



HEYHOUSES C.E. PRIMARY SCHOOL YEAR 2 CURRICULUM





At Heyhouses we aspire to be all that God has created us to be.

'I can do all thing through Christ who strengthens me.' *Philippians 4:13*

Our aim and purpose in education is based on firm beliefs and values; that Jesus is our redeemer; that each individual is unique and valued; and that although all different, we are dependent upon one another.

In our school we seek to provide for the spiritual, mental, moral and physical development, growth and well-being of all our children.

— Firm Foundations — Ambitious Learning — Flourishing for life —

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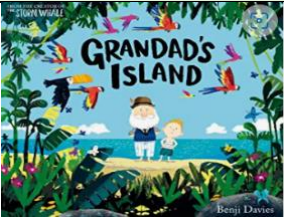
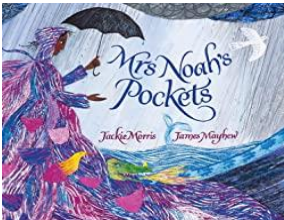
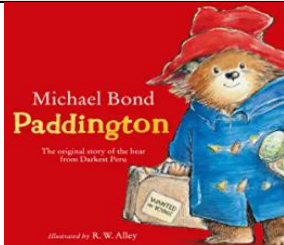
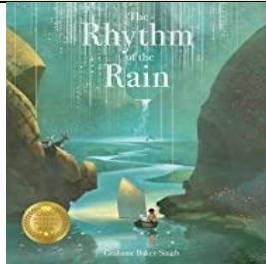
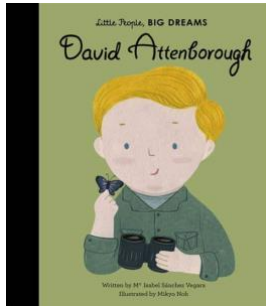
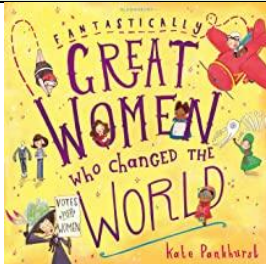
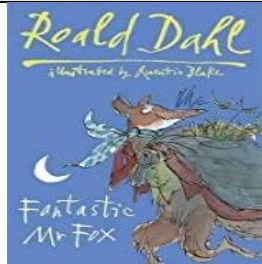
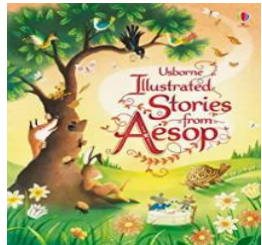
Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CUSP Science	Living things and their habitats	Animals, including humans	Uses of everyday materials	Revisit Living things and their habitats / materials	Plants	Revisit Living things and their habitats / Animals, including humans
History		Royalty in History – Elizabeth I and II	The Great Fire of London		Alcock and Brown – early flight	
Geography	What a wonderful World – 7 continents & 5 Oceans			Japan – study of non-European country & comparison to St Annes		Local area study – St Annes & mapping skills
Design Technology		Rainbow Salad	Model Playground		Great Teddy Race	
Art and Design	Rainforest: Drawing, Textiles Collage, Sculpture			Pop Art: Painting, Printmaking		Madly Monet: Painting, Printmaking, Collage
Music	Awareness of voice: pitch and duration of notes.	Music for public performance: Nativity	Creepy Castle Composition	Percussion: Pulse and rhythm	Action songs: rhythm and pulse	Music for public performance: Charter Assembly
PSHE	VIPs	Digital Wellbeing	Safety First	Growing Up	One World	Think Positive
Religious Education	The Bible Holy books	Christmas	Stories with Meaning	Easter	The Church Holy buildings	Ascension and Pentecost
Computing	Information technology	Digital photography	Robot algorithms	Pictograms	Digital music	Programming quizzes

Educational Visits / Visitors / Enrichment		
Autumn	Spring	Summer
Pantomime	Ashton Gardens	Music, Arts and Drama Festival

Reading

Each Year Group will have a suite of core texts that will form the depth study for the academic year. These texts represent a promise from the school to every pupil that it serves of the literature that it is committed to studying throughout a pupil's school journey. These texts have been mapped carefully to ensure a breadth of experiences, authors, texts and themes is addressed across the Primary years. In addition to these texts, there are core poems that each year group will study in detail. Other texts that will be studied in part will be outlined within the curriculum. This spine represents the core texts for depth study.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
   The Goose that Laid the Golden Eggs	 	The Quangle Wangle's Hat by Edward Lear  	 	 The Sun and the Wind	 



Writing Map

The writing sequence using the Increased Frequency Model

Each unit has a Block A and Block B version. *Green units* represent Block B. Block A is the first-time key concepts and text types are taught, with clear scaffolding provided to develop writing. Block B is the revisit unit allowing time for children to master the concepts previously taught and to build independence by reducing the scaffolding provided.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Character descriptions	Formal invitations	Poetry on a theme (humorous)	<i>Stories from other cultures</i>	<i>Non-chronological reports</i>	<i>Recount from personal experience</i>
Poems developing vocabulary	Stories from other cultures	Non-chronological reports	Recount from personal experience	<i>Simple retelling of a narrative</i>	<i>Poems developing vocabulary Enrichment</i>
Simple retelling of a narrative		<i>Formal invitations</i>			<i>Character descriptions</i>
		<i>Stories from other cultures</i>			<i>Poetry on a theme (humorous / poems about change) Enrichment</i>



Autumn	Spring	Summer
Number – numbers to 100	Measure – money	Number – fractions
Number – addition and subtraction	Number – multiplication and division	Geometry – position and direction
Geometry – properties of shape	Measure – length and height	Time
	Measure – mass, capacity and temperature	Number – addition and subtraction (Problem solving and efficient methods)
	Statistics	



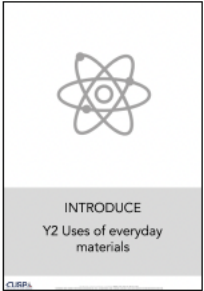
Year 2 Science		
Autumn	Spring	Summer
- Living things and their habitats - Animals, including humans	- Uses of everyday materials - Revisit Living things and their habitats / materials	- Plants - Revisit Living things and their habitats / Animals, including humans

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y2 Living things and their habitats I  INTRODUCE Y2 Living things and their habitats (11000)	Biology I The study of living things, including Characteristics of living things Relationship of living things and their environment.	EYFS – Natural Word Y1 Plants Y1 Animals including humans Y1 Revisit Animals, including humans Y1 Second revisit of Animals, including human and plants	Characteristics of living things What is alive and what is not? What do all living things have in common? Location of living things Where do plants and animals live? What plants and animals live in our local environment? How living things are connected What are food chains? How are they connected? Why do plants and animals need each other?	thrive depend producer consume prey predator	oxygen nutrition respiration sensitivity reproduction excretion



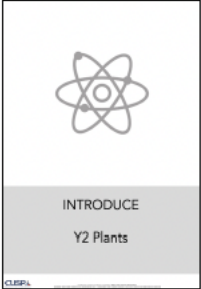
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y2 Animals, including humans I  INTRODUCE Y2 Animals, including humans CUSP	Biology I The study of living things, including Reproduction Basic needs Diet and exercise for humans .	EYFS – Natural Word Y1 Plants Y1 Animals including humans Y1 Revisit Animals, including humans Y1 Second revisit of Animals, including human and plants	Animals and change REMEMBER: what is an animal? How do animals change as they mature? Air, water and food How do we change as we mature? What do all animals need to stay alive? Health and food Keeping healthy: why do we exercise? Keeping healthy: why do we eat different types of food?	healthy survive exercise heart lungs muscles	hygiene larva pupa vertebrates invertebrates metamorphosis



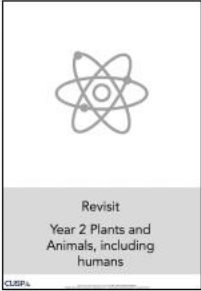
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y2 Use of everyday materials I 	Chemistry* I the study of the composition, behaviour and properties of matter	EYFS Natural world Y1 Everyday materials	Materials What are materials used for? Categorise and compare wood, metal, plastic and glass. What are materials used for? Categorise and compare ceramics, rock, paper and card, and fabric. Changes What happens when we squash, bend, twist or stretch a material? Purpose What's the right material for the job? What's the most absorbent material? Who invented waterproofing?	artificial brittle extracted fabric manufactured natural	ceramic durable inflexible reflective rigid translucent

*Adapted from BBC Bitesize



Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y2 Plants I 	Biology I The study of living things, including Growth Health Relationship of living things and their environment	EYFS – Natural Word Y1 Plants Y1 Animals, including humans Y2 Living things and their habitats	Growing from a seed How do seeds germinate and what happens? Growing from a bulb What happens when bulbs sprout? Healthy plants What do plants need to thrive and be healthy? What can happen if plants don't get the things they need? What do I notice about plants around the school? How are they healthy? How are they unhealthy? Show what you know How do seeds and bulbs grow? What do plants need to be healthy?	wither dormant mature bulb anchor sustain	germination perennial carbon dioxide glucose clone



Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y2 REVISIT Plants, and Animals, including humans I 	Biology I The study of living things, including Growth Health Relationship of living things and their environment Reproduction Basic needs Diet and exercise for humans	EYFS – Natural Word Y1 Plants Y1 Animals, including humans Y2 Animals, including humans Y2 Living things and their habitats Y2 Revisit Living things and their habitats	EXPLAIN-IT How do seeds and bulbs grow? SUMMARISE-IT What do I know about animals, including humans? INTERLEAVING and EXPLAIN-IT What do plants need to thrive and be healthy?	wither dormant mature bulb anchor sustain healthy survive exercise heart lungs muscles	germination perennial carbon dioxide glucose clone hygiene larva pupa vertebrates invertebrates metamorphosis



Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y2 Revisit Living things and their habitats Use of everyday materials  REVISIT Year 2 Living things and their habitats Everyday materials CUSPL	Biology The study of living things, including Characteristics of living things Relationship of living things and their environment Chemistry* the study of the composition, behaviour properties of matter	Y1 Animals, including humans Y1 Plants Y2 Living things and their habitats Y2 Uses of everyday materials	Materials What is it made from? Characteristics of living things Compare: what is alive, what is not alive and what has never been alive? Apply it What materials do our pets have or need? Why is that?	artificial brittle extracted fabric manufactured natural	ceramic durable inflexible reflective rigid translucent
				thrive depend producer consume prey predator	oxygen nutrition respiration sensitivity reproduction excretion



History

Year 2 History

In Year 2 we will learn about a locally and historically significant person in John Alcock (a former Heyhouses pupil), who along Arthur Brown in 1919, made the first non-stop transatlantic flight. Year 2 will also study the causes and consequences of the Great Fire of London and look at the role of the Monarch as they compare the Reigns of Elizabeth I and Elizabeth II.

National Curriculum

Royalty in History – Elizabeth I and II

- Events beyond living memory that are significant nationally or globally.

The Great Fire of London

- Events beyond living memory that are significant nationally or globally.

Alcock and Brown – early flight

- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events and people in our own locality.

Alcock and Brown – early flight

Prior Learning

The children have learned about the important historical figures Mary Anning and Grace Darling in Year 1.

Year 2 will learn:

- Learn that Alcock and Brown are famous and important as British aviators who, in 1919, made the first non-stop transatlantic flight.
- Learn about basic details of John Alcock's life and why he is important and his connection to Heyhouses School.
- Learn about the first flight and experimentation that went into early flight- The Wright brothers.
- Look at the change in plane designs through time.
- Recognise the similarities and differences between planes and pilots then and now.
- Reflect on how the use of planes has transformed the world.

Future Learning

Children will learn of other important historical figures in KS2– Julius Caesar in Year 4, Henry VIII and Queen Victoria in Year 5, Winston Churchill and Adolph Hitler in Year 6.

Chronological Understanding

- I can show I understand the passing of time by using the correct vocabulary.

Events, People and changes

- I can make connections between main events and people I have studied.

Historical Interpretation or Enquiry

- I know there are reasons why people in the past acted as they did.
- I can identify and use artefacts, pictures, stories and

Communication

- I can show what I know about the past through speaking, roleplay, drawing and writing.
- When describing different events or people from the



History

I can place objects and the main features of events into time order.		written sources to answer questions.	past, I can explain what is the same and different.
Key concepts	community & culture (Impact of air travel), cause & consequence (hygiene and improved health), similarity & difference (planes/pilots then and now), evidence & interpretation (source), exploration & invention (early flight), significance (impact of air travel in connecting the world)		
Vocabulary	Retrieval Vocabulary: old, past, now, timeline, same, different		
	New Vocabulary: pilot, aviator, plane, aircraft, invention, transatlantic, experimentation, competition		

The Great Fire of London			
Prior Learning	This is the first time the children have learnt about a specific historical event of National importance.		
Year 2 will learn:	- To know where London is and why it is important. - To know there was a great fire and show the events on a simple timeline. - Learn who the key figures were at the time including Samuel Pepys and Charles II. - Describe the key events and the resulting consequences. - To know that Pepys was a key eyewitness and much of what we know comes from his recording of the event.		
Future Learning	The children will learn about another significant event in British history in Year 6 when they study World War II.		
Chronological Understanding	Historical Interpretation	Historical Enquiry	Communication
- I can show I understand the passing of time by using the correct vocabulary. - I can place objects and the main features of events into time order. - I know my life is different from the lives of people in the past in at least two ways.	I can make connections between main events and people I have studied.	- I know there are reasons why people in the past acted as they did. - I can identify and use artefacts, pictures, stories and written sources to answer questions.	I can show what I know about the past through speaking, roleplay, drawing and writing.
Key concepts	community & culture (London, Capital), conflict & disaster (fire, destruction), cause & consequence , (accident, London burning) Evidence & interpretation (eye-witness, source), hierarchy & power (wealth, government), Significance (rebuilding London)		

History



Vocabulary	Retrieval Vocabulary: old, past, city, fire, burning
	New Vocabulary: capital, London, Pudding Lane, landmarks, timeline, Samuel Pepys, diary, Charles II, eye-witness, artefacts

Royalty in History – Elizabeth I and II				
Prior Learning	This is the first time the children learn about royalty and the role of the monarch.			
Year 2 will learn:	- Learn what a monarch is and the qualities they need. - Compare the lives of Queen Elizabeth I and Elizabeth II. Key events in the lives of each. - Compare and contrast power of Elizabeth I and Elizabeth II. - Place monarchs from Elizabeth I to Elizabeth II on a timeline.			
Future Learning	The children will learn about Henry VIII and Queen Victoria in Year 5.			
Chronological Understanding		Historical Interpretation	Historical Enquiry	Communication
- I can show I understand the passing of time by using the correct vocabulary. - I can place objects and the main features of events into time order. - I know my life is different from the lives of people in the past in at least two ways.		I can make connections between main events and people I have studied.	- I know there are reasons why people in the past acted as they did. - I can identify and use artefacts, pictures, stories and written sources to answer questions. - I can talk about some changes over time. - I can identify simple anachronisms in pictures and writing to show I understand about special people and events.	- I can show what I know about the past through speaking, roleplay, drawing and writing. - When describing different events or people from the past, I can explain what is the same and different.
Key concepts	community & culture (life under each monarch), hierarchy & power (queens, princes, government), similarity & difference,(historical and modern), evidence & interpretation (source), significance (impact of each reign)			
Vocabulary	Retrieval Vocabulary: old, new, timeline, past			
	New Vocabulary: Queen, King, monarch, government, reign, power, prince, princess, castle, ruler			

Geography



Year 2			
Term:	Autumn	Spring	Summer
Topic:	What a wonderful World – 7 continents & 5 Oceans	Japan – study of non-European country & comparison to St Annes	Local area study – St Annes & mapping skills
Key Knowledge:	- There are borders that separate different parts of the world. - A continent is a land mass and an ocean is a large body of water (and the names of each). - There seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America, North America, Africa and Asia. - The majority (71%) of the world's surface is covered by water. - The five oceans are The Atlantic, Pacific, Indian, Southern and Arctic. - The climate is different across continents (and to be able to give examples of contrast, e.g. Asia and Antarctica). - The equator is the hottest part of the world and it relates to the Earth's orbit around the sun.	- Children develop their knowledge, learning that St Annes is in the northwest of England. - They learn that most countries have a capital city and that London is the capital city of the UK. - Children learn that there are human and physical features within an area. - They learn how to follow a route on an aerial map and describe the features on a map, referring to the compass points. - Children learn that Japan is a country in Asia and how to locate it on a world map using the equator as a point of reference. - Children learn that the equator affects weather. - They learn what life is like for people living in Japan and what school and family life is like there.	- The compass directions are North, South, East, West). - To develop knowledge of map symbols (river, church, roads etc) by using them on their own map keys, as well as identifying on others. - To know that St Annes is part of a town and develop understanding of the countryside having different geographical features. - To know that St Annes is in Fylde and that Fylde is a district in Lancashire. - To know that St Annes is a coastal town and that towns have different geographical features than the countryside. - To know the term 'land use' and know some ways that land use is different in the countryside than in their local area.
Cross Curricular Links	- Music: Learn and perform a song about continents. - Literacy: produce a fact file about a focus continent.	Science: Possible school link. Seasonal comparison involving school in Japan.	- Literacy: Write a description using geographical vocabulary. - Art: Produce a collage of local landmarks - Maths – traffic survey (links with environmental awareness); introduction to coordinates.
Key Skills:	Use world maps, atlases and globes to identify the locations of the United Kingdom and its	To identify and recognise human and physical features of their locality from aerial photographs and relate these to maps (includes using google maps and satellite images).	Use simple compass directions Plot and navigate a simple route on a map (around St Annes). Recognise basic map symbols and use these in a key.



Geography

	countries, continents and oceans of the world. • Make comparisons between different continents and oceans (animals, temperature, clothing, jobs, houses). * * • Use basic geographical vocabulary e.g. north, south, east and west. • Research and write facts about a country, continent and ocean. * *	• To use simple fieldwork and observational skills to study their local environment by drawing symbols on an ordinance survey map, plotting a route from one local destination to another and identifying human and physical features of St Annes. • To be able to use a compass to navigate. • To be able to locate Japan on a world map and relate the concept of north, south, east and west to a map of the world and a globe. • To be able to recognise geographical similarities and differences between their local area and a non-European small area through the analysis of photographs, maps, aerial photographs and film clips. • To be able to compare their lives to those of children in Japan through observations of film clips, reviews of children's work/textbooks and consideration of geographical features. • To be able to use basic geographical vocabulary to refer to human and physical features.	• Compare the land use of St Annes to more agricultural places. * * • Express views about the environment and begin to suggest improvements with reasoning. * * • Use a growing range of subject specific vocabulary. • Use presentation skills with growing confidence.
School context:	• To participate in discussions about the UK and its relationship to Europe. • Children to talk about their experiences of different continents and oceans.	• comparisons between local area and Japan.	• Local area walk in St Annes.
KS1 Knowledge End Points: <u>Locational Knowledge:</u> • Can name and locate the world's seven continents and five oceans. • Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <u>Place Knowledge:</u> • Understands 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.			

Geography



Human and Physical Geography:

- Can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Can 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.

KS1 Skills End Points: Geographical Skills and Fieldwork:

Children will be able to –

- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photos and construct simple maps.
- Undertake simple fieldwork within school locality.



Design Technology

Year 2 Design Technology		
Cooking and nutrition	Structures	Mechanical Systems
Rainbow Salad	Model Playground	Great Teddy Race

Rainbow Salad	
Substantive & Technical Knowledge	Practical Knowledge (Skills)
Children should know: - How to research similar existing products, including online research. - How to use knowledge of existing products to help with generating their own ideas. - Simple procedures for working hygienically with food. - How evaluating existing products can help them to design and make their own product ideas. Cooking and Nutrition - How to identify fruit and vegetables and know that they come from different parts of the plant. - What is meant by a healthy and balanced diet. - That eating fruit and vegetables forms part of a healthy diet. - That nutrients are substances in foods that living things need to make energy, grow, and develop. - Where some common foods originate from. - That ingredients refers to the items in a food mixture or recipe.	Children should know how to: - Explain what their product is and how it will work. - Follow instructions to make a product from a design. - Select and use tools most appropriate for a practical task. - Taste and evaluate different foods using a taste test. Cooking and Nutrition - Describe the taste, texture, and smell of a range vegetables. - Describe the information that should be included on a food product label. Food Preparation Skills: - Cut medium resistance foods with a vegetable knife using the claw grip. - Cut medium resistance foods or partly prepared food with a vegetable knife using the bridge hold. - Grate soft foods. - Snip ingredients using scissors. - Squeeze the juice from fruit or vegetables. - Spoon ingredients between different containers with increasing accuracy and minimal spillage. - Peel with a swivel peeler with adult support. - Mix with increasing thoroughness to combine ingredients.

Model Playground



Design Technology

Substantive & Technical Knowledge	Practical Knowledge (Skills)
Pupils should know: • A product is something that is made to do a job or fulfil a need. • A design brief describes the product that is to be made • Drawing out design ideas is useful to see how the product will look. • Using model and construction kits can help to develop their ideas and designs. • About a range of materials and their properties and how they can be used when making a product. • Evaluating a product is about identifying what is good about the product and ways it could be made better. Materials • That sheet materials refers to materials that are flat. • That sheet materials can be folded to create three-dimensional shapes. Structures • Know the different types of structures that are found in the natural world and in the man-made world. • Know that different structures are used for different purposes. • Know how to use shape to increase the strength and stiffness of a structure. • How a large base can make a structure stable. Mechanical Systems • Linear movement is movement in a straight line. • Rotational movement is circular movement.	Pupils should know how to: • Research similar existing products, including online research. • Use knowledge of existing products to help with generating their own ideas. Drawing Skills • Generate and communicate ideas using sketches, drawing and digital software. • Create clearly labelled drawings to explain how their product works. • Select and use tools most appropriate for a practical task. • Measure and mark out different materials when working with them. • Cut and shape a range of materials using different tools and techniques. • Assemble, join, and combine a range of materials using different methods and techniques. • Explore and identify how products have been created, including the materials that have been used to make the product. • Reflect on a finished product explaining their likes, dislikes and suggesting improvements. Materials • Cut sheet materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Shape sheet materials through folding, creasing and curling. • Join materials through gluing and by making slots. • Combine materials to increase their strength and stability. Structures • Join different materials to create a structure. • Create a simple rectangular framework with corner struts for added strength. • Use techniques to make structures that are stronger and stable



Design Technology

Great Teddy Race	
Substantive & Technical Knowledge	Practical Knowledge (Skills)
Pupils should know: • A product is something that is made to do a job or fulfil a need. • A design brief describes the product that is to be made • Drawing out design ideas is useful to see how the product will look. • Using model and construction kits can help to develop their ideas and designs. • To keep themselves safe when making things. • Improving a product whilst making it is an important part of design technology. • Evaluating existing products can help them to design and make their own product ideas. • Evaluating a product is about identifying what is good about the product and ways it could be made better. Structures • Different structures are used for different purposes. Mechanical Systems • Know that mechanisms cause things to move. • Linear movement is movement in a straight line. • Rotational movement is circular movement. • A wheel needs to be attached to an axle to rotate.	Pupils should know how to: Designing Skills • Use knowledge of existing products to help with generating their own ideas. • Explain what their product is and how it will work. Drawing Skills • Generate and communicate ideas using sketches, drawing and digital software. • Create clearly labelled drawings to explain how their product works. • Select and use tools most appropriate for a practical task. • Measure and mark out different materials when working with them. • Cut and shape a range of materials using different tools and techniques. • Assemble, join, and combine a range of materials using different methods and techniques. • Apply a range of different finishing techniques to their made product. • Reflect on a finished product explaining their likes, dislikes and suggesting improvements. Structures • Join different materials to create a structure. • Create a simple rectangular framework with corner struts for added strength. Mechanical Systems • Add wheels and axles to a frame or chassis to create a moving vehicle.



Art and Design

Year 2			
Term:	Autumn	Spring	Summer
Topic:	Rainforest	Pop Art	Madly Monet
Theoretical Knowledge	Children will know: - Children will learn about different techniques, materials and skills that enable them to create art. - Children will understand and use key vocabulary to demonstrate knowledge and understanding, including; line, shape, colour, and pattern.	Children will know: - Children will know how to mix a range of colours. - Children will know that printmaking is transferring an image from one surface to another. - Children will know about the lives, style and works of art of significant artists, architects, and designers, including: Andy Warhol and Keith Haring - Children will know and be able to identify some of the key painting genres, including Pop Art	Children will know: - Children will know how to mix a range of colours - That printmaking is transferring an image from one surface to another. - Children will know about the lives, style and works of art of significant artists, architects, and designers, including Claude Monet - Children will know and be able to identify some of the key painting genres, including landscape. - Children will be able to recognise and know about some of the iconic works of art from the past 500 years, including some of Claude Monet's paintings of his garden at Giverny and to be able to explain how they were created.
Technical Knowledge	<i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i> Children will be able to: Drawing Through experimenting with a range of drawing materials children: - Draw lines and shapes of different thicknesses and sizes. - Create detail, patterns and textures using different lines and marks. - Develop pencil control, learning how to draw and colour in carefully.	<i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i> Children will be able to: Drawing: - Draw lines and shapes of different thicknesses and sizes. - Develop pencil control, learning how to draw and colour in carefully. Draw from both imagination, observation, and a range of sources.	<i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i> Children will be able to: Drawing: - draw lines and shapes of different thicknesses and sizes. - draw from both imagination, observation, and a range of sources. Painting: Through experimenting with a range of painting materials, children; - create new colours by mixing colours together.



Art and Design

	Painting - Select the appropriate brush or painting tool to create different painted effects. - Develop brush control, learning how to paint carefully. Textiles - Use simple stitching to create pattern. - Decorate textiles using applique techniques. Sculpture/3D - Shape and combine different malleable materials using techniques to create interesting forms. - Cut, shape, and join different materials together to create interesting forms. Collage - Create collage and mixed media compositions using a range of materials to convey an idea or for a given purpose.	Painting - Apply an increasing range of brush strokes and techniques to create different paint effects. Printmaking - Use objects, stamps, and stencils to create images. - Use a range of techniques to create simple printing blocks. - Make repeating patterns using a range of printing techniques. Collage - Create collage and mixed media compositions using a range of materials to convey an idea or for a given purpose.	- select the appropriate brush or painting tool to create different painted effects. - apply an increasing range of brush strokes and techniques to create different paint effects. Printmaking: - use objects, stamps, and stencils to create images. - use a range of techniques to create monoprints. Collage - create collage and mixed media compositions using a range of materials to convey an idea or for a given purpose.
Conceptual Knowledge	Children will understand the creative process through: - Using their imagination to create art. - Developing ideas linked to a topic they are interested in. - Talking about their art, explaining its meaning and their intentions. - Being able to identify ways in which to improve their artwork and the work of others.	Children will understand the creative process through: - Using their imagination to create art. - Expressing feelings and emotions about their own art and the art of others. - Developing ideas linked to a topic they are interested in. Comparing their art with iconic works of art by significant artists.	Children will understand the creative process through: - Using their imagination to create art. - Choosing appropriate media and materials with which to create their art. - Developing ideas linked to a topic they are interested in. - Comparing their art with iconic works of art by significant artists. - Talking about their art, explaining its meaning and their intentions.



Y2	Developing a sense of pulse and rhythm	Harvest Songs. Preparing Harvest hymns for Church Service integrated with Year 1. Revisit awareness and use of voice. Continue to develop controlling pitch and duration of notes. Learning words from memory. NC1.1	Nativity Learning (In House composed songs and music). Nativity songs, requiring wider vocal range and musical challenges, for public performance in church Incorporating movement, dance and drama. Integrated with Year 5 Choir (See Autumn 2 Y5). NC1.1	Creepy Castle. Exploring use of voice and percussion instruments with Creepy Castle Composition. Pupils make individual and group contributions. Responding to visual images, pupils learning to apply musical sounds to the images. Pupils start to learn about the elements of music (pitch, pulse, rhythm, dynamics, duration). NC1.2, NC1.4	Songs and Numbers Cross curricular. Using body percussion, pupils developing sense of pulse and rhythm and integrating numeracy skills. Developing co-ordination, pupils learn to respond to a variety of movements using body percussion. NC1.4	Action Songs (Cross curricular Geography). Simama Kaa, Swahili song, moving in time, in pulse and learn the words from memory. Focus on rhythm and pulse. MAD Festival movement to music, music appreciation, dance, drama & singing activities through music. NC1.1, NC1.2, NC1.3, NC1.4	Learning Songs for Charter Assembly Preparing and learning songs for final Year 2 Charter Assembly for parents, using skills established throughout the year. NC1.1, NC1.3
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	Building Blocks			Strands of Learning			
	Pulse	Rhythm	Melody (and notation)	Active listening	Composing and improvising	Performing	Singing
Year 2	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4). NC1.3/ NC1.4	Repeat back longer basic rhythms from memory (at least 2 bars); performing from very basic notation e.g. crotchets, quavers and minims. NC1.2/ NC2.1/ NC2.3	Sing back short melodies that use around 2-3 notes; Perform from rhythmic notation including crotchets and minims. NC1.1/ NC1.2/ NC1.4	Identify where elements change (e.g. music gets faster or louder;) replicate these changes in a simple performance. NC1.3/ NC1.4	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms as improvisation. NC1.4	Play longer phrases on untuned percussion instruments and body percussion. NC1.2	Sing simple songs and folk songs in rounds. NC1.1



Personal, Social, Health and Relationships Education

YEAR 2 PSHE and Citizenship (incl. RSE) Medium Term Plan					Health and Wellbeing	Living in the Wider World	Relationships
Term	Area of the Curriculum	Topic/ Unit	Lessons	About this Unit			
Autumn 1	Relationships	VIPs	1. Who Are Your VIPs? 2. Families 3. Friends 4. Falling Out 5. Working Together 6. Showing You Care	This unit explores the Very Important Persons (VIPs) in the children's lives and the ways in which they can develop positive relationships with them. It enables them to identify what makes someone a special person in their life and who these are. They are also encouraged to explore why families and friendships are important and understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. It also teaches the children the importance of cooperation and how to show the special people in their lives that they care and the positive impact of doing this.			
Autumn 2	Relationships	Digital Wellbeing	1. The Internet And Me 2. Online And Offline 3. Staying Safe Online 4. Personal Information 5. Communicationg Online 6. True Or False?	This unit is designed to encourage children to consider how we can use the internet in a safe and responsible way. Children will discuss how the Internet can be useful in our everyday lives and how we can balance time online with doing other activities to keep our mind and body healthy. Children will consider what risks there are online and how we can make sure we stay safe, including how important it is to not share any personal information over the internet. The unit will also explore the importance of communicating online in a way that shows kindness and respect and discuss whether or not we can believe everything we see on the Internet.			



Personal, Social, Health and Relationships Education

Spring 1	Health and Wellbeing	Safety First	1.Keeping Safe 2.Staying Safe At Home 3.Staying Safe Outside 4.Staying Safe Online 5.The Underwear Rule 6.People Who Can Help	In this unit, the children will learn about everyday dangers, in the home and outside and how they can keep themselves safe. Children will also learn about the internet and how to stay safe online. They will be taught about the Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who can help them and how to get help when needed, as well as their growing responsibility for their own safety.
Spring 2	Health and Wellbeing	Growing Up	1.Our Bodies 2.Is It OK? 3.Pink And Blue 4.Your Family, My Family 5.Getting Older 6.Changes	This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies (including the correct names of the genitalia), gender stereotypes and different types of families. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feeling in response to life experiences. Parents have the right to withdraw their child from Lesson 1 (Our Bodies)
Summer 1	Living in The Wider World	One World	1.Families 2.Homes. 3.Schools 4.Environments 5.Resources 6.Planet Protectors	This unit is inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life. It aims to enable the children to explore their own family life, home and school and compare these to children's family life, homes and school from around the world which are different from their own. Children also learn about how people use the earth's resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this.
Summer 2	Health and Wellbeing	Think Positive	1.Think Happy, Feel Happy 2.It's Your Choice 3.Go-Getters 4.Let It Out 5.Be Thankful 6.Be Mindful	This unit is designed to help children talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.



Religious Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	2.1 The Bible: Why is the Bible such a special book? Do people of all faiths have holy books?	2.1. continued 2.2 Christmas: why was the birth of Jesus such good news?	2.3 Jesus: Why did Jesus welcome everyone?	2.4 Easter: How do symbols help us to understand the Easter story? Start 2.5	2.5 The Church: Why is the Church a special place for Christians? Why are holy buildings important to people of faith?	2.5 continued 2.6 Ascension and Pentecost: What happened at the Ascension and Pentecost?



Computing

	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
Year 2	Information technology around us identifying IT and how its responsible use improves our world in school and beyond.	Digital photography Capturing and changing digital photographs for different purposes.	Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions.	Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer.	Digital music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.