

Term: Y2 Autumn <i>Victorians. Celebrations.</i>	Term: Y2 Spring <i>Animals Materials</i>	Term: Y2 Summer <i>Travel Insects and plants</i>
<u>Curriculum Programme of Study</u>	<u>Curriculum Programme of Study</u>	<u>Curriculum Programme of Study</u>
Science: AUTUMN 1 <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. AUTUMN 2: <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	Science: Pupils should be taught to: SPRING 1 <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. SPRING 2: <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses 	Science: Pupils should be taught to: SUMMER 1 <ul style="list-style-type: none"> Compare how things move on different surfaces. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching SUMMER 2: RECAP LEARNING BY MAKING A YEAR 2 ALLOTMENT <ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
Working scientifically- EXPERIMENTS: AUTUMN 1 <ul style="list-style-type: none"> Exercise and heart rate experiment 	Working scientifically - EXPERIMENTS: SPRING 1 <ul style="list-style-type: none"> Sorting living, dead and never been alive in nature 	Working scientifically - EXPERIMENTS: SUMMER 1 <ul style="list-style-type: none"> Bounciness of different balls Stretchiness of materials

<ul style="list-style-type: none"> Germ experiment – seeing the effect of hand washing on mould growth on different pieces of bread DT link and parental involvement: To design, make and share a picnic and share learning of different food groups. <p>AUTUMN 2</p> <ul style="list-style-type: none"> Bean in a bag experiment (hydroponics) Growing cress in different locations 	<ul style="list-style-type: none"> Finding, observing and recording microhabitats around the school grounds. Observing and recording food chains in our area. DT link and <i>possible</i> parental involvement: To make a shoebox diorama which showcases learning of a specific animal within its habitat and the other animals and plants which would be there as they all depend on each other (food chain) <p>•</p> <p>SPRING 2</p> <ul style="list-style-type: none"> Absorbency – mopping up water with various paper towels Waterproofing materials with wax Sorting and classifying manmade and natural objects and describing their properties/similarities and differences Wax resistant painting. 	<ul style="list-style-type: none"> Testing durability of clothes Paper strength for wrapping a present The strongest paper bridge <p>SPRING 2</p> <p>Create a school flower bed and care for these over time.</p> <ul style="list-style-type: none"> Consider how it grows successfully Think about the wildlife that feed off it
<p>Geography</p> <ul style="list-style-type: none"> Describe significant historical events, people and places <i>in our own locality</i>. Explain how a place has changed over time. Use information to ask and respond to questions about the environment. Look at key human features, including city, town, village, factory, farm, house, office, port, harbour and shop; Locate hot and cold areas of the world, and explain how the weather affects these areas. Name the Equator and the Poles. 	<p>Geography</p> <ul style="list-style-type: none"> Describe how a human process has had an effect on the environment. Suggest ways of improving the local environment. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and construct a basic key. Use compass directions (N,S,E,W) to describe the location of geographical features and routes on a map. 	<p>Geography</p> <ul style="list-style-type: none"> Name and locate the capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans on a world map or globe. Describe the similarities and differences between an area in the UK and that of a contrasting non-European country. Use basic geographical vocabulary to refer to key features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; Collect and organise data from first- and second-hand sources.

<p>History:</p> <ul style="list-style-type: none"> • Use vocabulary associated with the passing of time: decade, year, century etc. • Describe how their life is different from past generations of their own family. Describe changes in the local area. • Use stories of famous historical characters to compare aspects of life in different times. • Recall dates of important festivals and celebrations. <p>Looking at life in Victorian times for a child. How is it similar? What is different?</p> <p>Historical characters: <i>They should learn about significant individuals in the past and to be able to compare aspects of life in different periods.</i></p> <p><u>Comparing- Nurses:</u> Mary Seacole Florence Nightingale Edith Cavell</p>	<p>History:</p> <ul style="list-style-type: none"> • Order events in a period of history. • They should learn about events beyond living memory that are significant: Great Fire of London • Describe how places, people and events have changed over time. Pupils should know about changes within living memory. • They should know where the people and events fit into a chronological time. These should reveal aspects of change in the way we live now. <p>Historical Characters: <i>They should learn about significant individuals in the past and to be able to compare aspects of life in different periods.</i></p> <p><u>Comparing- Civil Engineers:</u></p> <ul style="list-style-type: none"> • Isambard Kingdom Brunel • Elmina Wilson (tallest building in world, 1909) <p><u>Architects:</u></p> <ul style="list-style-type: none"> • Christopher Wren <p><u>Diarists:</u></p> <ul style="list-style-type: none"> • Samuel Pepys 	<p>History:</p> <ul style="list-style-type: none"> • They should understand some of the ways that we find out about the past. Ask and answer questions about a range of historical sources, including stories. • Show increased knowledge and understanding of key features of events beyond living memory through simple texts and drawings. <p>Historical characters: <i>They should learn about significant individuals in the past and to be able to compare aspects of life in different periods.</i></p> <p><u>Comparing- Scientists:</u> Mary Anning (fossils/dinosaurs) Tim Peakes (Space)</p>
<p>RE</p> <ul style="list-style-type: none"> • Christian Harvest Festival • being courageous (Edith Cavell?) • Jewish festivals, Passover and Sukkot • Muslim festival, Ramadam • Hindu festival, Diwali • sharing and being generous: Christmas story 	<p>RE</p> <ul style="list-style-type: none"> • Living with integrity: New Year Resolutions • fund-raising/ charity • making mistakes and learning from them • being open, honest and truthful • <i>Moses</i> • living by the rules 	<p>RE</p> <ul style="list-style-type: none"> • Suffering • Rights • How do we make things better? • Hopes for the future • Being fair and just.
<p>PSHE</p> <ul style="list-style-type: none"> • My place in the world • Explain how to be a good friend; play and learn cooperatively. • Manage feelings in a positive and effective way. 	<p>PSHE</p> <ul style="list-style-type: none"> • Develop strategies for simple conflict resolution. • Identify characteristics that make a good citizen. • Demonstrate a realistic idea of how much things cost and demonstrate how to manage their money. 	<p>PSHE</p> <ul style="list-style-type: none"> • Recognise what is fair/unfair, right/wrong, just/unjust and use this in making decisions. • Recognise that all living things have needs and we share a responsibility to meet them. (global citizenship)

<ul style="list-style-type: none"> • Recognise that their actions have consequences (relationships and responsibilities/ rules). • Describe, accept and respect similarities and differences between people. • Share opinions on things that matter to them, providing reasons. • Explain why exercise, rest and relaxation contribute to a healthy lifestyle. Recognise that their choices have an impact on their own health (healthy living; hand-washing/ teeth-cleaning). • Managing risk assessments: recognising danger and what to do about it. (keeping safe/ feeling comfortable: fireworks, PANTs rule and the difference between a secret and a surprise.) 	<ul style="list-style-type: none"> • Jobs that people do? “when I grow up...” (<i>Money Week</i>). Financial education. Setting Goals. • Identify people who look after them and identify who to go to if they are worried and how to attract their attention. • Know how to keep themselves safe, avoid danger and be aware that they should not keep adults’ secrets. (road safety; water safety; medicines; internet safety) 	<ul style="list-style-type: none"> • Communicate and respond to their own and others’ feelings. • Learn about loss, change and growing up. • Identify how their environment can be harmed and improved. • The Environment/ Litter; reuse, reduce, recycle (materials)
Learning to Learn: <i>Wise Owl</i> <ul style="list-style-type: none"> • planning • revising • distilling • meta-learning 	Learning to Learn: <i>Wise Owl</i> <ul style="list-style-type: none"> • planning • revising • distilling • meta-learning 	Learning to Learn: <i>Wise Owl</i> <ul style="list-style-type: none"> • planning • revising • distilling • meta-learning
Story books to be used (Pie Corbett + other authors): Wait and See! Farmer Duck Handa’s Surprise Pumpkin soup Daisy saves the day! Rama and Sita Lailah’s Lunchbox – A Ramadan story Christmas story	Story books (Pie Corbett + other authors): Emily Brown and The Thing Katie and the Dinosaurs. Listen to our World. Somebody swallowed Stanley The Gruffalo The three little pigs Katie Morag and the two grandmothers	Story books (Pie Corbett + other authors): Rosie Revere Engineer Wherever you go The Queen’s Handbag Little People big dreams: Amelia Earhart The Very Hungry Caterpillar James and the Giant Peach
Art and Design:	Art and Design:	Art and Design:

<ul style="list-style-type: none"> • Develop and share their ideas, experiences and imagination; • Label parts of a design/drawing, based on a given project. • Use a sketch book to record ideas. • Use line and tone (light and shade) to produce artwork. • Mix paint colour to suit task. • Create single and multi-coloured prints, using a range of printing techniques. • <i>Learn about the work of a range of artists and designers describing the differences and similarities, and making links to their own work.</i> <p><u>Select from these artists:</u> Van Gogh Arcimboldo Robert Delaunay Andy Warhol (mono-printing)</p>	<ul style="list-style-type: none"> • Develop ideas from a variety of starting points, including the natural world, manufactured materials, fantasies and stories. • Choose appropriate materials and techniques for a project. • Cut and tear materials to form a collage. • Use clay to create a thumb pot; roll out clay to make a tile; imprinting in clay or building up from a base • marbling, with inks • Use materials to create a sculpture. • <i>Learn about the work of a range of artists and designers describing the differences and similarities, and making links to their own work.</i> <p><u>Select from these artists:</u> Van Gogh Georges Seurat Korky Paul</p>	<ul style="list-style-type: none"> • Use a zoom feature to enhance an object in a photograph: close-ups (stones/bark etc) • Create patterns using natural materials found outside. • 3D shapes, eg: in buildings • Select and match colours, when painting from observation • Evaluate, adapt and change own work, giving reasons. • Learn about the work of a range of artists and designers describing the differences and similarities, and making links to their own work. <p><u>Select from these artists:</u> Rousseau Georgia O'Keeffe (poppies) Escher: tessellation/pixelation/tangrams Lucy Shires</p>
<p>Design Technology project: Produce detailed, labelled drawings or models of products based on design criteria. Use ICT packages to create a labelled design or plan. Investigate a range of existing products and say if they do what they are supposed to do. Create simple hinges and pop-ups using card. Use tools safely for cutting and joining materials and components. Join fabrics using running stitch, glue, staples, oversewing and tape.</p> <ul style="list-style-type: none"> • Science link: To design, make and share a picnic and share learning of different food groups. 	<p>Design Technology project: Think of ideas and plan what to do next, based on their experience of working with materials and components. Improve structures by making them stronger, stiffer and more stable. Describe similarities and differences between own and others' work including work by professional craftspeople and designers. Create working circuits to light a bulb or work a buzzer. Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect. <i>Cut, measure, form and shape materials to fix or repair something, explaining objectives.</i></p> <ul style="list-style-type: none"> • Science link: To make a shoebox diorama which showcases learning of a specific animals within its habitat and the other 	<p>Design Technology project: Explain how closely, finished products, meet their design criteria and say what they could do better in the future. Improve structures by making them stronger, stiffer and more stable. Describe why a design, building or designer is important. Create and use wheels and axles, levers and sliders. Attach features to a vehicle(e.g. an axle and wheels or a sail and rudder). Join appropriately, with glue and/or tape, for different materials and situations.</p> <ul style="list-style-type: none"> • Create cars with wheels and axels which can be used to test how differing surfaces effect how things move.

<ul style="list-style-type: none"> • Design appealing packaging for their creations for the picnic • Pop up cards for Christmas cards 	<p>animals and plants which would be there as they all depend on each other (food chain)</p> <ul style="list-style-type: none"> • Make a fabric bag which is suitable for litter picking 	
<p>Cookery (recipes): <i>Using the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</i> Explain where the food they eat comes from (e.g. by referring to countries, counties, animals and plants). Work safely and hygienically in cooking activities.</p> <p>Make sandwiches for picnic, flapjack and fair cakes.</p>	<p>Cookery (recipes): <i>Using the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</i> Recognise the need for a variety of foods in a diet.</p> <p>Chocolate chip cookies for the Thing (Emily Brown)</p>	<p>Cookery (recipes): <i>Using the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</i> Cut, peel, grate and chop a range of ingredients to make dishes from other countries.</p> <p>Making pizza and pasta with different fresh vegetables.</p>
<p>Computing</p> <ul style="list-style-type: none"> • Use logic to predict the behaviour of simple programs. • Recognise uses of ICT beyond school. • Communicate respectfully online. 	<p>Computing</p> <ul style="list-style-type: none"> • Recognise what algorithms are, how they are implemented in programs on digital devices; be able to program using a sequence of instructions. • Know that personal information should be kept private. 	<p>Computing</p> <ul style="list-style-type: none"> • Write and test/debug simple programs. • Organise, store, manipulate and retrieve data in a range of digital formats. • Place objects/pictures in a list or a simple table. • Explain how a branching diagram works. • Make a simple Y/N tree to sort information.
<p>Music</p> <ul style="list-style-type: none"> • To change voice to create different effects. • To make a sequence of sounds changing pitch and tempo. • To make and control long and short sounds, using voice and instruments. • Talk about similarities and differences in pieces of music. • Explain what they like and dislike about a piece of music and say why. 	<p>Music</p> <ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speaking chants and rhymes. • To experiment with, create, select and combine sounds. • To adapt and improve work, giving reasons. • Play tuned and untuned instruments musically. 	<p>Music</p> <ul style="list-style-type: none"> • Describe how an instrument can be used to represent the sound of an object (a bird, thunder, etc) and create different moods. • To compose and perform a piece of music. • To take notice of others when performing.

<p>PE</p> <p>Team Games:</p> <ul style="list-style-type: none"> Remember and repeat simple skills with increasing control and coordination. Plan and use a range of simple skills, applying relevant rules and safety conventions. Run a short distance with coordination and speed; throw a projectile overarm. Pass a ball or beanbag in a team game. Vary the use of skills in simple tactics, especially attacking/defending. Recognise and describe how their body feels after different exercises. <p>Gymnastics (travel and flight):</p> <ul style="list-style-type: none"> Consolidate skills of travelling, turning, rolling, jumping and taking weight on their hands. Develop skills of sliding, twisting, turning, climbing and swinging. Repeat sequences of movement, on floor and apparatus. Use own ideas. Lift and move most/all of the equipment. Select skills to meet challenges. Remember and repeat simple skills with control and coordination. Understand the importance of being active. 	<p>PE</p> <p>Gymnastics (Balance):</p> <ul style="list-style-type: none"> Static balances, using a variety of “spots and patches” (small and large body parts) Develop skills of travel, balance, stillness, sliding, hanging and taking weight on hands. Link smoothly varied activities on the floor and the apparatus. Use a variety of levels: join two or three balances. Using pupils’ own choices to link skills and actions in short movement phrases. Use relevant language. Make simple judgements to improve the quality of their work. Balance alone and with a partner. <p>Games (invasion):</p> <ul style="list-style-type: none"> Develop skills of travelling, sending and receiving with control. Develop a sense of space and awareness of other players. Play goal-scoring games. Use a variety of games equipment. Use simple rules and tactics for defending and attacking. 	<p>PE</p> <p>Games (net/wall/striking/fielding):</p> <ul style="list-style-type: none"> Develop skills of handling small apparatus safely. Play games with a net or against a wall in pairs or small groups. Watch a missile and assess the speed, height and direction of its path. Develop skills of send, chase, receive and control. Develop skills: rolling, bouncing, throwing, kicking, pushing and striking a variety of missiles. Introduce ropes, hoops, posts, benches, canes, cones and markers to increase the need for accuracy. (Pass missile over, under, through, into and between.) Experience competition. <p>Athletics:</p> <ul style="list-style-type: none"> Take part in activities with an emphasis on accuracy, speed, height, length and distance. Practise skills of running, throwing, and jumping with control. Practise basic safety in large outdoor spaces. Explore ways of jumping, hopping and landing. Explore ways of aiming and throwing.
<p><i>perform dances using simple movement patterns.</i></p> <p>Autumn 1: Shape, rhythm and continuity</p> <p><u>Country dancing.</u> Using rhythmic music with a strong beat of 8 (a 4/4 rhythm). Clap and stamp;</p>	<p>Turning and jumping</p>	

<p>skip and walk/march to the beat. Weaving, galloping, circling and turning. Children show greater contrast of direction and movements. Precise timings. Long set; square set and a circle. Dancing with a partner, taking turns to follow a pattern of movements.</p> <p>Autumn 2: To move with control and timing.</p> <p>Using the story of Rama and Sita, explore the use of emotion in dance. Listen to bhangra music and investigate movement patterns, directions and the invoked moods. Using scarves to add dimension to a dance.</p> <p>Twisting, turning, leaping and skipping; strong movements, such as stamping and punching.</p>	<p>To develop the skills of travelling, jumping and turning with grace; changing shape and size; changes of speed, level and direction</p> <p>To respond imaginatively to the rhythm of the music.</p> <p>Music to use:</p> <ul style="list-style-type: none"> • Night on a Bare Mountain – Mussorgsky • Dance Macabre – Saint-Saens • Sorcerer’s Apprentice – Dukas <p>You could show the children sections from the Disney Fantasia film.</p>	
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