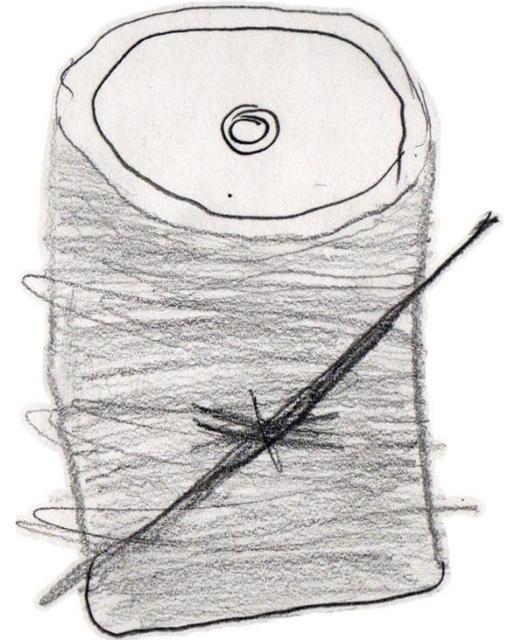
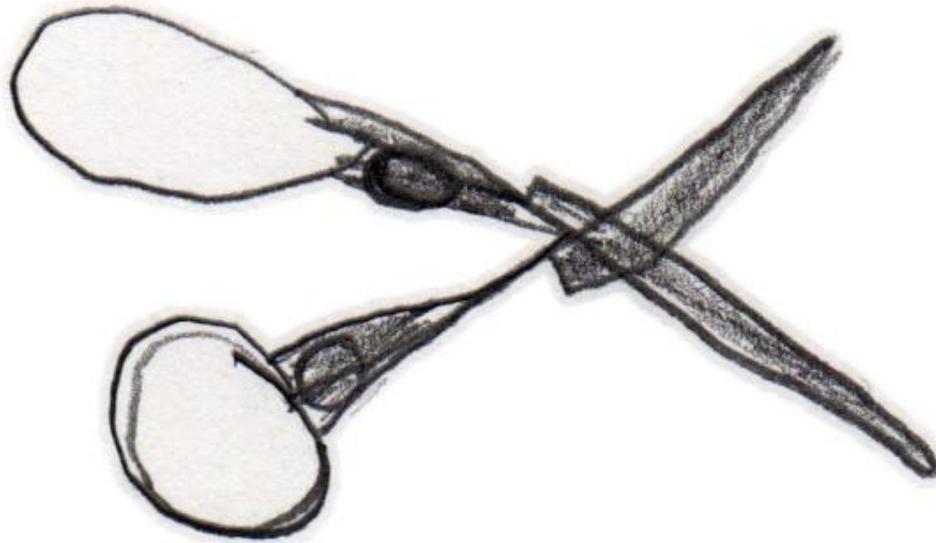


# Sherwood Primary School

## YEAR 2 CURRICULUM



Inspire • Explore • Achieve

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# Curriculum Vision

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We aim to provide a creative, vocabulary rich curriculum that inspires and challenges our children, in preparation for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our children will have the opportunity to read widely, explore, ask questions and become knowledgeable, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

# Year 2 Long Term Map

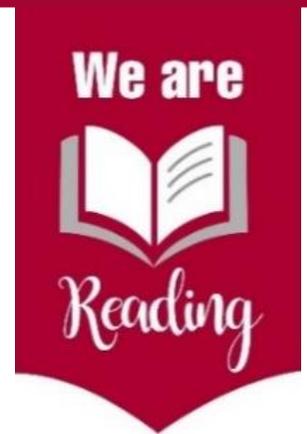
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GLP Themes	Human Rights • Diversity					
English	Narrative Non Chronological reports	Traditional Tales Poetry Recount – Letters	Explanation Narrative	Familiar Settings Riddles	Stories by the same author Persuasion	Animal adventure stories Instructions
Class Texts	Mud Puddle Farm	Cinder-boy	Chilly Billy	Wind in the Willows	Paddington	Sandhorse
Maths	Please see the Lancashire Mathematics Planning Overview					
Computing	Managing Online Information/Copyright and Ownership					
Science	We are photographers Living Things and their Habitats	We are detectives  Use of everyday materials	We are researchers (Brazil)  Plants	We are games testers  Plants	We are zoologists  Living Things and their Habitats	We are astronauts  Animals, including Humans (label parts of the body)
	Non-negotiables: Identify and name a variety of common British Flora and Fauna (Invertebrates)					
Physical Education	Games Piggy in the middle	FMS Underarm Throw	FMS Overarm Throw	Dance- Wind in the Willows	Athletics	FMS end of KS1 Assessment
	FMS- Catching and Bouncing a Ball	Games- Net and Wall	FMS Rolling a Ball	Games- Striking and Fielding	Dance Activities – Seaside	Gymnastics Activities 1
Art and Design	Painting	Drawing	Collage	3D	Textiles	Printing
Religious Education	Theme: What did Jesus teach? Religion: Christianity	Theme: Christmas - Jesus as gift from God Religion: Christianity	Theme: Prayer at home Religion: Islam	Theme: Easter - resurrection Religion: Christianity	Theme: Community and Belonging Religion: Islam	Theme: Hajj Religion: Islam
Humanities	Significant places in their own locality	Small area of the UK – Beacon Fell	Small area in a contrasting non-European country focus on Brazil	Significant people – Rosa Parks GLP Theme: Rosa Parks – a true story	The location of Blackpool Tower – recap map work form first half term	Events beyond living memory or places in their locality - the seaside then and now
DT	Materials/Textiles- Puppet making		Mechanisms –Wheels and axles		Food: Balanced Diet Wrap	
Music	Hands, Feet, Heart		I Wanna Play in a Band		Friendship	
Digital Literacy		Privacy and Security	Online Relationships	Self Image and Identity		Online Bullying
PSHE	How can we help?	Where does money come from?	How can we keep safe in different places?	What is the same and different about us?	How can we be healthy?	What is bullying?

# Reading in Year 2

We are committed to being a reading school and seeking out every opportunity to improve standards in reading within our school. We encourage reading for pleasure and enable children to read in depth in a wide range of subjects, deepening their knowledge and understanding across the curriculum. We work with other schools, our local library and other partners to promote reading as a life-long skill.

Pupils in Year 2 will have the opportunity to read a wide range of texts in small groups and independently. Pupils will also read and study the following books as a whole class:

- Chilly Billy
- Cinder-boy
- Paddington
- Mud Puddle Farm
- Wind in the Willows
- The Sand Horse
- Rosa Parks – A true Story
- First Big Book of Bugs (Nat Geog)
- Living in Brazil
- Seaside Holidays Then and Now



# Year 2 Writing Map

	Outcome	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	1	Animal Adventure story set on Mudpuddle Farm (setting and problem)	Traditional Tales based on Cinderboy (Introduction problem, ending)	Stories by the same author based on: Chilly Billy (solution to a problem)	Wind in the Willows additional chapter	Paddington Bear- Animal Adventure story.	The Sand Horse – a written narrative based on a picture book with a seaside setting
	2	Mudpuddle Farm- a new problem on the farm	Cinderboy-introduce Cindergran and provide problem	Write own Chilly Billy story- short story with a problem and solution	Wind in the Willows another additional chapter	Writing a new adventure Paddington goes to Blackpool.	The Sand Horse – a written narrative based on a picture book with a different setting
Poetry	1	Poems on fireworks		Classic Poems – poem based on the Owl and the Pussycat	Riddles about different animals	Poems about the Seaside	
	2	Remembrance Poems		Write our own ending to the poem.	Riddles about plants or minibeasts		Poem about the views from the top of the tower (Tony Walsh Inspired)
Non-fiction	1	Non-chronological report about owls for a non-fiction book	Instructions on how to make a Christmas decoration	Non-chronological report about Amazon rainforest for an information book	Rosa Parks- Letters about injustice	Explanation text on the development of seaside resorts	Persuasion text -Visit Blackpool poster
	2	Non-chronological report about chickens – farm information leaflet	Recipe on how to make Christmas cakes/mince pies	Non-chronological report about Brazil for a tourist guide	Letters to Mrs Lumb about injustice in school	Explanation text about the development of Blackpool	Persuasion text -Visit St.Ives poster
Cross-curricular	3	Report about a woodlouse ( Bug of the Month) for a wildlife magazine	Recount of trip to Beacon Fell for school website	<ol style="list-style-type: none"> <li>Instructions on packaging - how to make coffee</li> <li>Report about different vehicles.</li> </ol>	<ol style="list-style-type: none"> <li>Profile of Rosa Parks life – Who is...? book</li> <li>Instructions on how to grow a plant for a gardener's manual</li> </ol>	<ol style="list-style-type: none"> <li>Letter to relative asking them to come to Blackpool</li> <li>Recount of our trip to the Mosque</li> </ol>	<p>Recount of our Blackpool trip - postcard</p> <p>Acrostic poem about the seaside</p>

# Outdoor Learning, Educational Visits and Visitors

Year 2	Autumn	Spring	Summer
Outdoor Learning	Local Area Walk		
Educational Visits	Beacon Fell	Place of Worship – Mosque	Blackpool
Visitor	Bird of Prey Visitor		

## Year 2 Beacon Fell Educational Visit

Play/Exploring	Shelter Building	Navigation including geographical skills
<ul style="list-style-type: none"> <li>• Introduction to rules and boundaries</li> <li>• Promotion of free exploration</li> <li>• Promotion of independent learning opportunities/skills.</li> <li>• Appreciation of the Outdoor learning environment.</li> <li>• Carry sticks safely.</li> <li>• Work in a team to co-operate and communicate clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are supported in the construction of tripod structure shelters.</li> <li>• A lean-to shelter is constructed using materials and with support.</li> <li>• Continue to make these shelters with limited support or independently.</li> <li>• Use of the simple knots taught to maintain any shelters produced.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the importance and use and follow the boundaries set out during sessions.</li> <li>• Use single compass directions of North, South, East and West.</li> <li>• Devise a simple map of the forest school area in a number of different media using simple symbols to annotate specific areas.</li> <li>• Use directional language and be confident in its use.</li> </ul>

# Global Learning Themes

Year Group	1	2	3	4	5	6
Global Learning Themes	Interdependence Conflict Resolution	Human Rights Diversity Interdependence	Social Justice Sustainability	Diversity Asylum Seekers Conflict/Bullying	Social Justice Human Rights Sustainability	Human Rights Sustainability Conflict

Year 2	Knowledge and Understanding	Values and Attitudes
Human Rights	<ul style="list-style-type: none"> <li>▪ Rights in class and school</li> <li>▪ The need to respect the rights of others</li> <li>▪ Some ways of avoiding, managing and resolving conflict.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect for others people's feelings and ideas.</li> <li>▪ Respect for the rights of others.</li> <li>▪ Belief that everyone has equal rights.</li> </ul>
Diversity	<ul style="list-style-type: none"> <li>▪ Similarities and differences between people in local setting and the wider contexts.</li> <li>▪ What contributes to self-identity.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Valuing others as equal and different.</li> <li>▪ Willingness to listen respectfully to the ideas and views of others even when one disagrees.</li> <li>▪ Willingness to learn from the experiences of others.</li> </ul>
Interdependence	<ul style="list-style-type: none"> <li>▪ How are our lives impacted by others (locally and globally)?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Belief that individuals and groups can make a difference to our own lives and we can impact on others.</li> </ul>

# Geography in Year 2

## Significant Places in direct locality to Sherwood School

### Geographical Enquiry

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'
- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Investigate through observation and description
- Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (train station, canal etc.)
- Do simple searches within specific geographic software.
- Use a postcode to find a place on a digital map.
- Add simple labels to a digital map.
- Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.

Describe and label electronic images produced.

### Geographical Skills

- Use vocabulary such as bigger/smaller, near/far.
- Know that maps give information about places in the world (where/what?).
- Use large scale maps and aerial photos of the school and local area.
- Recognise simple features on maps e.g. buildings, roads and fields.
- Recognise landmarks and basic human features on aerial photos.
- Draw a simple map e.g. of a garden, route map, place in a story.
- Use and construct basic symbols in a map key.
- Know that symbols mean something on maps.
- Find a given OS symbol on a map with support
- Begin to realise why maps need a key.
- Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

### Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability

- 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
- Discuss changes in weather over the year.

### Example activity for 'expected' standard

Know about the local area and name key landmarks, such as the nearest local green space. From a vocabulary list of features of the local area, identify which are human or physical and describe these features. (After a walk of the local area, can draw a simple route map using key features and symbols)

## Small Area of the UK – Beacon Fell

### Geographical Enquiry

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'
- Investigate through observation and description.
- Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (train station, canal etc.)
- Use simple electronic globes/maps.
- Do simple searches within specific geographic software.
- Use a postcode to find a place on a digital map.
- Add simple labels to a digital map.
- Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.
- Describe and label electronic images produced.

### Geographical Skills

- Draw a simple map e.g. of a garden, route map, place in a story.
- Use and construct basic symbols in a map key.
- Know that symbols mean something on maps.
- Find a given OS symbol on a map with support
- Begin to realise why maps need a key.
- Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.
- Use simple compass directions (NSEW).
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

### Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability

- Small area of the United Kingdom – Beacon Fell
- 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

### Example activity for 'expected' standard

Children will know about Beacon Fell and name key landmarks, from a vocabulary list of features, identify which are human or physical and describe these features. Compare and contrast the local area to Beacon Fell and describe them and some of the activities that occur there using key vocabulary, can find Beacon Fell in a range of maps and produce own simple map with symbols.  
(eg Make a simple tourism leaflet for Beacon Fell including a map for people to navigate to the different human and physical features).

## Contrasting Non-European Country - Brazil

### Geographical Enquiry

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'
- Investigate through observation and description.
- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (train station, canal etc.)
- Use simple electronic globes/maps.
- Do simple searches within specific geographic software.
- Use a postcode to find a place on a digital map.
- Add simple labels to a digital map.
- Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.
- Describe and label electronic images produced.

### Geographical Skills

- Use a range of maps and globes (including picture maps) at different scales.
- Locate land and sea on maps.
- Recognise simple features on maps e.g. buildings, roads and fields.
- Recognise landmarks and basic human features on aerial photos.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

### Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability

- Small area in a contrasting non-European country (Brazil)
- 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.
- 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

### Example activity for 'expected' standard

Can confidently name and locate the seven continents and five oceans on a globe or atlas and locate Brazil and the UK, can identify and describe a range of human and physical features of Brazil, such as the weather, housing, landmarks and people and compare their own life. (e.g create a simple travel brochure for travelling to Brazil, write a letter as a child in Brazil and talk about your life and how it compares to the lives of children in the UK)

# Science in Year 2

## Year 2 Scientific Enquiry

Questioning and Research	Planning and Recording	
<ul style="list-style-type: none"> <li>I can ask simple questions about the world around us.</li> <li>I can begin to use different types of enquiry to answer questions.</li> <li>I can perform simple tests.</li> <li>I can discuss my ideas.</li> <li>I can say what happened in an investigation.</li> <li>I can find information to help me from books, computers and other familiar sources.</li> </ul>	<ul style="list-style-type: none"> <li>I can record data in a table my teacher has provided.</li> <li>Use observations and ideas to suggest answers to questions.</li> <li>To observe changes over time and, with guidance, begin to notice patterns and relationships.</li> <li>To say what I am looking for and what I am measuring.</li> <li>Begin to progress from non-standard units, reading mm, cm, m, ml, l, °C.</li> <li>Gather and record data to help in answering questions.</li> <li>I can record simple data.</li> </ul>	
Equipment and Measurement	Communicating and Presenting	Considering Evidence and Evaluating
<ul style="list-style-type: none"> <li>Observe closely, using simple equipment.</li> <li>I can collect simple data.</li> <li>I know how to use simple equipment safely.</li> <li>I can use simple measurements and equipment with increasing independence (e.g. hand lenses and egg timers).</li> <li>I can say what I am looking for and what I am measuring.</li> <li>I can measure with nonstandard units and can begin to use simple standard units e.g., mm, cm, m, ml, l, °C.</li> </ul>	<ul style="list-style-type: none"> <li>I can use simple scientific language.</li> <li>I can describe what I see.</li> <li>I can compare e.g. something is longer or shorter.</li> <li>I can say how science helps us in our daily lives.</li> <li>I can say how science can be dangerous e.g. electricity can give you a shock.</li> <li>I can communicate my findings in a variety of ways.</li> <li>I can record and communicate my findings in a range of ways.</li> <li>I can show my results in a table that my teacher has provided.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify a variety of objects, materials and living things. I can compare, sort and group a range of objects, materials and living things.</li> <li>I can talk about what I have found out.</li> <li>I can explain how I carried out my enquiry.</li> <li>I can suggest simple changes to my enquiry.</li> </ul>

## Sherwood Science Non-Negotiables

Children have become disconnected from the natural world due to changes in Society. Sherwood has identified this as an area we want to readdress allowing the children to write with greater knowledge and experience of the natural world. Robert Macfarlane believes that children need to reconnect with the Natural world as studies show that children are better at identifying Pokémon characters than real animals and plants.

Cambridge researchers seeking to “quantify children’s knowledge of nature” surveyed a cohort of four- to 11-year-old children in Britain. This resulted in the forthright conclusion that “Young children clearly have tremendous capacity for learning about creatures (whether natural or manmade),” but they are presently “more inspired by synthetic subjects” than by “living creatures”.

Children in Year 2 will therefore be expected and encouraged to,

***“ Identify and name a variety of common British Flora and Fauna. A number of common British Invertebrates”.***

Physical Processes	Life Processes and Living Things	Materials and their Properties
	<ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead and things that have never been alive.</li> <li>• Identify that most living things live in habitats to which they are suited.</li> <li>• Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>• 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.</li> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> <li>• Find out about and describe the basic needs of animals, including Humans, for survival (water, food and air).</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>

# History in Year 2

The History of Sherwood School the Local area.	Significant people – Rosa Parks	Events beyond living memory- a study of the seaside.
<b>Chronological Understanding</b>	<b>Knowledge and Understanding of Events, People and Changes</b>	
<ul style="list-style-type: none"> <li>Place events and objects in chronological order.</li> <li>Use common words and phrases about the passing of time.</li> <li>Know where some people and events fit into a timeline.</li> <li>Recognising some similarities and differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the changes in the History of Sherwood School – how has Sherwood changed in 30 years?</li> <li>Recognise the changes that have occurred in the local area around Sherwood Primary School. Children should experience a local area walk around the local area- looking at the different houses. The children to make predictions which houses are older than others. Create a simple time line.</li> <li>Speak to local residents about their growing up around the area. Ask questions about the change they have seen over time in the local area of Sherwood and Fulwood.</li> <li>Recognise that their own lives are different from the lives of people in the past by describing some topics, life events and people they have studied.</li> <li>Study the life of Rosa Parks, understand the important events within her life. Compare her life with that of today.</li> <li>Understand the major changes in society that occurred because of Rosa Parks life.</li> <li>Recognise the changes in holidays over time. Where did people travel on holiday in the past? Where do children travel on holiday now? Make comparisons between the different destinations.</li> <li>Experience the traditional British seaside with a visit to Blackpool and the world famous Blackpool Tower. Answer who, what, where, when, questions, about the development of Blackpool Tower.</li> </ul>	
<b>Vocabulary</b>		
<p>Before , after, a long time ago, past, recently, decades, centuries</p> <p>Changes, housing, differences, types of housing.</p> <p>Racism, boycott, civil rights,</p> <p>Tourism, holidays, leisure, seaside</p>		
<b>Historical Interpretation</b>	<b>Historical Enquiry</b>	<b>Communication</b>
<ul style="list-style-type: none"> <li>Look at a variety of different ways the past is represented. ( E.g. objects, pictures, people, buildings)</li> <li>Begin to understand the reasons why people in the past acted in the way they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories)</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about the past</li> <li>Find out about the past from a range of sources.</li> <li>Speak to different people about the past and ask relevant questions.</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of the past in variety of different ways ( speaking, role-play, drawing and writing)</li> <li>Use different IT resources to publish findings in a variety of different ways. ( Powerpoint, publisher, green screening etc)</li> </ul>

# Design Technology in Year 2

Design and Evaluation		Technical Knowledge	
<p>Building on their previous skills, pupils in Year 2 will learn to:</p> <ul style="list-style-type: none"> <li>develop their design ideas through discussions, observations, drawing and modelling</li> <li>use kits/reclaimed materials to develop more than one idea</li> <li>identify a purpose for what they intend to design and make</li> <li>identify simple design criteria</li> <li>make simple drawing and label part, discuss their work as it progresses</li> <li>name the tools they are using</li> <li>explain what materials they are going to use and why</li> <li>select appropriate technique explaining: First...Next...Last...</li> <li>explore existing products and investigate how they have been made</li> <li>decide how existing products do/do not achieve their purpose</li> <li>note changes made during the making progress as annotation to plans/drawings</li> <li>explain what they like and dislike about their product and why</li> <li>identify how they could improve their work in the future and what they could have done differently.</li> </ul>		<p>Building on their previous knowledge, pupils in Year 2 will explore a range of products to develop their understanding of:</p> <ul style="list-style-type: none"> <li>different mechanisms- axels, wheel and chassis</li> <li>movement that wheels and axels make</li> <li>Understanding what makes a balanced diet</li> <li>where to find the nutritional information on packaging</li> <li>the five food groups</li> <li>the taste, texture and smell of fruit and vegetables.</li> <li>mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move.</li> </ul>	
Working with tools, equipment, materials and components to make quality products			
Textiles	Mechanisms	Food	
<p>Pupils in Year 2 will have the opportunity to design and make a pouch. They will learn to:</p> <ul style="list-style-type: none"> <li>cut out shapes accurately using a pair of scissors</li> <li>accurately measure in cm</li> <li>thread a needle</li> <li>join fabrics together using running stitch, glue, staples, over sewing and tape</li> <li>decorate fabrics with attached items e.g. buttons, beads, sequins, braids and ribbons</li> <li>colour my fabric using a range of techniques e.g. fabric paints, printing and painting</li> <li>decorate a pouch using fabric glue or running stitch</li> <li>pin and cut fabric using a template</li> </ul> <p><b>KEY VOCABULARY: RUNNING STITCH, THREADING, NEEDLE, NEEDLE EYE.</b></p>	<p>Pupils in Year 2 will have the opportunity to design and make a vehicle. They will learn to:</p> <ul style="list-style-type: none"> <li>join materials together using appropriate methods e.g. glue, tape, hot glue gun</li> <li>try out different axle fixings and discuss their strengths and weaknesses</li> <li>make a vehicle from a construction kit with free running wheels</li> <li>use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels</li> <li>roll paper to create tubes</li> <li>cut dowel using a hacksaw and bench hook</li> <li>attach wheels to a chassis using an axle</li> </ul> <p><b>KEY VOCABULARY: AXLE, CHASSIS, HACKSAW, BENCH HOOK, DOWEL.</b></p>	<p>Pupils in Year 2 will have the opportunity to design and make a healthy wrap. They will learn to:</p> <ul style="list-style-type: none"> <li>describe the properties of the food ingredients: taste, smell, texture and consistency</li> <li>group familiar food products e.g. fruit and vegetables</li> <li>explain where food comes from</li> <li>prepare food safely and hygienically and describe what this means</li> <li>cut, peel, grate and chop a range of ingredients</li> <li>explain the need for a variety of food in a diet</li> <li>measure and weigh ingredients accurately</li> <li>slice food safely using the bridge or claw grip</li> <li>Construct a wrap that meets a design brief</li> </ul> <p><b>KEY VOCABULARY: NUTRITION, CUT, PEEL, GRATE, CHOP, SLICE, HEALTHY, EATWELL PLATE, BRIDGE AND CLAW GRIP.</b></p>	

# PSHE and Relationships Education

## Digital Literacy in Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	How can we help?	Where does money come from?	How can we keep safe in different places?	What is the same and different about us?	How can we be healthy?	What is bullying?
Context	Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment	Learn about the sources of money; the importance of saving; making choices about their money and what can influence those choices	Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency	Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups	Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices	Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens
Relationships Education	That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care		About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe		That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

Digital Literacy	Managing Online Information		Copyright and Ownership		
Children will be taught to:	<ul style="list-style-type: none"> <li>demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</li> <li>explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</li> <li>explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</li> </ul>		<ul style="list-style-type: none"> <li>recognise that content on the internet may belong to other people.</li> <li>describe why other people's work belongs to them</li> </ul>		
		<b>Privacy and Security</b> <ul style="list-style-type: none"> <li>explain how passwords can be used to protect information, accounts and devices.</li> <li>explain and give examples of what is meant by 'private' and 'keeping things private'.</li> <li>describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</li> </ul>	<b>Online Relationships</b> <ul style="list-style-type: none"> <li>give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky.</li> <li>describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</li> </ul>	<b>Self Image and Identity</b> <ul style="list-style-type: none"> <li>explain how other people may look and act differently online and offline.</li> <li>give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</li> </ul>	

# Art and Design in Year 2

Theme	Painting	Drawing	3D	Collage	Textiles	Printing
Context	Handwriting patterns in response to stories; large group work	Mark-making – variety of tools, wax resist, in response to music, still-life drawing	Aboriginal art; making didgeridoos; clay work	Individual images of 'The Snail' using painted paper; sketchbook artist responses; cut paper collages	Rubbings over dip dyed fabric; printing onto dip dyed fabric; card wraps	Positive & Negative Stencils, Direct Prints; Clay Slab Relief Prints

# Religious Education Overview

Y2	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion	Christianity	Christianity	Islam	Christianity	Islam	Islam
Theme	What did Jesus teach?	Christmas - Jesus as gift from God	Prayer at home	Easter - resurrection	Community and Belonging	Hajj
Key Question	Is it possible to be kind to everyone all of the time?	Why did God give Jesus to the world?	Does praying at regular intervals every day help a Muslim in his/ her everyday life?	Is it true that Jesus came back to life again?	Does going to the Mosque give Muslims a sense of belonging?	Does completing Hajj make a person a better Muslim?

# Music in Year 2

Year 2			Knowledge	Skills
<b>Listen and appraise</b>		LA1 LA2 LA3	To know 5 songs off by heart To know what they are about To know songs have a musical style.	To learn how they can enjoy music by moving, dancing, marching, being animals or pop stars. Learn how a song can tell a story or describe an idea.
<b>Musical activities</b>	Games	G1 G2 G3	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours, animals. To know that rhythms are different to steady pulse	To complete the progressive games in the teaching units. To use your voices to copy back using 'la'
	Singing	S1 S2	To confidently sing or rap 5 songs from memory and sing in unison and to know what unison means. To practise warming up voices.	Learn about voices, singing notes of different pitches (high and low) Learn to stop and start when following a leader. Find a comfortable singing position.
	Playing instruments	PL1 PL2	To learn the names of notes in their instrument part from memory or when written down. To learn the names of un-tuned instruments they are playing	Play a tuned instrumental part with the song they perform. Play the part in time to a steady pulse.
	Improvisation	IM1 IM2	To know that everyone can improvise by making up something on the spot. Use two notes to improvise something that has not been written down.	Improvise using three challenges 1. Clap and improvise 2. Sing, play and improvise 3. Improvise using one or two notes
	Composition	C1	To know that composing is like writing a story and everyone can do it.	Help create a simple melody by using one, two or five different notes. Learn how the notes can be written down and changed
<b>Performing and sharing</b>		PE1	To perform and share with an audience.	To choose a song, add their own ideas Record the performance. To say how they feel about their performance
<b>Vocabulary:</b> Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel				

# Physical Education Overview

Year 2 PE	The INTENT of Year 2 is to test the 10 Fundamental Movement Skills again. This will show the impact of their performance of the FMS and which skills they have mastered. This information can be shared with the Year 3 teacher. The children should develop their knowledge in using simple tactics in game type activities and creating sequences of movement in gymnastic and dance type activities.	
Net/Wall Games	Fundamental Movement Skills	Games (Piggy in the Middle)
<p>Children will learn the skills they require for net/wall games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.</p>	<p>Adapt your curriculum, based on Y1 data, using the units to teach the 10 Fundamental Movement Skills. Running; Jumping; Underarm Throwing; Overarm Throwing; Rolling; Bouncing; Catching; Skipping; Kicking; and Hopping.</p> <p>Please assess the children at the end of the Key Stage using the unit:</p> <ul style="list-style-type: none"> <li>FMS – End of KS1 Assessment</li> </ul> <p>These assessments will be given to Year 3 to help them differentiate.</p>	<p>Children improve and apply their basic FMS in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practise and refine their FMS and techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.</p>
Athletics (Colour Match)	Dance	Gymnastics
<p>Children explore the FMS of running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p>	<p>Children will focus on creating and performing short dances that communicate different moods, feelings and ideas. A range of subjects including those based on different times and cultures may be used. Children will learn to use different parts of the body to imitate and lead movements. They will also create short dances individually and also create and perform with a partner.</p>	<p>Children will focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, e.g. a roll, a jump and a shape. They then transfer what they have learnt on the floor to apparatus. In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p>

# Computing Overview

Theme	2.3 We are photographers	2.5 We are detectives	2.4 We are researchers	2.2 We are game testers	2.6 We are zoologists	2.1 We are astronauts
Context	In this unit, the children review photos online, practise using a digital camera, take photos to fit a given theme, edit their photos, and then select their best images to include in a shared portfolio.	In this unit, the children are challenged to solve a mystery by reading, sending and replying to emails, and by listening to a witness statement. They use a fact file sheet to create a table and identify the culprit.	The children research a topic – safely, effectively and efficiently – using a structured approach (mind mapping). They share their findings with others through a short multimedia presentation.	In this unit, the pupils will try to work out how some simple Scratch games work. They also look at free online or open source games and share their favourite games with the class.	In this unit, the children go on a bug hunt, recording and identifying the small animals they find. They then organise the data they have collected, record it using a graphing package, and interpret the graph to answer questions about the animals.	In this unit, the children will build on work from Unit 1.1 – We are treasure hunters to program a sprite (such as a spaceship) to move around the screen. This unit acts as a springboard for programming in Year 3.