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| Term: Y2 Autumn <i>Festivals</i> | Term: Y2 Spring <i>Buildings and Structures</i> | Term: Y2 Summer <i>Exploration and a new adventure...living in a wider world.</i> |
| <u>Curriculum Programme of Study</u> | <u>Curriculum Programme of Study</u> | <u>Curriculum Programme of Study</u> |
| Science: Pupils should be taught to: <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. notice that animals, including humans, have offspring which grow into adults; find out and describe the basic needs of animals, including humans, for survival (<i>water, food, air</i>) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | Science: Pupils should be taught to: <ul style="list-style-type: none"> identify and compare the uses of everyday materials, including wood, metal, glass, brick, rock, paper and cardboard for particular uses. | Science: Pupils should be taught to: <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead and those things that have never been alive; identify that most living things live in habitats to which they are suited and describe how these habitats provide for the basic needs of different kinds of plants and animals, and how they depend on one another (Food chain/ life cycles) identify and name a variety of plants and animals in their habitats describe how animals obtain their food from other plants and animals, and identify and name different sources of food. |
| Working scientifically- EXPERIMENTS: | Working scientifically - EXPERIMENTS: | Working scientifically - EXPERIMENTS: |
| Geography | Geography <ul style="list-style-type: none"> 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; key human features, including city, town, village, factory, farm, house, office, port, harbour and shop; use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and construct a basic key. Significant historical events, people and places <i>in our own locality</i>. | Geography <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans use world maps, atlases and globes to identify UK and its countries, as well as countries, continents and oceans. |
| RE <ul style="list-style-type: none"> Christian Harvest Festival Jewish festivals, Passover and Sukkot Muslim festival, Ramadam Hindu festival, Diwali sharing and being generous: Christmas story being courageous (Edith Cavell?) | RE <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 | RE <ul style="list-style-type: none"> How do we make things better? Hopes for the future Being fair and just. |

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| <p>PSHE</p> <p>LEARNING ABOUT ME:</p> <ul style="list-style-type: none"> relationships and responsibilities/rules My place in the world healthy living hand-washing/ teeth-cleaning safe use of medicines friendships growing up accepting differences keeping safe/ feeling comfortable: fireworks, PANTS rule and the difference between a secret and a surprise. | <p>PSHE</p> <ul style="list-style-type: none"> reuse, reduce, recycle (materials) Jobs that people do? when I grow up... (<i>Money Week</i>) Financial education Setting Goals | <p>PSHE</p> <ul style="list-style-type: none"> The Environment/ Litter/ The Blue Planet global citizenship road safety water safety |
| <p>Learning to Learn: <i>Wise Owl</i></p> <ul style="list-style-type: none"> planning revising distilling meta-learning | <p>Learning to Learn: <i>Wise Owl</i></p> <ul style="list-style-type: none"> planning revising distilling meta-learning | <p>Learning to Learn: <i>Wise Owl</i></p> <ul style="list-style-type: none"> planning revising distilling meta-learning |
| <p>Design Technology project:</p> <p>Design/Make/Evaluate/Technical Knowledge</p> | <p>Design Technology project:</p> <p>Design/Make/Evaluate/Technical Knowledge</p> | <p>Design Technology project:</p> <p>Design/Make/Evaluate/Technical Knowledge</p> |
| <p>Cookery (2 recipes):</p> <p><i>Using the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</i></p> | <p>Cookery (2 recipes):</p> <p><i>Using the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</i></p> | <p>Cookery (2 recipes):</p> <p><i>Using the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</i></p> |
| <p>Historical characters:</p> <p><i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events fit into a chronological time. They should identify similarities and differences between ways of life in different periods. They should use a wide range of vocabulary. They should ask questions, choosing and using parts of stories to illustrate that they understand key features of events. They should understand some of the ways that we find out about the past. 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></p> <ul style="list-style-type: none"> Mary Seacole Florence Nightingale Edith Cavell | <p>History:</p> <p>pupils should learn about events beyond living memory that are significant: Great Fire of London</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>Historical characters:</p> <p><i>They should identify similarities and differences between ways of life in different periods. They should learn about significant individuals in the past and to be able to compare aspects of life in different periods.</i></p> <p>Pupils should know about changes within living memory. These should reveal aspects of change in the way we live now,</p> <p><u>Comparing- Scientists:</u></p> <ul style="list-style-type: none"> Mary Anning (fossils/dinosaurs) Tim Peakes (Space) |
| <p>Story books to be used (Pie Corbett + other authors):</p> | <p>Story books (Pie Corbett + other authors):</p> | <p>Story books (Pie Corbett + other authors):</p> |

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| <p>Art and Design: <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> to develop and share their ideas, experiences and imagination; to develop a wide range of art techniques in using colour and line; 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> Arcimboldo Georgia O'Keeffe (poppies) Robert Delaunay Aboriginal art</p> | <p>Art and Design: <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> to develop and share their ideas, experiences and imagination; to develop a wide range of art techniques in using pattern and texture 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> Van Gogh Andy Warhol (mono-printing) Gustav Klimt (be careful!!) Georges Seurat Korky Paul</p> <p>imprinting in clay or building up from a base marbling, with inks</p> | <p>Art and Design: <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> to develop and share their ideas, experiences and imagination; to develop a wide range of art techniques in using form (3D) and space; <p>about the work of a range of artists and designers describing the differences and similarities, and making links to their own work. <u>Select from these artists:</u> Rousseau Escher: tessellation/pixelation/tangrams Lucy Shires</p> <p>sculpture 3D shapes, eg: in buildings photography: close-ups (stones/bark etc)</p> |
| <p>Computing <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; to create and debug simple programs; to use logical reasoning to predict the behaviour of simple programs; to use technology purposefully to create, organise, store, manipulate and retrieve digital content; to recognise common uses of IT beyond school; to use technology safely and respectfully, keeping personal data private; identify where to go for help and support when they are concerned about content or contact on the internet. | <p>Computing <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; to create and debug simple programs; to use logical reasoning to predict the behaviour of simple programs; to use technology purposefully to create, organise, store, manipulate and retrieve digital content; to recognise common uses of IT beyond school; to use technology safely and respectfully, keeping personal data private; identify where to go for help and support when they are concerned about content or contact on the internet. | <p>Computing <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; to create and debug simple programs; to use logical reasoning to predict the behaviour of simple programs; to use technology purposefully to create, organise, store, manipulate and retrieve digital content; to recognise common uses of IT beyond school; to use technology safely and respectfully, keeping personal data private; identify where to go for help and support when they are concerned about content or contact on the internet. |
| <p>Music <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> to use their voices expressively and creatively by singing songs and speaking chants and rhymes; to play tuned and untuned instruments musically; to listen with concentration and understanding to a range of quality music; to experiment with, create, select and combine sounds | <p>Music <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> to use their voices expressively and creatively by singing songs and speaking chants and rhymes; to play tuned and untuned instruments musically; to listen with concentration and understanding to a range of quality music; to experiment with, create, select and combine sounds | <p>Music <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> to use their voices expressively and creatively by singing songs and speaking chants and rhymes; to play tuned and untuned instruments musically; to listen with concentration and understanding to a range of quality music; to experiment with, create, select and combine sounds |

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| <p>PE</p> <p><i>Pupils should develop fundamental movement skills, become increasingly confident and competent, and access a broad range of opportunities.</i></p> <p><i>Pupils should be taught to</i></p> <ul style="list-style-type: none"> • <i>master basic movements such as running, jumping, throwing and catching, as well as developing skills such as balance, agility and coordination;</i> • <i>participate in team games, developing simple tactics;</i> • <i>perform dances using simple movement patterns.</i> | <p>PE</p> <p><i>Pupils should develop fundamental movement skills, become increasingly confident and competent, and access a broad range of opportunities.</i></p> <p><i>Pupils should be taught to</i></p> <ul style="list-style-type: none"> • <i>master basic movements such as running, jumping, throwing and catching, as well as developing skills such as balance, agility and coordination;</i> • <i>participate in team games, developing simple tactics;</i> • <i>perform dances using simple movement patterns.</i> | <p>PE</p> <p><i>Pupils should develop fundamental movement skills, become increasingly confident and competent, and access a broad range of opportunities.</i></p> <p><i>Pupils should be taught to</i></p> <ul style="list-style-type: none"> • <i>master basic movements such as running, jumping, throwing and catching, as well as developing skills such as balance, agility and coordination;</i> • <i>participate in team games, developing simple tactics;</i> • <i>perform dances using simple movement patterns.</i> |
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