more adjectives to describe/specify: <i>Name it with a noun, tell more using the Power of 3 / Name it using the Power of 3, tell more / Command word, name it using an expanded noun phrase, tell more.</i> Commas to separate items in a list. Sentence types: introduce commands, revise statements, questions and exclamations and their demarcation.	Learn how to use subordination (using when, if, that, or because) and coordination (using or, and, or but): <i>Name it with a noun, tell more, conjunction, tell more.</i> A variety of sentence types: statements, questions, exclamations and commands.	Learn how to use the present and past tenses correctly and consistently. Use apostrophes when writing contracted forms: <i>Contracted form, tell more, conjunction, tell more.</i>	Learn how to use the present and past tenses correctly and consistently including the progressive form. Spell by learning the possessive apostrophe (singular) [for example, the girl's book]: <i>Name it using a possessive apostrophe, tell more.</i>	Revision and application of all grammar and punctuation taught including awareness of the terminology as set out in Appendix 2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.	Revision and application of all grammar and punctuation taught including awareness of the terminology as set out in Appendix 2 for year 1 and the new terminology for year 2: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.
Spelling	Words with the /j/ sound spelled 'ge', 'dge', 'g'. Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' Words where 'kn' and 'gn' make a /n/ sound at the beginning of words Common exception words.	Words ending in 'le', 'el', 'al', 'il' Words where 'wr' makes a /r/ sound at the beginning of words Common exception words.	Words where '-es', '-ed', '-er', '-est' are added to words ending in 'y' Words where '-ing' is added to words ending in 'e' Common exception words	Words where '-er', '-est' and '-ed' is added to words ending in 'e' Words where '-ing' and '-ed' are added to single syllable words Common exception words	Words ending in '-ment', '-full', '-less' and '-ness' Common exception words	Words that are homophones or near homophones Words ending in '-tion' Words with an apostrophe for contraction and possession Common exception words
Oracy		Debate - are all superheroes goodies?		Presentation - pollution of the ocean		The Jubilee Trophy - oracy challenge
Maths	Number: Place value Number: Addition and subtraction Measurement: Money Number: Multiplication and division		Number: Multiplication and division Statistics Geometry: Properties of shape Number: Fractions		Measurement: Length and height Geometry: Position and direction Consolidation and problem solving Measurement: Time Measurement: Mass, capacity and temperature	
Science	Animals need for survival Humans	Materials Sustainability - Plastic	Plants - Light & Dark	Living things and their habitats	Plants (bulbs and seeds) Growing Up Sustainability - Wildlife	
History	Explorers and Adventurers - Columbus and Armstrong		Great Fire of London			
Geography		Mapwork - use of symbols for human and physical features, use 4-point compass	Locational knowledge - Revise (Y1)	Identify key physical and human features and compare similarities and differences of the beach, how have humans been	Look at housing, schools, transport and farming across the UK	Similarities and differences between England (UK) and Zambia (Africa)

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				affected by pollution (ocean pollution)		
RE	<b>Theme:</b> What did Jesus teach? <b>Key Question:</b> Is it possible to be kind to everyone all of the time?	<b>Theme:</b> Christmas - Jesus as a gift from God <b>Concept:</b> Incarnation <b>Key Question:</b> Why do Christians believe God gave Jesus to the world?	<b>Theme:</b> Prayer at home <b>Key Question:</b> Does praying at regular intervals help a Muslim in his/her everyday life?	<b>Theme:</b> Easter - Resurrection <b>Concept:</b> Salvation <b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion?	<b>Theme:</b> Community and Belonging <b>Key Question:</b> Does going to a Mosque give Muslims a sense of belonging?	<b>Theme:</b> Hajj <b>Key Question:</b> Does completing a Hajj make a person a better Muslim?
Art	Creating the night sky.	Comic Book art (Stan Lee) Pop Art Collage/Calendars	Great Fire of London scene - colour mixing and collage	Making art from things you might find polluting the ocean- Recycled art	Andy Goldsworthy Forest/Natural art (printing with objects)	Africa line drawing African prints and textiles
Technology		Textiles - make a cape	DT - wheels and axles (fire engines)			Weaving/Sewing
Computing	Using Technology - using website safely; safe searches E-Safety - personal information; behaviour online; safe rules		Understanding Technology - devices and tools in community; what was life like without modern technology?		Coding - create and debug simple programs (Light Bot) Information Technology - using software to annotate pictures (Paint)	
PE	Gymnastics Games	Dance Games	Gymnastics Games	Dance Net and wall games	Athletics Net and wall games	
Music	Perform (singing and playing) Explore and compose Listen, reflect and appraise Charanga - Hands, feet, heart (Voice)		Perform (singing and playing) Listen, reflect and appraise Charanga - I Wanna Play In a Band (Percussion)		Explore and compose Listen, reflect and appraise Charanga - Zoo Time (Glockenspiels)	
PSHE / RSE (Jigsaw)	<b>Being Me in My World</b> 'Who am I and how do I fit?'	<b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique	<b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this	<b>Healthy Me</b> Being and keeping safe and healthy	<b>Relationships</b> Building positive, healthy relationships	<b>Changing Me</b> Coping positively with change
SMSC	<b>Social:</b> willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively <b>E.g: linked to PSHE -what does it mean to belong to a community?</b>  <b>Cultural:</b> willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities <b>E.g: linked to P.E- how do we make the most of sporting opportunities and play sport fairly?</b>	<b>Social:</b> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds <b>E.g: linked to RSE to explore what makes a good friend</b> <b>Moral:</b> interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues <b>E.g:linked to Oracy debate- what makes a good superhero?</b> <b>Spiritual:</b> knowledge of, and respect for, different people's faiths, feelings and values <b>E.g: linked to British value of tolerance</b>  <b>Cultural:</b> interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities <b>E.g- linked to PSHE and belonging to a world community</b>	<b>Moral:</b> understanding of the consequences of their behaviour and actions <b>Linked to value of Integrity and doing the right thing even when you're not being watched</b> <b>Spiritual:</b> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life <b>E.g: linked to learning power of noticing how their beliefs maybe the same or difference to others</b> <b>Cultural:</b> ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities <b>E.g: linked to R.E -Christianity and Sikhism</b>	<b>Moral:</b> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England <b>E.g: linked to Inquiry- how we are responsible for our planet</b> <b>Spiritual:</b> willingness to reflect on their experiences <b>E.g: reflect on their own experiences of caring for our planet</b> <b>Cultural:</b> knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain <b>E.g: build on Spring 1 'Fire Fire' and knowledge of London to explore Parliament and link to knowledge of School council</b>	<b>Spiritual:</b> sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning <b>E.g:link to value of enthusiasm about life long learning and be passionate about careers</b> <b>Cultural:</b> understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others <b>E.g:linked to media literacy and digital resilience in their lives</b>	<b>Social:</b> acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to <b>E.g:linked to RSE, respecting ourselves and others</b> <b>Cultural:</b> understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain <b>E.g: linked to assemblies based on mutual respect linked to British Values of tolerance</b>