



## Year 2 Overview Curriculum Objectives

### Science

Living things and their habitat - explore and compare the differences between things that are living, dead, and things that have never been alive

Living things and their habitat - 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

Living things and their habitat - identify and name a variety of plants and animals in their habitats, including microhabitats

Living things and their habitat - 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.

Plants - observe and describe how seeds and bulbs grow into mature plants

Plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals, inc humans - notice that animals, including humans, have offspring which grow into adults

Animals, inc humans - find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Animals, inc humans - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Uses of everyday materials - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses

Uses of everyday materials - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

#### Working scientifically:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

### Art

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### History- *local history (WBA and Hamstead Colliery) Sappho and history makers*

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

### DT

Design - design purposeful, functional, appealing products for themselves and other users based on design criteria

Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make - select from and use a range of tools and equipment to perform practical tasks

Make - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate - explore and evaluate a range of existing products

Evaluate - evaluate their ideas and products against design criteria

Technical knowledge - build structures, exploring how they can be made stronger, stiffer and more stable

Technical knowledge - explore and use mechanisms, in their products.

Cooking - use the basic principles of a healthy and varied diet to prepare dishes

Cooking - understand where food comes from.

### PE

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

#### Swimming and water safety

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations.

### Geography - *Where I live, where does my food come from and why don't penguins need to fly?*

#### Locational Knowledge:

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's seven continents and five oceans.

#### Place Knowledge:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides

#### Human & Physical:

- 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, house, office, port, harbour and shop

#### Geographical skills & field work:

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- 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.

### Computing

Programming - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

Programming - create and debug simple programs

Programming - use logical reasoning to predict the behaviour of simple programs

Multimedia - use technology purposefully to create, organise, store, manipulate and retrieve digital content

Multimedia - recognise common uses of information technology beyond school

Online safety - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies

### Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music