



**ST. SAVIOUR'S SCHOOL IKOYI CURRICULUM OVERVIEW 2023/2024**

**YEAR TWO**

MICHAELMAS TERM	LENT TERM	TRINITY TERM
<b>ENGLISH</b>		
Traditional Tales (Fables) Poetry: Songs and repetitive poems Non-fiction: Instructions Fiction: Stories in familiar settings Poetry: Traditional poems for young children Non-fiction: Postcards and letters Non-fiction: Information texts Use of punctuation marks: comma, full stop, question mark, exclamation mark, speech marks Alphabetical order Word types and sentence expansion Sounds with silent letters	Non-fiction: Instructions Fiction: Fantasy stories Fiction: Imaginary texts Non-fiction: Recounts (diaries) Poetry: Humorous & senses Poems Fiction: Tales from different cultures around the world Alternative sounds Plurals Tenses Conjunctions and Connectives	Poetry on a Theme: Favourite poems Fiction: Different stories by the same author - Anthony Browne. Non-Fiction: Information texts Fiction: Quest stories Persuasive Writing Alternative sounds Proofreading Apostrophes and Contractions Prefixes and Suffixes
<b>MATHEMATICS</b>		
Place value, ordering, estimating, rounding Money and 'real life' problems Making decisions and checking results Understanding + and – Mental calculation strategies (+ and -) Measures, including problems involving shape and space Reasoning about shapes Position and direction Using money	Ordinal numbers, Addition and subtraction with bridging (including money) Multiplication (revision) Division (sharing and grouping) Fractions – identification of halves, thirds and quarters. Handling Data – represent, interpret and frequency tables. measurement – Capacity (litres) time (analogue and digital) Geometry - 3D shapes and properties, position direction Money and money calculations	Number work / place value Fraction notations and fraction of quantities Time: analogue and digital in hours, minutes past/to, and seconds. Understanding shapes and identifying the properties of 2D and 3D shapes. Measuring: capacity in litres and millilitres Time: nearest quarter of an hour. Adding and subtracting money Multiplication and division Handling data
<b>COMPUTING</b>		
Knowing and understanding the functions of basic keys on the keyboard. Using drawing tools, keyboard keys, lines and shape tools Deleting and inserting text Typing and correcting text Inserting and creating pictures using paint tools Introducing copying and pasting in MS word page. Coding	Entering text, Carrying out simple research on the computer, Creating a leaflet and Inserting pictures, Inserting tables on a MS word page Inserting texts and graphics in a table Coding	Inserting Tables Searching the internet Recording using digital recorder and presenting findings Coding
<b>HUMANITIES</b>		
<b>The Great Fire of London (HISTORY)</b> When and where did the Fire begin? What happened? Why did the fire spread so far and stay alight for so long How did we find out about the fire? Compare the Great fire of London to any other fire disaster in the world (NITEL)  <b>Water Cycle (GEOGRAPHY)</b> States of water Compare rainfall in London and Lagos	<b>Explorers (HISTORY)</b> To know what the word famous means and how we know about people in history To know what an explorer is Navigation and points of the compass Famous African explorer – Ibn Battuta Famous European explorer Independent research of an explorer  <b>Coasts (GEOGRAPHY)</b> Define a coast	<b>What can we find out about ancient Egypt from what has survived? (HISTORY)</b> What do we already know about ancient Egypt? Ancient Egypt timeline Learning about the pharaohs and status / rulers of the society. Egyptian gods and goddesses Hieroglyphics Mummification and what the ancient Egyptians believe about life after death?  <b>Impact of Humans on the world (GEOGRAPHY)</b>



<p>What are the wettest cities in the UK?          What is a desert? Identify deserts in Africa and find their location.          Modelling the water cycle</p>	<p>Identify some features of coastal areas.          Importance of coasts.          Understand wave movement and how it changes the coast          Identify coastal landforms.          Study some coastal areas in the UK          Study Nigeria's coastal areas.</p>	<p>Investigate the impact of humans on their own immediate environment.          Identify evidence of how humans have impacted the environment over the years.          Investigate endangered animals in Nigeria and place them on a map.          Design/film an advertisement promoting 'saving the earth'</p>
<b>DRAMA</b>		
<p>Improving co-operative learning and playing          Improving individual presentation skills          Performing the Christmas production and a Nigerian theme.          Giving accounts i.e. a story or a speech</p>	<p>Listening and responding appropriately to adults and their peers.          Communicating using mime and expressive movements          To be able to give a simple speech          Improvisation and team building          Voice projection</p>	<p>Encouraging and improving co-operative learning and playing          Making simple dramatic presentations          Appropriate presentation and audience relations          To improve confidence and public speaking skills          Hot seating</p>
<b>MUSIC</b>		
<p><b>EXPLORING SOUNDS</b>          Choose sounds and instruments and suggest how they should be used and played          Listen to recorded music          Explore different sound sources          Respond to music.          Production songs</p>	<p>Use voice expressively and creatively          Singing songs speaking chants and rhymes          Playing tuned and un-tuned instruments          Pitch          Tempo, Rhythm and Beats</p>	<p>Pitch: melodic shape; (Singing) scales and modes          Duration: rhythm, pulse metre          Timbre: quality of sound produced using ICT, voices and instruments          Expressive use of sounds          Singing songs and hymns          Listening and recalling rhythmic and melodic patterns</p>
<b>FRENCH</b>		
<p>"I am starting to speak in French"  <ul style="list-style-type: none"> <li>• To write "bonjour" and "au revoir"</li> <li>• To know different ways to greet</li> <li>• To introduce myself (name, nationality and languages spoken)</li> <li>• To say and mention the class item and the colour of the class item</li> <li>• To spell a word and ask how to spell it (review of the alphabet)</li> <li>• The conjugation of the verb to be</li> </ul> </p>	<p>"I am starting to speak in French"  <ul style="list-style-type: none"> <li>• To talk about personal belongings (class items and food)</li> <li>• The conjugation of the verb to have</li> <li>• To say and ask about games I enjoy playing at school (playground games)</li> <li>• To say and ask the age</li> <li>• To say and to write, to count up to 12</li> <li>• To make addition up to 12 (plus, minus, equals)</li> </ul> </p>	<p>"I am starting to speak in French"  <ul style="list-style-type: none"> <li>• To say what I like and dislike (food and school subjects)</li> <li>• To say what I do each day at school (School subjects)</li> <li>• To say what I eat each day at school (lunch and dinner food)</li> <li>• The conjugation of the verb to like and love</li> <li>• To say the date (days of the week)</li> </ul> </p>
<b>PSHE</b>		
<p><b>Being Me in My World</b>  <ul style="list-style-type: none"> <li>* Hopes and fears for the year</li> <li>* Rights and responsibilities</li> <li>* Reward and consequences</li> <li>* Safe and fair learning environment</li> <li>* Valuing contributions</li> <li>* Choices: Recognising feelings</li> </ul> <p><b>Celebrating Differences</b>  <ul style="list-style-type: none"> <li>* Assumptions and stereotypes about gender</li> <li>* Understanding bullying</li> <li>* Standing up for self and others</li> <li>* Making new friends</li> <li>* Gender diversity</li> <li>* Celebrating difference and remaining friends</li> </ul> </p> </p>	<p><b>Dreams and Goals</b>  <ul style="list-style-type: none"> <li>* Achieving realistic goals</li> <li>* Perseverance</li> <li>* Learning strengths</li> <li>* Learning with others</li> <li>* Group co-operation</li> <li>* Contributing to and sharing success</li> </ul> <p><b>Healthy Me</b>  <ul style="list-style-type: none"> <li>* Motivation</li> <li>* Healthier choices</li> <li>* Relaxation</li> <li>* Healthy eating and nutrition</li> <li>* Healthier snacks and sharing food</li> </ul> </p> </p>	<p><b>Relationships</b>  <ul style="list-style-type: none"> <li>* Different types of family</li> <li>* Physical contact boundaries</li> <li>* Friendship and conflict</li> <li>* Secrets</li> <li>* Trust and appreciation</li> <li>* Expressing appreciation for special relationships</li> </ul> <p><b>Changing Me</b>  <ul style="list-style-type: none"> <li>* Life cycles in nature</li> <li>* Growing from young to old</li> <li>* Increasing independence</li> <li>* The changing me</li> <li>* Assertiveness</li> <li>* Preparing for transition</li> </ul> </p> </p>
<b>LIBRARY</b>		
<p>LIBRARY CITIZENSHIP          Orientation</p>	<p>SEARCHING FOR INFORMATION          Arrangement of Fiction Books.</p>	<p>EXPLORING THE DICTIONARY AS A REFERENCE TOOL</p>



<p>Introduction to library shelves Parts of a book Location skills in easy fiction, easy nonfiction and chapter book sections Introduction to easy periodicals Authors and Illustrators Genre (fairy tales, traditional tales, fables and folklore) Self-selection of appropriate materials Familiarizing children with newly acquired books</p>	<p>Arrangement of Nonfiction Books. Card Catalogue. How books are made. Basic work consulted format Keyword skills related to electronic catalogue Introducing sections of the library Literature appreciation/response Familiarity with New Books.</p>	<p>Search for words Word pronunciation Word structure in a sentence Meaning of word structure How to use the dictionary Familiarity with books in the library Authors and illustrators Genres (fairy tales, fables and folklore) Self-selection of appropriate materials</p>
<b>SWIMMING</b>		
<p><b>FREESTYLE</b> Push, glide and kick on a streamline position Kicking with the board Improve the control and coordination of the body in the water.</p> <p><b>GAME ACTIVITIES:</b> Relay races Retrieving objects from the pool floor.</p>	<p><b>FREESTYLE AND BACKSTROKE</b> <b>KICKING SKILLS IN FREESTYLE AND BACKSTROKE</b> Head up kick with the board <b>KICKING, PULLING AND BREATHING SKILLS.</b> Turning the face to the side to breathe. Face position in backstroke <b>GAMES AND ACTIVITIES.</b></p>	<p><b>FREESTYLE AND BACKSTROKE</b></p> <p>Working with confidence</p> <p>Freestyle and backstroke kick with the board</p> <p>Freestyle and backstroke arm motion</p> <p>Synchronizing the arm motion with the breathing sequence</p> <p>Improve the control and coordination of the body in the water using the freestyle and backstroke.</p>
<b>PE</b>		
<p><b>GYMNASTICS ACTIVITIES</b> Finding and using space Traveling over mats and hoops Traveling with partners Traveling over mats and benches More partners work Body shapes</p> <p><b>GAME ACTIVITIES</b> Quoit skills Ball skills Further ball skills Ball games</p>	<p><b>ATHLETICS ACTIVITIES</b> Throwing Throwing practice Running Jumping</p> <p><b>GAMES ACTIVITIES</b> Further Ball Skills Bouncing and Dribbling Shooting Playing a mini- game (basketball)</p>	<p><b>GYMNASTIC ACTIVITIES</b> Simple sequence Partner work on apparatus</p> <p><b>GAME ACTIVITIES</b> Racket skills Feeding and fielding Attacking and defending Football skills.</p>
<b>ART</b>		
<p>Silhouette work, using a range of pastels to create flames and the dramatic skyline. Warm and cool colours. How to draw and make models of houses.</p>	<p>Collage making. Making of items from different cultures. Exploring and developing ideas.</p>	<p>Silhouette Art: Pyramid painting Creating landscape collages. Making observations and recording ideas (Sunrise and Sunset); horizon line, middle ground and background. How to draw a dromedary. Develop scissors skills</p>



<p>Developing the skills of observation and recording. Understand how different marks can make a picture look better. Use brushes and paint with confidence and purpose. Experiment with different techniques and processes.</p>	<p>Landscape Painting. Sand sculptures in 3D form. Study of Claude Monet's painting of the beach. Mountains and seaside. Shell drawings. Under the sea animals.</p>	<p>Develop drawing and observation skills. Using sketchbooks to record ideas. Understand how different marks can make a picture look better. Shading techniques - Shades showing light and dark.</p> <p>Andy Warhol inspired flower prints or Eloise Renouf          Creating a Rousseau-Inspired Tiger Mural          How to use symmetry to make painting insects          Identifying patterns in nature. Texture          Painted tree projects (Japan's cherry blossom trees)</p>
<b>RE</b>		
<p><b>WHERE DO WE BELONG?</b>          Belonging to a group          Making a difference          Different types of families          The Holy family          Religious family          Importance of baptism          Holy Communion          Shabbat          The Christmas Story</p>	<p><b>WHY ARE SOME BOOKS SPECIALS?</b>          My special book          The Bible          The Quran          The Torah          Guru Granth Sahib          The Easter Story</p>	<p><b>HOW SHOULD WE LIVE OUR LIVES?</b>          Learning from stories (It was Jake!)          The role of rules in our lives          The 10 Commandments          The story of Jonah          Yom Kippur          Rosh Hashanah          The Golden Rule</p>
<b>SCIENCE</b>		
<p><b>Living things and their habitats</b>          To compare the differences among things that are Living, dead and never been alive by using the life processes.          To identify and name a variety of plants and animals in their Local habitats          To identify microhabitats and the minibeasts living there.          To represent data as tables and pictogram.          To identify how the habitats provide the basic needs of different kinds of plants and animals by researching.          To know how plants and animals depend on each other.          To know how living things adapt to their habitats.          To know how living things depend on each other by looking at food chain.</p> <p><b>Animals including Humans</b>          To identify and classify animals and their babies.          To describe how animals change as they grow.          To describe the basic needs of animals, including humans, for survival.          To describe the importance of healthy eating, exercise and hygiene for humans' survival.</p>	<p><b>Everyday Materials</b>          To identify everyday materials.          To name and identify uses of everyday materials.          To identify properties of materials  <b>Comparing suitability of everyday materials.</b>          To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses •          To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.          About materials used in constructing structures and reasons why.          Project - Constructing with different materials or making a paper bridge.</p> <p><b>Air and water in the Environment</b>          The environment.          Energy Experts          Forest friends          Water Wise          Endangered Animals</p>	<p><b>Plants</b>          Parts and functions of a plant          To observe and describe how seeds and bulbs grow into mature plants.          Life cycle.          Find out and describe how plants need water, light, and a suitable temperature to help plants grow and stay healthy.          Plants we eat.</p> <p><b>Electricity</b>          Introduction to electricity          To name and identify appliances that use electricity.          Electricity and safety at home          Bulbs and batteries.</p>