Birchfield PRIMARY SCHOOL

Year 2 Curriculum Overview
Term 3.2

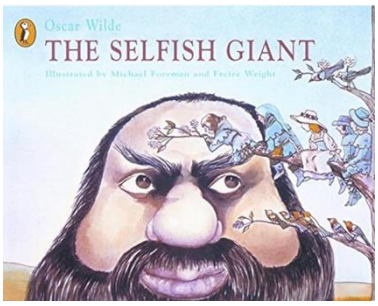
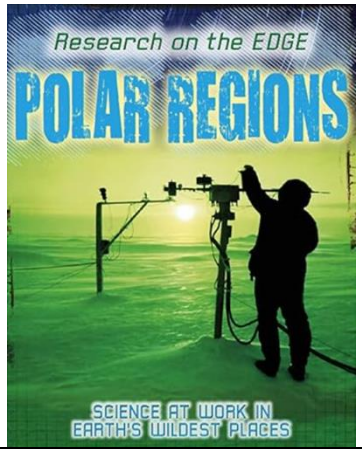
Teaching Team:
Miss Nguyen, Miss Naz, Miss Mazar
SLT: Mrs Sperrin

PE Days: Monday & Wednesday

Homework: Homework is set on Friday and returned by Wednesday.

Reading books are given to children every Monday.

Please see below an overview of the main themes, knowledge and skills we will be covering this half term.

Enquiry Question	Why do people go on expeditions?
Significant People	Matthew Henson
Class Texts	The Selfish Giant by Oscar Wilde ***(Theme: Sharing and Kindness, Loneliness, Love and Forgiveness, Change and Growth)***  Research on the Edge: Polar Regions by Louise Spilsbury ***(Non-fiction)*** 
Reading	**Domains:** **1e – Predict what might happen on the basis of what has been read so far.** **1a- Give/explain the meaning of words in context** **1c – Identify and explain the sequence of events in texts** **1d – Make inferences from the text/explain and justify inferences with evidence from the text**

	1b – Retrieve and record information/identify key details from fiction and non-fiction This half term, Year 2 will be developing key reading comprehension skills using 'The Selfish Giant' by Oscar Wilde. Pupils will practise answering short, constructed response questions, helping them to respond clearly and accurately using evidence from the text. Children will be encouraged to think deeply about the story, using clues from the text to support their understanding and responses. They will explore the non-fiction text 'Research on the Edge: Polar Regions' by Louise Spilsbury. They will learn how to use non-fiction features—such as headings, subheadings, captions, diagrams, and the index—to locate and retrieve key information effectively.
Writing	This term, Year 2 will explore a range of writing genres inspired by The Selfish Giant by Oscar Wilde and the non-fiction text Research on the Edge: Polar Regions by Louise Spilsbury. Children will develop their skills in both fiction and non-fiction writing, with a focus on writing for different purposes, including to inform and entertain. Pupils will: • Write formal letters using appropriate language and structure.

	• Create their own prequels and sequels, building on characters and settings from The Selfish Giant. • Research and write non-chronological reports on Arctic environments and explorers, using subject-specific vocabulary and facts. Throughout the term, children will develop grammar skills including the use of: • Conjunctions such as 'as and if', • Suffixes like -ful, -less, -ment, and -ness, • Apostrophes for possession, and • A variety of sentence openers for clarity and style.
Maths	At the beginning of this half term, children will be exploring time. They will learn how to tell and write the time to five minutes including quarter past/ to the hour and draw the hands on a clock face to show the times. Children will know the number of minutes in an hour and the number of hours in a day. They will be able to compare and sequence intervals of time. Children will then develop their understanding of measurement, focusing on mass, capacity, and temperature. They will learn to choose and use appropriate standard units to estimate and measure:

	• Mass in kilograms (kg) and grams (g), • Capacity/volume in litres (l) and millilitres (ml), • Temperature in degrees Celsius (°C). Pupils will use practical equipment such as scales, measuring jugs, thermometers, and rulers to carry out accurate measurements. They will also compare and order measurements and record their findings using the symbols >, <, and =.
History	In history, children will be introduced to key explorers who made important discoveries by sea, on land, and in space. Children will develop an understanding of chronology by ordering events and expeditions using timelines and comparing past and present exploration. Through immersive experiences—such as VR space missions and Antarctic expeditions—children will explore significant events like the race to the South Pole and the moon landing, and learn about notable figures including Neil Armstrong, Mae Jemison, Captain Scott, and Preet Chandi. They will investigate why people explore, how expeditions were planned, and how equipment and conditions have changed over time. Using a variety of sources,

	children will compare historic and modern explorations, describe significant events and people, and reflect on how these discoveries continue to impact our understanding of the world and space today.
Science	In science, children will explore the four seasons in the UK—spring, summer, autumn, and winter—and the key weather patterns and environmental changes associated with each. Children will explore how the length of day and temperature varies throughout the year and how these changes affect the natural world. They will investigate how animals adapt their behaviour in response to the changing seasons, learning about processes such as hibernation, migration, and food storage. For example, they will explore how hedgehogs hibernate in winter, how birds migrate to warmer climates, and how squirrels gather food in autumn.
Design and Technology	This half term, children will learn about a healthy, balanced diet using the Eatwell Plate and explore where food comes from, focusing on fruits and vegetables. They will develop safe food hygiene habits and practise using kitchen tools like knives and peelers. Children will apply their skills by designing and making a healthy vegetable naan pizza, learning to measure, prepare, and

	combine ingredients while thinking about taste, texture, and presentation.
Music	This half term, children will be exploring the concept of sound through the theme of the seasons. They will create and perform their own soundscapes, using a variety of instruments and vocal techniques, and learn how to graphically notate the sounds they create. Alongside this, they will begin to use and understand a wider range of musical vocabulary to describe dynamics, pitch, tempo, and timbre in their compositions and performances.
Computing	This half term, children will begin to understand programming whilst learning how to program a quiz. The unit initially recaps on previous skills learnt from using Scratch Jr, and learners will begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in Scratch Jr and realise these designs in Scratch Jr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.
PSHE	This half term Year 2 will be looking at 'How do we recognise our feelings?' They will be exploring the theme of health and wellbeing. Children will be able to recognise, name and describe a range of feelings. They will understand how different things, times and experiences can bring about different feelings for different people.

	Children will understand how feelings can affect their bodies and behaviour and will understand how they can manage it and seek help. Children will also be exploring our school value 'empathy'. They will reflect on what this is, who in our lives shows empathy, and how we can be empathetic.
RE	At the beginning of this half term, children will continue to explore the theme of being imaginative and explorative, reflecting on how creativity and curiosity help us understand the world and different beliefs. Through stories, discussion, and reflection, they will consider how imagination is used in expressing faith and understanding big questions. Later in the half term, the theme will be revisited, allowing children to deepen their thinking and make connections between their own ideas and those found in a range of religious and cultural traditions.
PE	Within every P.E unit, all pupils develop their physical, social, emotional and thinking skills. **<u>Rackets, Bats and Balls</u>** In Year 2, pupils will refine their understanding of how they can use their hitting (striking) skills to send the ball into space in order to win a game. Pupils will refine this understanding of why in certain

	games, hitting into space is essential in order to score points against the opposing team. **<u>Games For Understanding</u>** Throughout this topic, pupils will be challenged to create simple defending and attacking tactics, while continuing to develop an understanding of the transition from defence to attack. Pupils will apply these tactics as a team into games.

Knowledge Organisers:

Maths

Maths Knowledge Organiser – Time

Topic Coverage

Time
- Tell and write the time to five minutes including quarter past/to the hour and draw the hands on a clock face to show the times.
- Know the number of minutes in and hour and the number of hours in a day.
- Compare and sequence intervals of time.

Important information
- The big hand indicates the minutes.
- The small hand indicates the hour.

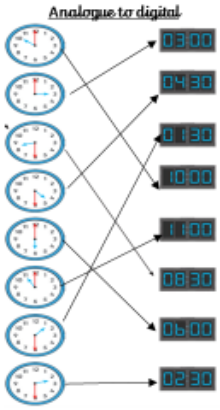
Key Vocabulary	
Time	Ongoing and continuous sequence of events.
Clock	Used to measure the time.
Hours	A period of time (See important information)
Minutes	
Day	
Week	
Month	
Year	
Hand	Two hands on a clock that move to show the time.
O'clock	Start of a new hour
Half past	Half way through the hour.
Quarter past	15 minutes past the hour.
Quarter to	15 minutes left till the new hour.
Duration	How long something takes
Shorter	Comparing (Small amount of time).
Longer	Comparing (Large amount of time).

Compare and sequence intervals of time
- A minute is shorter than an hour.
- A day is longer than an hour.
- A week is shorter than a month.
- A year is longer that a month.

Shortest. Longest.

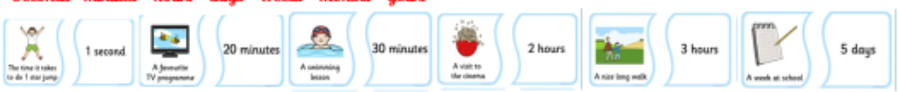
Seconds < minutes < hours < days < weeks < months < years

Analogue to digital



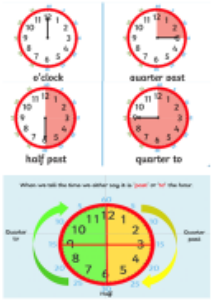
Know the number of minutes in and hour and the number of hours in a day.

- There are 12 months in a year.
- There are 4 weeks in a month.
- A leap year happens every 4 years. On a leap year we gain a day meaning that there are 366 days within the year.

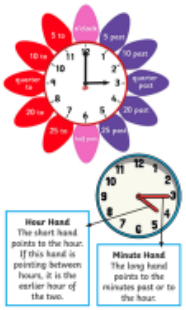


Tell and write the time to five minutes including quarter past/to the hour and draw the hands on a clock face to show the times.

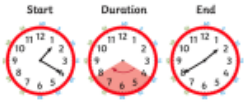
Where does the minute hand point at o'clock, quarter past, half past and quarter to?



Telling the time to 5 minute



Duration



20 minutes has passed.

Count from the start minute hand to the end minute hand (in 5s).

15 minutes have passed

Drawing the time

4 o'clock

Draw minute hand first (o'clock means it must point to 12). Then draw the hour hand pointing to the 4. REMEMBER: The minute hand is longer than the hour hand.

quarter past 10

Draw minute hand first (quarter past means it must point to 3). Then draw the hour hand pointing just past 10. REMEMBER: The minute hand is longer than the hour hand.

Telling the time

3 o'clock
The minute hand is on 12 and the hour hand is on 3.

Quarter past 2
The minute hand is on 3 and the hour hand is past 2.

Quarter to 7
The minute hand is on 9 and the hour hand is going to 7

25 minutes past 7
The minute hand is on 5 (which is before half past). Counting in 5s from o'clock to 5 = 25. The hour hand is past 7.

10 minutes to 4
The minute hand is on 10 (which is after half past). Counting in 5s from 10 to o'clock = 10. The hour hand is going towards 4.

Half past 4
The minute hand is on 6 and the hour is past 4.

7 o'clock
The minute hand is on 12 and the hour hand is on 7.

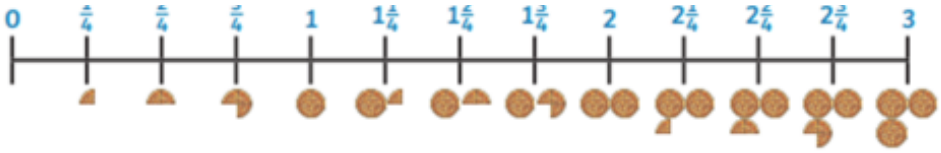
Half past 3
The minute hand is on 6 and the hour hand is past 3

20 minutes past 11
The minute hand is on 4 (which is before half past). Counting in 5s from o'clock to 4 = 20. The hour hand is past 11.

20 minutes to 12
The minute hand is on 8 (which is after half past). Counting in 5s from 8 to o'clock = 20. The hour hand is going towards 12.

equal parts of the whole are needed?

equal parts are in the whole?



Maths Knowledge Organiser – Mass, Capacity & Temperature

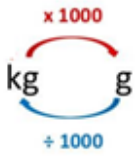
Topic Coverage

Mass, Capacity & Temperature
- Choose and use appropriate standard units to estimate and measure mass (g/kg); temperature and capacity (litres/ml) to the nearest appropriate unit, using scales and thermometers.
- Compare and order lengths, mass volume/capacity and record the results using < > +.

Key Vocabulary	
Mass	How much something weighs.
Gram	A measurement of mass (small).
Kilogram	A measurement of mass (large).
Lighter	Having a weight that is less than that of another object.
Heavier	Having a weight that is more than that of another object.
Capacity	The amount of liquid a container can hold.
Volume	How much liquid is in the container.
Millilitre	A measurement of volume (small).
Litre	A measurement of volume (large).
Temperature	How hot or cold something is.
Celsius	Measurement of temperature.
Degrees	

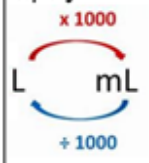
Important information/conversions

Mass



1000g = 1kg

Capacity



1000mL = 1L

Mass

Mass measures the weight of objects.

Comparing mass

5g 3g

The pear is **heavier** that the tomatoes because **5g is bigger than 3g.**
The tin of tomatoes are **lighter** than a pear because **3g is smaller than 5g.**
5g > 3g

2kg 4kg

The sack of potatoes is **lighter** than the dog because **2kg is smaller than 4kg.**
The dog is **heavier** than the sack of potatoes because **4kg is bigger than 2kg.**
2kg < 4kg

Appropriate measuring tools

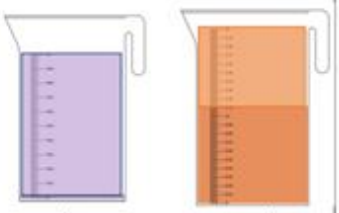
Capacity and Volume

Capacity is the amount of liquid a container can hold.
Volume is how much liquid is in the container.

Comparing Volume

4ml 3ml

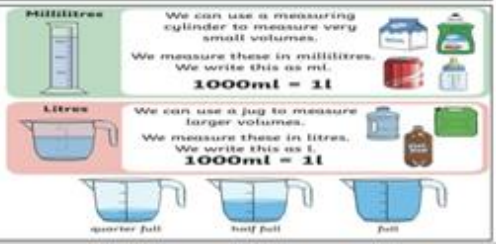
4ml is a larger volume that 3ml because 4ml is bigger that 3ml
3ml is a smaller volume than 4ml because 3ml is a smaller number than 4ml.
4ml > 3ml



1L 2L

2L is a larger volume that 1L because 2L is bigger that 1L
1L is a smaller volume than 2L because 1L is a smaller number than 2L
1L < 2L

Appropriate measuring tools



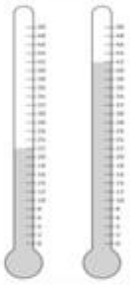
Temperature

Temperature is a measurement of heat.
We usually measure temperature in degrees Celsius (°C) but some parts of the world use degrees Fahrenheit (°F).

We measure the temperature of air, liquids or objects using a thermometer.

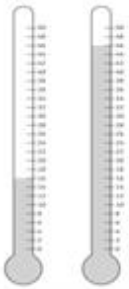
Most thermometers have small tubes and a bulb of liquid at the bottom. The hotter the temperature, the higher the liquid from the bulb rises in the tube. There are markings along the side of the glass tube (scale) that shows the temperature.

Comparing Temperature



22°C 42°C

22°C is **cooler** than 42°C because it is a smaller number than 42°C. (didn't rise as much).
42°C is **hotter** than 22°C because it is a bigger number than 22°C. (rose more)
22°C < 42°C



16°C 46 °C

16°C is **cooler** than 46°C because it is a smaller number than 46°C (didn't rise as much).
46°C is **hotter** than 16°C because it is a bigger number than 16°C (rose more).
46°C > 16°C

Home Learning and Useful Links:

Home Learning

Healthy Snack Project!

What to do at home:

- Look at the Eatwell Plate and find foods from different groups in your kitchen.
- Choose 3 fruits or vegetables and find out where they grow (above or below ground) and which part of the plant they are.
- Help prepare a simple snack, practicing safe food hygiene like washing hands and cleaning surfaces.
- Design your own healthy snack using fruits and vegetables.
- Make your snack with an adult and talk about the taste and texture.

Bring your drawings, photos, or a short video to share!

Explorers and Expeditions

Project: Discover the World of Explorers

What to do at home:

- Choose an explorer: Pick one from space (Neil Armstrong or Mae Jemison) or polar explorers (Captain Scott or Preet Chandi).
- Find out about them: Use books, videos, or the internet with an adult to learn where they explored and what they discovered.

- Create a timeline: Draw a simple timeline showing when their expedition happened compared to another explorer's expedition.
- Explore their equipment: Find out what tools or clothes they used. How are they different from what explorers use today?
- Present your learning: Make a poster, drawing, or short talk to share what you found interesting about your explorer and their journey. Bring your work to share with the class!

Useful links

https://www.bbc.co.uk/bitesize/articles/z4w3mfr

https://www.topmarks.co.uk/maths-games/hit-the-button

https://nrich.maths.org/10332/note

https://ictgames.com/mobilePage/hickoryDickory/

https://home.oxfordowl.co.uk/time-flies-helping-your-child-learn-to-tell-the-time/

https://www.phonicsplay.co.uk/