

Year 2 Curriculum Overview

	Discovery	Global	Wellbeing
Science	Plants <ul style="list-style-type: none"> - explore and compare the differences between things that are living, dead, and things that have never been alive - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	Living things and their habitats <ul style="list-style-type: none"> - 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 	Animals including humans <ul style="list-style-type: none"> - notice that animals, including humans, have offspring which grow into adults - 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. Living things and their habitats <ul style="list-style-type: none"> - 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.
	Seasonal Change (Year 1 objectives) <ul style="list-style-type: none"> - Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.	Uses of everyday materials <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 the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	
History	Year A Lives of significant individuals in the past who have contributed to national/international achievements. Captain Cook and Neil Armstrong. Exploration of our locality and beyond	Year A Events beyond living memory that are significant nationally or globally: The first aeroplane flight Technology Achievement	Year A Changes within living memory. Leisure and entertainment in Guisborough. -
	Year B Significant Historical events, people and places in their own locality. St Nicholas Church, Priory and Market Cross. Exploration of our locality and beyond	Year B Events beyond living memory that are significant nationally or globally. The Great Fire of London. Resilience and rebuilding.	Year B Lives of significant individuals in the past who have contributed to national and international achievements. Pieter Bruegel the Elder and LS Lowry.
Geography	Year A Locational knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Comparing Guisborough and London Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom , and of a small area in a contrasting non-European country.	Year A Locational Knowledge name and locate the world's seven continents and five oceans Human and Physical Geography 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. Geographical skills and fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	Year A

Year 2 Curriculum Overview

	<p>Year B. Human and Physical Geography</p> <ul style="list-style-type: none"> - 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 <p>Forest and Coasts – Local Area</p>	<p>Year B</p> <p>Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Guisborough and a non-European town – Morogoro, Tanzania?</p>	<p>Year B.</p>
DT	<p>Year A Structure: Pop-up cards build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Year A Mechanisms: Balloon Car explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Year A Cooking and nutrition: Healthy sandwich/pizza</p> <ul style="list-style-type: none"> - use the basic principles of a healthy and varied diet to prepare dishes <p>understand where food comes from</p>
	<p>Year B Textiles: Christmas decorations build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Year B Year 2 Structures: build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Year B Year 2 Cooking and nutrition: Smoothies</p> <ul style="list-style-type: none"> - use the basic principles of a healthy and varied diet to prepare dishes <p>understand where food comes from</p>
Art	<p>Year A Drawing</p> <ul style="list-style-type: none"> - Experiment with tools and surfaces - Draw experiences and feelings - Discuss of shadows, light and dark - Sketch to make quick records <p>Colour</p> <ul style="list-style-type: none"> - Begin to describe colours by objects - Make as many tones of one colour as possible (using white) - Darken colours without using black - Use colour on a large scale <p>Van Gogh, Seasons</p>	<p>Year A Form</p> <ul style="list-style-type: none"> - Awareness of natural and man-made forms - Expression of personal experiences and ideas - To shape and form from direct observation (malleable and rigid materials) - decorative techniques - Replicate patterns and textures in a 3-D form - work and that of other sculptors <p>Pattern</p> <ul style="list-style-type: none"> - Experiment with patterns – arranging, folding, repeating, overlapping - Natural and manmade patterns - Discuss regular and irregular <p>Hot Air Balloons</p>	<p>Year A Texture</p> <ul style="list-style-type: none"> - Weaving - Collage - Sort according to specific qualities - How textiles create things <p>Printing</p> <ul style="list-style-type: none"> - Create patterns - Develop impressed images - Relief printing <p>Fruit</p>
	<p>Year B Printing</p> <ul style="list-style-type: none"> - Print with a growing range of objects - Identify the different forms printing takes <p>Pattern</p> <ul style="list-style-type: none"> - Experiment with patterns – arranging, folding, repeating, overlapping - Natural and manmade patterns 	<p>Year B Form</p> <ul style="list-style-type: none"> - Awareness of natural and man-made forms - Expression of personal experiences and ideas - To shape and form from direct observation (malleable and rigid materials) - Decorative techniques - Replicate patterns and textures in a 3-D form 	<p>Year B Drawing</p> <ul style="list-style-type: none"> - Experiment with tools and surfaces - Draw experiences and feelings - Discuss of shadows, light and dark - Sketch to make quick records <p>Colour</p> <ul style="list-style-type: none"> - Begin to describe colours by objects

Year 2 Curriculum Overview

	<ul style="list-style-type: none"> - Discuss regular and irregular <p>William Morris, Plants</p>	<ul style="list-style-type: none"> - Work and that of other sculptors <p>Texture</p> <ul style="list-style-type: none"> - Overlapping and overlaying to create effects - Use large eyed needles - Running stitches - Simple appliqué work - Start to explore other simple stitches - Collage <p>Materials</p>	<ul style="list-style-type: none"> - Make as many tones of one colour as possible (using white) - Darken colours without using black - Use colour on a large scale <p>Pieter Bruegel, L.S Lowry</p>
Computing	<p>Computer Science – Beebots & Espresso Coding</p> <p>understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs</p> <p><i>Pupils use a more complex turtle with standard units to navigate increasingly complex routes, and are able to debug their instructions when the turtle does not reach the intended destination.</i></p> <p>Pupils should be taught to: • recognise common uses of information technology beyond school</p>	<p>Digital Literacy Research using Espresso, Kiddle Class email to class author</p> <p>Pupils should be taught to: • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies</p> <p><i>Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not Pupils are introduced to the basics of online searching Pupils learn to explore websites and to say whether they like them or not and why</i></p>	<p>ICT – Use 2simple programs to create a book / picture / animation</p> <p>Pupils should be taught to: • use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><i>Digital Publishing: Pupils learn to use basic word processing package and to write and illustrate a short story Presentation: Pupils learn to make simple presentations Graphics: Pupils learn to create a simple digital painting Animations: Pupils learn to make a simple animation for instance in Puppet Pals Media: Pupils learn to use digital cameras and microphones for a purpose Working with data: Pupils learn to create and use a pictogram</i></p>
Music	<p>Hands, Feet, Heart — Year 2, Unit 1</p> <p>1 — Listening: Hands, Feet, Heart Find the pulse as you are listening to the music: Can you dance, get funky or find the groove? Instruments/voices you can hear: keyboard, bass, drums, electric guitars, saxophone, trumpet, vocals</p> <p>2 — Musical Activities Find the pulse! • What animal can you be finding the pulse? Clapping Rhythms • Copy and clap back rhythms • Clap the rhythm of your name • Make up your own rhythm Singing • Sing Hands, Feet, Heart in groups • Have fun! Playing instruments using up to three notes – G or G, A + C.</p> <p>3 — Perform & Share A class performance of Hands, Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?</p> <p>Ho Ho Ho — Year 2, Unit 2</p> <p>1 – Listening: Ho Ho Ho (A fun song about Christmas) Find the pulse as you are listening to the music: Move to the music and feel the groove. Instruments/voices you can hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones</p> <p>2 — Musical Activities Find the pulse! • You can march and find the pulse • You can be rapper and find the pulse Clapping Rhythms • Copy and clap back rhythms • Clap the rhythm of your name • Clap the rhythm of your favourite colour • Make up your own rhythm</p> <p>3 — Perform & Share A class performance. Introduce your performance to your audience. Can you include some funky moves?</p>	<p>I Wanna Play In A Band — Year 2, Unit 3</p> <p>1 – Listening: I Wanna Play In A Band Find the pulse as you are listening to the music: You can be a rockstar and play air guitar, or just dance, clap hands and stamp your feet! Instruments/voices you can hear: keyboard, drums, bass, electric guitar, singers.</p> <p>2 – Musical Activities Find the pulse! • You decide what you will be. Clapping Rhythms • Copy and clap back rhythms • Clap the rhythm of your name • Clap the rhythm of your favourite food • Make up your own rhythms Singing in all the different styles!</p> <p>3 — Perform & Share A class performance of I Wanna Play In A Band. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?</p> <p>Zootime – Year 2, Unit 4</p> <p>1 – Listening: Zootime Find the pulse as you are listening to the music: Dance, wiggle, march, clap. Instruments/voices you can hear: Keyboard, drums, bass, electric guitar, singers.</p> <p>2 – Musical Activities Find the pulse! • Be an animal of your choice Clapping Rhythms • Copy and clap back rhythms • Clap the rhythm of your name • Clap the rhythm of your favourite animal • Make up your own rhythms Pitch is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.</p> <p>3 — Perform & Share A class performance of Zootime. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel?</p>	<p>Friendship Song – Year 2, Unit 5</p> <p>1 – Listening: Friendship Song Find the pulse as you are listening to the music: Dance, move, sway with your friends Instruments/voices you can hear: Keyboard, drums, bass, a female singer, a glockenspiel</p> <p>2 – Musical Activities Find the pulse! • You can decide how to find the pulse! Clapping Rhythms • Clap the rhythm of your name • Clap the rhythm of your favourite colour • Make up your own rhythms Singing in two-parts Playing instruments using up to three notes – C or E and G. Which part did you play?</p> <p>3 — Perform & Share A class performance of Friendship Song. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?</p>

Year 2 Curriculum Overview

RE	<p>How and why do Christians care for others? <i>(Teachings/ Authority, Impact of Faith)</i></p> <p>How and why do Jews celebrate Sukkot? <i>(Belief, Worship)</i></p> <p>How and why is Christmas a festival of light? <i>(Belief, Teachings/Authority, Worship)</i></p>	<p>Why is Moses important to Jews? <i>(Belief, Teachings/Authority)</i></p> <p>Why is the Bible special for Christians? <i>(Teachings/ Authority)</i></p> <p>How do Christians celebrate Easter? <i>(Belief, Teachings/Authority, Worship)</i></p>	<p>What can we learn from visiting a church? <i>(Beliefs, Worship)</i></p> <p>What can we learn from the story of a saint? <i>(Teachings/ Authority, Impact of Faith)</i></p>
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