

Year 2 Curriculum Overview 2019/20						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History</b>		<b>Important people in History – Rosa Parks and Nelson Mandela</b>  KLP: - about discrimination - that we treat people respectfully despite differences - who Rosa Parks is and about her life - who Nelson Mandela is and about his life - Timelines - links to British Values	<b>Significant people from history</b>  KLP: - what life was like during 1953 including; fashion, industry, toys artefacts and transport	<b>Significant people from history</b>  KLP: - the structure of the monarchy - the life and reign of Queen Elizabeth - the role of the royal family - the events of the Queen's Coronation	<b>Local History</b> <b>Changes beyond living memory</b>  KLP: - what life was like in the Georgian period including; food, housing, schooling, clothes and transport - the differences between life in the Georgian period and the modern day - the role of an all work maid - the life and work of William Wordsworth	
<b>Geography</b>	<b>Seasons - Autumn focus</b>  KLP: - the 4 seasons - the food and crops harvested - animals migrate and hibernate - celebrations in Autumn - Changes in the environment - why leaves fall off trees	<b>The World – Continent and Ocean focus</b>  KLP: - the 7 Continents - 5 Oceans - locations on a map - where England is - difference between a continent and a country		<b>London</b>  KLP: - capital cities - effects of pollution on our environment		<b>Local Investigation</b>  KLP: - differences between the Lake District and the Mediterranean - countries in the Mediterranean and the climate - tourist attractions in our local town - historical sites in our local town - how to compare two locations - lakes and mountains in the Lake District
<b>Science</b>	<b>Living things and habitats</b>  KLP: - 7 life processes MRS GREEN - what is living, non-living and never lived - what animals need to survive - animals and their habitats	<b>Living things and habitats</b>  KLP: - animals and their habitats - animal food chains - herbivore, omnivore, carnivore and the differences - animal food chains including predators and their prey - how animals adapt to survive (hibernation etc.) - identify and name a variety of plants and animals in their habitats, including microhabitats - how to set up a simple investigation to monitor animal survival within a microhabitat	<b>Materials</b>  KLP: - what materials our school is made of - different materials and their uses - comparing the suitability of everyday materials - sorting the properties of materials - recycling	<b>Materials</b>  KLP: - how the shape of everyday objects can be changed - how to record our findings - how to make a prediction and draw a conclusion to an investigation - a suitable method for an effective investigation - independent and dependent variables	<b>Plants</b>  KLP: - 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 - observation and recording the growth of a variety of plants through a comparative test	<b>Animals Including Humans</b>  KLP: - that animals, including humans, have offspring which grow into adults - the basic needs of animals, including humans, for survival (water, food and air) - the importance for humans of exercise, eating the right amounts of different types of food, and hygiene - the basic needs of animals for survival, as well as the importance of exercise and nutrition for animals
R.E.	<b>Our actions/Buddhism</b>  KLP:	<b>Importance of light in religion</b>  KLP: - Hindu festival of Diwali	<b>Knowledge of Jesus and Christianity</b>  KLP:	<b>Islam including what it means to be a Muslim</b>  KLP:	<b>Islam including what it means to be a Muslim</b>  KLP:	<b>Reflection: different religions</b>  KLP:

	<ul style="list-style-type: none"> <li>- how our actions affect others</li> <li>- qualities of a good person</li> <li>- what is important to ourselves and others</li> <li>- who influences our behaviour</li> <li>- principles of Buddhism</li> <li>- who Buddah is</li> <li>- Story of Prince Siddhartha</li> </ul>	<ul style="list-style-type: none"> <li>- what a Diwali light represents</li> <li>- meaning of Advent Wreath (Christian)</li> <li>- the Christian tradition of Christingle</li> </ul>	<ul style="list-style-type: none"> <li>- the importance of Jesus to Christians</li> <li>-Key Stages in Jesus' life</li> <li>- what a hero is and what it means to us</li> <li>- Christians relationship with God</li> <li>- how followers of a religion try to help others</li> </ul>	<ul style="list-style-type: none"> <li>- that muslims name for God is 'Allah'</li> <li>- the holy book of Islam is the Qur'an'</li> <li>- that the Qur'an is treated with respect and understand why</li> <li>- the Qur'an contains some rules for living followed by Muslims</li> </ul>	<ul style="list-style-type: none"> <li>- Muslims worship in a mosque (share about Salah and Wudu)</li> <li>- what is important to Muslims in their everyday life</li> </ul>	<ul style="list-style-type: none"> <li>- the need to reflect on learning and review our understanding of different religions</li> <li>- how and why people from different religions can help each other</li> <li>- stories believed by religions are inspirational for believers</li> </ul>
<b>Art</b>	<p><b>Autumn colours</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>- layering materials (leaves/sand)</li> <li>- mixing primary colours</li> <li>- application of water colour</li> </ul>	<p><b>Sketching and portraits</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>- features of a portrait</li> <li>- proportionality</li> <li>- use of colour and shading</li> <li>- the colours and meaning of an advent wreath</li> </ul>	<p><b>Topic Specific- Images beyond living memory</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>- how to experiment with tones using pencils, chalk or charcoal.</li> <li>- representing things observed, remembered or imagines using colour/tools</li> <li>- simple watercolour skills</li> </ul>	<p><b>Materials</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>- how to make textured collages from a variety of media by folding, crumpling and tearing.</li> <li>- techniques to join fabrics and apply decorations such as a running or over stitch</li> </ul>	<p><b>Acrimbundo</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>- understand how to experiment with basic tools on rigid and flexible materials</li> <li>- particular techniques to create a chosen product and develop some care and control over materials and their use</li> </ul>	<p><b>Mapping and changes to the town.</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>- paintings of famous buildings</li> <li>- that different artistic works are made be craftspeople from different cultures and times</li> </ul>
<b>Music</b>	<p><b>Songs</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>- following and repeating lyrics</li> <li>-performing new songs in a group</li> <li>- the basic principles of tunes, rhyme and rhythm</li> <li>- how to use his/her voice expressively &amp; creatively by singing songs &amp; speaking chants &amp; rhymes with growing confidence</li> </ul>	<p><b>Performance and production</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>- Christmas Songs</li> <li>- how to effectively practise, rehearse &amp; present performances to audiences with a growing awareness of the people watching</li> <li>- that structure describes how different sections of music are ordered</li> </ul>	<p><b>Live Music</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>- the correct musical language to describe a piece of music.</li> <li>- that the rhythm is a mixture of long &amp; short sounds that happen over the pulse.</li> <li>- listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<p><b>Music throughout History</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>- and develop the history &amp; context of music.</li> <li>- a range of high quality music.</li> <li>- how to choose, organise &amp; combine musical patterns</li> <li>-recognise &amp; explore different musical styles</li> </ul>	<p><b>Recorder</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>- how to read music</li> <li>- following and repeating a pattern</li> <li>- how to instruments using the correct techniques with respect</li> <li>- the pulse &amp; internalise it when listening to a piece of music</li> </ul>	<p><b>Local Musician</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>- listen and respond to local musicians in Cockermonth and the surrounding area</li> <li>- how to perform ensemble using a variety of instruments &amp; play different parts where appropriate.</li> <li>- experimentation with, create, select &amp; combine sounds using the inter-related dimensions of music.</li> </ul>
<b>D &amp; T</b>	<p><b>Rainmakers</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>- what a rainmaker is (Lila story)</li> <li>-use of suitable materials for an instrument</li> <li>- design of an instrument</li> <li>- transferring a design to the finished product</li> </ul>	<p><b>Festival of light</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>- appropriate colour and decoration for a Diwali light</li> <li>- how to design and make a Diwali light</li> <li>- how to design and make a Christingle</li> <li>- joining and using a variety of equipment to make a product against a design criteria</li> </ul>	<p><b>Building a house</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>- purposeful, functional, appealing products based on design criteria</li> <li>- generating, developing, modelling and communicating ideas through talking, drawing, templates, mock-ups and ICT</li> <li>- different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable</li> </ul>	<p><b>Queen's Carriage</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>- selecting appropriate tools, equipment, techniques and materials from a wide range</li> <li>- how to use and explore mechanisms eg. levers, sliders, wheels and axels in a product</li> <li>- Choose appropriate tools, equipment, techniques and materials from a wide range</li> </ul>	<p><b>Board Games</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>- how to measure, mark out, cut and shape materials using a range of tools</li> <li>- evaluation and assessing existing products and those that he/she has made using some design criteria</li> </ul>	<p><b>Healthy Eating</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>- what he/she eats at home and begin to discuss what healthy foods are</li> <li>- where some food comes from and give examples of food that is grown</li> <li>- how to use simple tools with help to prepare food safely. Understand the need for a variety of food in a diet</li> <li>- that all food has to be farmed, grown or caught</li> </ul>

						- how to use a wider range of cookery techniques to prepare food safely
<b>ICT</b>	<b>Introduction to Computing</b>  KLP: - use of ICT room - how to log in on a computer - how to shut down a computer - internet safety	<b>Programming</b>  KLP: - plan out and enter a sequence of commands - a sequence of instructions - correct errors in programs (debug) - explain what a program is - predict the outcome of a program	<b>We are game testers – Debugging games</b> KLP: - what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - and use logical reasoning to predict the behaviour of simple programs - how to recognise common uses of information technology beyond school - how to use technology safely and respectfully, keeping personal information private	<b>We are researchers – researching a topic</b> KLP: - how to use technology purposefully to create, organise, store, manipulate and retrieve digital content - how to recognise common uses of information technology beyond school -how to use technology safely and respectfully, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	<b>We are zoologists – Online research and digital photographs</b> KLP: - how to use technology purposefully to create, organise, store, manipulate and retrieve digital content - how to recognise common uses of information technology beyond school - how to use technology safely and respectfully, keeping personal information private	<b>E-safety</b>  KLP: - identifying what it means to be online and how things we see online can affect our feelings - identifying adults who can help
<b>English</b>	<b>Power of Reading text - Lila and the Secret of Rain</b>  KLP: -story mapping -story predictions -recite story using actions and key vocab -Adjectives -time conjunctions -conjunctions (and, so, but, because) -drafting and editing -write a story in a familiar setting	<b>Power of Reading text – The Princess and the White Bear King Information.</b> KLP: -story mapping and performing a sequence -setting descriptions (Halloween and links to text) -first person and third person -character descriptions -effective use of commas -structure and production of an acrostic poem -consistent use of capital letters and full stops	<b>Power of Reading text - Traction man</b> KLP: - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - the present and past tenses correctly and consistently including the progressive form - correct use of speech marks - alternative verbs for 'said' -how to write a set of instructions - correct use of imperative verbs.	<b>Power of Reading text – 10 things I can do to help my world</b> KLP: - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify -apostrophes for possession -apostrophes for contraction -use of paragraphs -how to write a recount based on the Queen's Coronation -how to use similes effectively	<b>Power of Reading text –Man on the Moon</b> KLP: -features of newspaper articles -organisational features including; heading, sub-headings and paragraphs -suffixes -the features of chronological report - how to write a diary in role (Topic link)	<b>Power of Reading Text –A Necklace of Raindrops</b>  KLP: -features of a classic story -how to sequence a descriptive story with a problem and resolution - organisational features to produce an information booklet based on our local area -persuasive vocabulary -how to use a dictionary and thesaurus
<b>Mathematics</b>	<b>Number, Place Value and addition</b> KLP: -place value (Tens/Units) -addition on number line -number sequences (to 100 < >) -shape and colour sequences	<b>Addition/Subtraction, Measure, Division</b> KLP: -addition & subtraction facts -number families (+ and -) -missing number problems -check calculations -money and money calculations -division (sharing equally)	<b>Division, Geometry, Measurement</b> KLP: -Division (grouping) -Addition (repeated and column) -Multiplication (array, 2, 3, 5, 10) 2D/3D shapes -Time (O Clock, half past, ¼ to and past	<b>Measure, Geometry, Measurement and Number</b> KLP: -Time (1/4 to past, nearest 5 minutes) -Subtraction (column) -Fractions (1/2, ¼, ¾ - shapes and number) -Measure (Weight g/kg, scales (ml, l,) length cm, m, km) -Arithmetic	<b>Measurement and Number</b> KLP: -Measure (cm/m) -Addition -Arithmetic -Time (1/4 to, past, 5 mins and word problems) -Position and movement	<b>Add, Sub, Div, Mult, Measurement and Statistics</b> KLP: -Word problems using (+, _ x, /) -Money – Coins value -Addition (Value of added coins) -Subtraction (change from an amount) -Angles -Statistics (tally, bar, pictogram) -Number lines and patterns

						-Symmetry
<b>P.E.</b>	<b>Cricket</b> KLP: -selecting cricket equipment -how to hold the bat -how to ball -how to strike -targets and aiming	<b>Gymnastics – Body Awareness</b> KLP: -safe preparation of gymnastics equipment -travelling with change of speed and direction - the correct positioning for teddy bear and pencil rolls -how to perform movement sequences -how to develop awareness through varying body balances	<b>Dance</b> KLP: -star and arch shapes -folk dance actions. -how to demonstrate happy and energetic dynamics -how to use the space to create different formations -sequencing a routine -perform individually, as part of a group and with a partner	<b>Sending and receiving</b> KLP: -kicking accurately towards a target - travelling whilst moving a ball with your feet/apparatus - knowledge of stronger and weaker sides of the body -dribbling around various cones and objects - kicking the ball confidently with the inside of your foot -how to send a ball to a team member -scoring	<b>Athletics</b> KLP: -running in a coordinated & fluent way over obstacles -gain an awareness of distance & weight. -how to throw a range of different throwing implement -develop an awareness of distance & height	<b>Net games</b> KLP: -aiming, striking & following through towards a target -hitting an object with varying power using a racket -hitting a ball or object towards a partner -exploring a tennis racket and ball -a 'forearm' or 'bump' pass -effective pairing in sports
<b>Curriculum Enrichment Activities</b>	Grand Day Out	Christmas Production	UDance	Bassenfell Residential Trip	Wordsworth House Sainsbury's Visit Grand Day Out	

