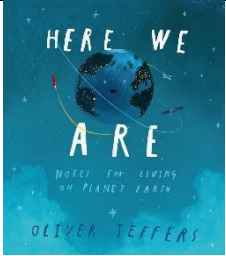

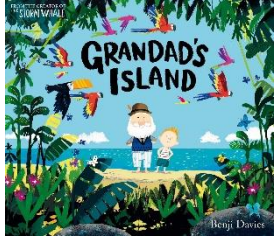




Curriculum Overview – Year 2

Topic 1 Autumn 1	Topic 2 Autumn 2	Topic 3 Spring 1 & 2	Topic 4 Summer 1	Topic 5 Summer 2
 <i>Here We Are</i>	 <i>The Great Fire of London</i>	 <i>Comparing Islands (UK and Tasmania)</i>	 <i>People who have shaped our world</i>	 <i>Our changing world (Global Warming)</i>
We are... Geographers	We are... Historians	We are... Explorers	We are...	We are... environmentalists
Parental links:	Parental links: Showcase to parents (January)	Parental links: Present to parents –two islands they have studied. Data collection – which island would parents prefer?	Parental links: Working with parents at home – what can they do to shape the world.	Parental links: Invite parents into plant alongside the children.
Community links:	Community links: Local fire service visit	Community links: Local community walk	Community links:	Community links: Beach visit – Wembury educational centre. Andy Goldsworthy- Artist

History		<p>Chronological Understanding</p> <p>Knowledge and understanding of events, people and changes in the past Identify differences between ways of life at different times.</p> <p>Historical Terms Develop a wider vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries.</p> <p>Interpretation of History</p> <p>Historical Enquiry Sequence a collection of artefacts. Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p>		<p>Knowledge and understanding of events, people and changes in the past Find out about people and events in other times. Recognise why people did things and why events happened. Recall the main events from a significant time in history.</p> <p>Historical Terms Make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why.</p> <p>Historical Enquiry Discuss the effectiveness of sources. Choose and use parts of stories and other sources to</p>	
----------------	--	--	--	--	--

		<p>Organisation and communication Communicate ideas about the past through annotated photographs, drama/role play, models, writing and use of timelines.</p>		<p>show understanding of events.</p> <p>Organisation and communication Communicate ideas about the past through annotated photographs, drama/role play, models, writing and use of timelines.</p>	
--	--	---	--	--	--

Geography	<p>Locational & Place Knowledge Name, locate and identify the characteristics of the four countries and capital cities of the UK. Name and locate the surrounding seas of the UK. Name and locate the world's seven continents and five oceans.</p> <p>Geographical Skills & Fieldwork Use world maps, atlases and globes to identify the UK and its countries, continents, & oceans. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>		<p>Locational & Place Knowledge Recognise & describe what an island is. Understand, observe & describe the differences between human and physical geography within a study of a UK & contrasting location. (Plymouth & Tasmania). Express own views about a place, people & environment.</p> <p>Human & Physical Geography Use basic geographical vocabulary to refer to: Key physical 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,</p>		<p>Human & Physical Geography Begin to understand & discuss global warming and its impact. Show care and concern for the environment.</p> <p>Geographical Skills & Fieldwork Use aerial photos & plan perspectives to recognise landmarks & human & physical features. Devise a simple map & use and construct symbols in a key. Use simple fieldwork to observe and record information (human & physical) & study the geography of our local area. Beach: field study - noticing the physical & human features within this environment.</p>
------------------	--	--	---	--	--

			<p>house, office, port, harbour and shop Categorise human and physical features. Discuss, locations and the physical features which make it a desirable destination.</p> <p>Geographical Skills & Fieldwork Use aerial photos & plan perspectives to recognise landmarks & human & physical features. Devise a simple map & use and construct symbols in a key. Use simple fieldwork to observe and record information (human & physical) & study the geography of our local area.</p>		
	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>				

Art	<p>Drawing Know that different materials will produce different outcomes.</p> <p>Know how to control their material and develop this.</p> <p>Know what shading means and begin to practise shading in their pieces with 3D shapes</p>		<p>Painting</p> <p>Know how to mix a variety of colours for different purposes.</p> <p>Know which colours to choose and why.</p> <p>Know how to paint with creativity and expression.</p>	<p>Collage</p> <p>know how to tear, overlap and stick materials</p> <p>I know how to use scissors to cut out a range of shapes</p> <p>I know that I can fold and crumple paper to create different textures</p> <p>I know what the complimentary colours are and can use this knowledge to arrange primary and complimentary coloured papers</p> <p>know what colours would be classed as hot and cold</p> <p>I know how to work with others to complete a large-scale collaborative piece</p>	<p>Photography – Andy Goldworthy</p> <p>know what photography is</p> <p>know how to discuss a range photographs (famous artists) for likes and dislikes</p> <p>know how to experiment with taking photographs of items from different perspectives</p> <p>know how to take a photograph of an item to create a final piece</p>
------------	---	--	--	---	---

DT		<p>Design: Make a Moving vehicle (Cart)</p> <p>Make</p> <p>Evaluate</p> <p>Technical Knowledge Mechanisms Use levers or slides. Begin to understand how to use wheels and axles.</p>	<p>Design</p> <p>Make</p> <p>Evaluate</p> <p>Food and Nutrition- Pizza Making.</p> <p>Describe properties of ingredients and the importance of a varied diet.</p> <p>Identify where food comes from (animal or plant).</p> <p>Understand that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Explain where in the world different foods originate from and sample a range of foods from around the world.</p> <p>Explain the term 'five a day' and give examples. Explain hygiene and maintain a hygienic kitchen.</p> <p>Design and prepare dishes (linked to their knowledge of the Eatwell Guide).</p>		<p>Design</p> <p>Environmental link</p> <p>Make</p> <p>Evaluate</p> <p>Food and Nutrition Textiles- reuse fabric – to make a bag , pencil; case or puppet.</p> <p>Measure textiles.</p> <p>Join textiles to make a product and explain the making process. Carefully cut textiles to produce accurate pieces. Explain choices of textile. Begin to understand that a 3D textile structure can be made from two identical fabric shapes.</p>
-----------	--	--	---	--	--

			Practise cutting, peeling and grating with increasing confidence.	
Science	<p>Working Scientifically</p> <p><u>Animals including Humans</u> Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Working Scientifically</p> <p><u>Everyday Materials</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Working Scientifically</p> <p><u>Plants (Term 2)</u> 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.</p>	<p>Working Scientifically</p> <p><u>Living Things and their Habitats</u> 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.</p>

RSHE	<p>Health and Well-being Explore why sleep is important; think about how medicines can keep them well and healthy, including the need for vaccinations/ immunisations and what allergies are; understand healthy teeth; think about managing feelings (including loss/ bereavement and change) in self and others and how to ask for help. Learn about growing older; be able to name body parts; consider feelings and emotions linked to moving class or year group.</p>	<p>Health and Well-being Consider safety in different environments, such as road safety and relate this to risk and safety at home as well as accidents and emergencies, including how to get help and from who.</p>	<p>Relationships Learn about making friends; positive friendships; feeling lonely and getting help if they are worried. Learn how to manage secrets; resist pressure and get help; recognise hurtful behaviour and bullying – in words and actions and online. Recognise the things they have in common and differences with others; learn how to play and work cooperatively; sharing opinions.</p>	<p>Living in the wider world Learn about belonging to a group; roles and responsibilities; being the same and different in the community. Learn about the internet in everyday life and recognise the purpose/ value of it; understand different online content and information – how to recognise what is true/ untrue.</p>	<p>Living in the wider world Learn about what money is and how this relates to needs and wants; looking after money; saving and spending money.</p>
-------------	---	---	---	---	--

Music	<p><u>Exploring beat and rhythm & duration: Descriptive rhythmical music : We are musicians</u></p> <ul style="list-style-type: none"> *Children will be able to sing and follow the melody (tune). * They will perform simple patterns and accompaniments keeping a steady pulse independently and with others. * They will play simple rhythmic patterns *Children will be able to focus on a particular feature of a piece of music and describe effects and moods in connection to this. <p>Children will be able to order sounds to create a beginning, middle and end</p> <ul style="list-style-type: none"> * They will create music in response to different starting points. <p>Holst :planets</p>		<p><u>Exploring pitch: melodic focus using music from Tasmania & parts of the UK. We are performers.</u></p> <ul style="list-style-type: none"> * Children will sing accurately at a given pitch. * They will play simple rhythmic* melodic patterns on an instrument at times showing an increase or decrease in tempo, using spoken phrases to support them. * Children will listen out for specific things when listening to music. <p>*Children will identify that music uses different rhythms, instruments depending on where it has come from.</p> <p>Traditional music from <u>Tasmania.</u></p>		<p><u>Exploring Sound sources: habitat compositions: We are composers</u></p> <p>Children will be clear on how to be ready for a performance and how to complete a performance.</p> <ul style="list-style-type: none"> *Children will be able to give musical ideas about their preference for a piece of music. * They will choose sounds which create an effect. * They will use symbols to represent sounds. * They will make connections between notations and musical sounds. <p>Lark ascending: Vaugn Williams La Mer Debussy</p>
PE	<p>Fundamentals</p> <p>Team building</p>	<p>Ball Skills</p> <p>Gymnastics</p>	<p>Invasion</p> <p>Dance</p> <p>Yoga</p> <p>Net and Wall</p>	<p>Athletics</p> <p>Fitness</p>	<p>Sending and receiving</p> <p>Striking and fielding.</p>

Computing		<p>Computer Science Build on Year 1 algorithm understanding using physical toys, moving into programming of digital toys through simple Scratch programs. Continue to develop understanding and skills in debugging algorithms, moving to debugging digital toys in simple Scratch programs. Develop skills of prediction further, moving onto predicting the behaviour of objects in digital programs.</p>		<p>ICT Further develop use of internet search to collaboratively research a topic to present to the class. Note taking in the form of digital mind maps, moving into basic presentation of research in office suite software. Use office suite software to record and present basic data in tally charts, bar charts and pictograms. Take, edit and enhance photographs, building on digital paint skills from Year 1.</p>	<p>Digital Literacy Beginning to evaluate information found on the internet, knowing how to respond if they see or read anything that causes concern.</p>
RE	Who is a Muslim and how do they live?	Why does Christmas matter to Christians?	Who is a Muslim and how do they live part 2? Why does Easter matter to Christians?	What is the 'good news' Jesus brings?	What makes some places sacred to believers?