



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 things 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 —



Contents

- Overview
- Reading
- Writing
- Maths
- Science
- History
- Geography
- Design Technology
- Art and Design
- Music
- Modern Foreign Languages
- Personal, Social, Health and Relationships Education
- Religious Education
- Computing

Overview



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Living Things and their Habitats	Living Things Food Chains	Use of everyday materials	Animals, including Humans (label parts of the body)	Investigating Plant Growth	
History		Alcock and Brown – early flight	The Great Fire of London		Royalty in History – Elizabeth I and II	
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		<i>Cooking and Nutrition:</i> Balanced diet <i>Structures:</i> Baby Bear's Chair	<i>Mechanisms:</i> Fairground wheel		<i>Mechanism:</i> Moving monster <i>Textiles:</i> Pouches	
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	Jesus' Miracles	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
		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
<p>The Goose that Laid the Golden Eggs</p>		<p>The Quangle Wangle's Hat by Edward Lear</p>		<p>The Sun and the Wind</p>	



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
<ul style="list-style-type: none"> • Plant Growth • Food Chains 	<ul style="list-style-type: none"> • Everyday materials • Animals, including humans 	<ul style="list-style-type: none"> • Living Things and their Habitats • Plants

Y2 Food Chains / Living things and their habitats		
Scientific knowledge and understanding		Vocabulary Habitat, micro-habitat, local and unfamiliar, environment, conditions, food chain, number and type of. Living, dead, never lived. Question, identify, sort and classify.
Revision In reception Understanding the world Year 1 Identifying different types of plants and animals.	Year 2 <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive. • 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. • 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 microhabitats. Profession: Nurse	
Scientific Enquiry		
Asking questions and recognising they can be answered in different ways While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. The children answer questions developed with the teacher often through a scenario. The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.	Observing and using equipment Children explore the world around them. They make careful observations to support identification, comparison and noticing change (seasons). They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations. They begin to take measurements, initially by comparisons, then using non-standard units	Performing simple tests The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. They carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.



<p>Identifying and classifying Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting. They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing.</p>	<p>Gathering and recording data Children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs. They classify using simple prepared tables and sorting rings.</p>	<p>Using their observations and ideas to suggest answers to questions Children use their experiences of the world around them to suggest appropriate answers to questions. They are supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources. The children recognise 'biggest and smallest', 'best and worst' etc. from their data</p>
---	--	--

Y2 Plant Growth / Plant Investigation		
Scientific knowledge and understanding		Vocabulary
<p>Revision Exploring the natural world including planting and growing in reception Observing seasonal change Naming plants, learning basic structure in Year 1</p>	<p>Year 2</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants (over time). • Find out and describe how plants need water, light and suitable temperature to grow and stay healthy (and how changing these affects the plant). <p>Profession: Gardener</p>	<p>Growth, survival, requirements, germination, reproduction. Water, light, temperature. Living, dead. Flowers, blossom, petals, fruit, vegetables, seeds, roots, bulb, stem. Observe, change, compare, same, different, investigate, variables, fair test.</p>
Scientific Enquiry		
<p>Asking questions and recognising they can be answered in different ways While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. The children answer questions developed with the teacher often through a scenario. The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.</p>	<p>Observing and using equipment Children explore the world around them. They make careful observations to support identification, comparison and noticing change (seasons). They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations. They begin to take measurements, initially by comparisons, then using non-standard units</p>	<p>Performing simple tests The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. They carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.</p>



<p>Identifying and classifying Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting. They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing.</p>	<p>Gathering and recording data Children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs. They classify using simple prepared tables and sorting rings.</p>	<p>Using their observations and ideas to suggest answers to questions Children use their experiences of the world around them to suggest appropriate answers to questions. They are supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources. The children recognise 'biggest and smallest', 'best and worst' etc. from their data</p>
---	--	--

Y2 Animals, including humans		
Scientific knowledge and understanding		Vocabulary
<p>Revision In reception Understanding the world, life cycles, growth. Making healthy choices about food, drink and sleep. Year 1 identified, named and compared structure of common animals. Identified basic human body parts.</p>	<p>Year 2</p> <ul style="list-style-type: none"> • Notice that animals including humans have offspring that grow into adults (children need to recognise growth and change, be introduced to the process of reproduction not how it occurs). • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. <p>Profession: Nurse</p>	<p>Survival requirements, basic needs water, food, air, sleep. Reproduction and growth. Life cycles – egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep; baby, toddler, child, teenager adult. Health of bodies and minds, sleep, nutrition, exercise, medicine.</p>
Scientific Enquiry		
<p>Asking questions and recognising they can be answered in different ways While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. The children answer questions developed with the teacher often through a scenario. The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.</p>	<p>Observing and using equipment Children explore the world around them. They make careful observations to support identification, comparison and noticing change (seasons). They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations.</p>	<p>Performing simple tests The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. They carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.</p>



		They begin to take measurements, initially by comparisons, then using non-standard units	
<p>Identifying and classifying</p> <p>Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting.</p> <p>They use simple secondary sources (such as identification sheets) to name living things.</p> <p>They describe the characteristics they used to identify a living thing.</p>	<p>Gathering and recording data</p> <p>Children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing.</p> <p>They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs.</p> <p>They classify using simple prepared tables and sorting rings.</p>	<p>Using their observations and ideas to suggest answers to questions</p> <p>Children use their experiences of the world around them to suggest appropriate answers to questions. They are supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources.</p> <p>The children recognise 'biggest and smallest', 'best and worst' etc. from their data</p>	

Y2 Everyday materials			
Scientific knowledge and understanding		Vocabulary	
<p>Revision</p> <p>Understanding the World hands on exploration of materials.</p> <p>Year 1 Recognise what materials objects are made of and some of their properties.</p>	<p>Year 2</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Scientist - John Dunlop, Charles Macintosh, John McAdam, people who have developed useful new materials.</p>	<p>Materials, wood, plastic, glass, metal, brick, rock, paper and cardboard.</p> <p>Physical properties hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.</p> <p>Suitable for purpose. Uses.</p>	
Scientific Enquiry			
<p>Asking questions and recognising they can be answered in different ways</p> <p>While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen).</p> <p>Where appropriate, they answer these questions.</p> <p>The children answer questions developed with the teacher often through a scenario.</p>	<p>Observing and using equipment</p> <p>Children explore the world around them.</p> <p>They make careful observations to support identification, comparison and noticing change (seasons).</p> <p>They use appropriate senses, aided by equipment such as magnifying glasses</p>	<p>Performing simple tests</p> <p>The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher.</p> <p>They carry out: tests to classify; comparative tests; pattern</p>	



<p>The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.</p>		<p>or digital microscopes, to make their observations. They begin to take measurements, initially by comparisons, then using non-standard units</p>	<p>seeking enquiries; and make observations over time.</p>
<p>Identifying and classifying Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting. They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing.</p>	<p>Gathering and recording data The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs. They classify using simple prepared tables and sorting rings.</p>	<p>Using their observations and ideas to suggest answers to questions Children use their experiences of the world around them to suggest appropriate answers to questions. They are supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources. The children recognise 'biggest and smallest', 'best and worst' etc. from their data</p>	



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

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.

The Great Fire of London

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

Royalty in History – Elizabeth I and II

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

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



<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can make connections between main events and people I have studied. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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)		



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:	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can make connections between main events and people I have studied. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	Local area study – St Annes & mapping skills	Japan – study of non European country & comparison to St Annes
Key Knowledge:	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
Cross Curricular Links	<ul style="list-style-type: none"> Music: Learn and perform a song about continents. Literacy: produce a fact file about a focus continent. 	<ul style="list-style-type: none"> Literacy: Write a description using geographical vocabulary. Art: Produce a collage of local landmarks Maths – traffic survey (links with environmental awareness); introduction to coordinates. 	<ul style="list-style-type: none"> Science: Possible school link. Seasonal comparison involving school in Japan.
Key Skills:	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the locations of the United Kingdom and its 	<ul style="list-style-type: none"> Use simple compass directions Plot and navigate a simple route on a map (around St 	<ul style="list-style-type: none"> To identify and recognise human and physical features of their locality from aerial photographs and



Geography

	<p>countries, continents and oceans of the world.</p> <ul style="list-style-type: none"> • 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.* * 	<p>Annes). Recognise basic map symbols and use these in a key.</p> <ul style="list-style-type: none"> • 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. 	<p>relate these to maps (includes using google maps and satellite images).</p> <ul style="list-style-type: none"> • 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.
<p>School context:</p>	<ul style="list-style-type: none"> • To participate in discussions about the UK and its relationship to Europe. • Children to talk about their experiences of different continents and oceans. 	<ul style="list-style-type: none"> • Local area walk in St Annes. 	<ul style="list-style-type: none"> • comparisons between local area and Japan.
<p>KS1 Knowledge End Points:</p> <p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"> • 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. <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> • 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			
Mechanisms/ Mechanical Systems	Textiles	Cooking and nutrition	Structures
Fairground wheel <i>Making a moving monster</i>	Pouches	Balanced diet	Baby bear's chair

Structure: Baby bear's chair			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> Generating and communicating ideas using sketching and modelling. 	<ul style="list-style-type: none"> Making a structure according to design criteria. Creating joints and structures from paper/card and tape. Building a strong and stiff structure by folding paper. 	<ul style="list-style-type: none"> Testing the strength of own structure. Identifying the weakest part of a structure. Evaluating the strength, stiffness and stability of own structure.
Knowledge	<p style="text-align: center;">Technical</p> <ul style="list-style-type: none"> To know that materials can be manipulated to improve strength and stiffness. To know that a structure is something which has been formed or made from parts. To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. To know that a 'strong' structure is one which does not break easily. To know that a 'stiff' structure or material is one which does not bend easily. 		



Design Technology

Mechanisms/Mechanical Systems: Fairground wheel Making a moving monster			
Skills	Design	Make	Evaluate
	<ul style="list-style-type: none"> • Selecting a suitable linkage system to produce the desired motion. • Designing a wheel. <hr/> <ul style="list-style-type: none"> • <i>Creating a class design criteria for a moving monster.</i> • <i>Designing a moving monster for a specific audience in accordance with a design criteria.</i> 	<ul style="list-style-type: none"> • Selecting materials according to their characteristics. • Following a design brief. <hr/> <ul style="list-style-type: none"> • <i>Making linkages using card for levers and split pins for pivots.</i> • <i>Experimenting with linkages adjusting the widths, lengths and thicknesses of card used.</i> • <i>Cutting and assembling components neatly</i> 	<ul style="list-style-type: none"> • Evaluating different designs. • Testing and adapting a design. <hr/> <ul style="list-style-type: none"> • <i>Evaluating own designs against design criteria.</i> • <i>Using peer feedback to modify a final design.</i>
Knowledge	Technical		Additional
	<ul style="list-style-type: none"> • To know that different materials have different properties and are therefore suitable for different uses. <hr/> <ul style="list-style-type: none"> • <i>To know that mechanisms are a collection of moving parts that work together as a machine to produce movement.</i> • <i>To know that there is always an input and output in a mechanism.</i> • <i>To know that an input is the energy that is used to start something working.</i> • <i>To know that an output is the movement that happens as a result of the input.</i> • <i>To know that a lever is something that turns on a pivot.</i> • <i>To know that a linkage mechanism is made up of a series of levers.</i> 		<ul style="list-style-type: none"> • To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder. • To know that it is important to test my design as I go along so that I can solve any problems that may occur. <hr/> <ul style="list-style-type: none"> • <i>To know some real-life objects that contain mechanisms.</i>



Design Technology

Cooking and nutrition: Balanced diet			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> Designing a healthy wrap based on a food combination which works well together. 	<ul style="list-style-type: none"> Slicing food safely using the bridge or claw grip. Constructing a wrap that meets a design brief. 	<ul style="list-style-type: none"> Taste testing food combinations and final products. Describing the information that should be included on a label. Evaluating which grip was most effective.
Knowledge	Technical		
	<ul style="list-style-type: none"> To know that 'diet' means the food and drink that a person or animal usually eats. To understand what makes a balanced diet. To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. To know that 'ingredients' means the items in a mixture or recipe 		

Textiles: Pouches			
	Design	Make	Evaluate
Skills	<ul style="list-style-type: none"> Designing a pouch. 	<ul style="list-style-type: none"> Selecting and cutting fabrics for sewing. Decorating a pouch using fabric glue or running stitch. Threading a needle. Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. Neatly pinning and cutting fabric using a template. 	<ul style="list-style-type: none"> Troubleshooting scenarios posed by teacher. Evaluating the quality of the stitching on others' work. Discussing as a class, the success of their stitching against the success criteria. Identifying aspects of their peers' work that they particularly like and why.
Knowledge	Technical		
	<ul style="list-style-type: none"> To know that sewing is a method of joining fabric. To know that different stitches can be used when sewing. To understand the importance of tying a knot after sewing the final stitch. To know that a thimble can be used to protect my fingers when sewing. 		

Art and Design



Year 2			
Term:	Autumn	Spring	Summer
Topic:	Pop Art	Rainforest	Madly Monet
Theoretical Knowledge	<p>Children will know:</p> <ul style="list-style-type: none"> 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 	<p>Children will know:</p> <ul style="list-style-type: none"> 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. 	<p>Children will know:</p> <ul style="list-style-type: none"> 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	<p><i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i></p> <p>Children will be able to:</p> <p>Drawing:</p> <ul style="list-style-type: none"> Draw lines and shapes of different thicknesses and sizes. Develop pencil control, learning how to draw and colour in carefully. Draw from both imagination, 	<p><i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i></p> <p>Children will be able to:</p> <p>Drawing</p> <p>Through experimenting with a range of drawing materials children:</p> <ul style="list-style-type: none"> 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. 	<p><i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i></p> <p>Children will be able to:</p> <p>Drawing:</p> <ul style="list-style-type: none"> draw lines and shapes of different thicknesses and sizes. draw from both imagination, observation, and a range of sources. <p>Painting:</p> <p>Through experimenting with a range of painting materials, children;</p> <ul style="list-style-type: none"> create new colours by mixing colours together.



Art and Design

	<p>observation, and a range of sources.</p> <p>Painting</p> <ul style="list-style-type: none"> Apply an increasing range of brush strokes and techniques to create different paint effects. <p>Printmaking</p> <ul style="list-style-type: none"> 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. <p>Collage</p> <ul style="list-style-type: none"> Create collage and mixed media compositions using a range of materials to convey an idea or for a given purpose. 	<p>Painting</p> <ul style="list-style-type: none"> Select the appropriate brush or painting tool to create different painted effects. Develop brush control, learning how to paint carefully. <p>Textiles</p> <ul style="list-style-type: none"> Use simple stitching to create pattern. Decorate textiles using applique techniques. <p>Sculpture/3D</p> <ul style="list-style-type: none"> Shape and combine different malleable materials using techniques to create interesting forms. Cut, shape, and join different materials together to create interesting forms. <p>Collage</p> <ul style="list-style-type: none"> Create collage and mixed media compositions using a range of materials to convey an idea or for a given purpose. 	<ul style="list-style-type: none"> 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. <p>Printmaking:</p> <ul style="list-style-type: none"> use objects, stamps, and stencils to create images. use a range of techniques to create monoprints. <p>Collage</p> <ul style="list-style-type: none"> create collage and mixed media compositions using a range of materials to convey an idea or for a given purpose.
<p>Conceptual Knowledge</p>	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> 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. 	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> 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. 	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> 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
----	---	--	--	---	--	--	--

	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	<ol style="list-style-type: none"> 1. Who Are Your VIPs? 2. Families 3. Friends 4. Falling Out 5. Working Together 6. Showing You Care 	<p>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.</p>		
Autumn 2	Relationships	Digital Wellbeing	<ol style="list-style-type: none"> 1. The Internet And Me 2. Online And Offline 3. Staying Safe Online 4. Personal Information 5. Communicating Online 6. True Or False? 	<p>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.</p>		



Personal, Social, Health and Relationships Education

<p>Spring 1</p>	<p>Health and Wellbeing</p>	<p>Safety First</p>	<ol style="list-style-type: none"> 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 	<p>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.</p>
<p>Spring 2</p>	<p>Health and Wellbeing</p>	<p>Growing Up</p>	<ol style="list-style-type: none"> 1.Our Bodies 2.Is It OK? 3.Pink And Blue 4.Your Family, My Family 5.Getting Older 6.Changes 	<p>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.</p> <p>Parents have the right to withdraw their child from Lesson 1 (Our Bodies)</p>
<p>Summer 1</p>	<p>Living in The Wider World</p>	<p>One World</p>	<ol style="list-style-type: none"> 1.Families 2.Homes. 3.Schools 4.Environments 5.Resources 6.Planet Protectors 	<p>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.</p>
<p>Summer 2</p>	<p>Health and Wellbeing</p>	<p>Think Positive</p>	<ol style="list-style-type: none"> 1.Think Happy, Feel Happy 2.It's Your Choice 3.Go-Getters 4.Let It Out 5.Be Thankful 6.Be Mindful 	<p>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.</p>



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 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.