

## Curriculum Overview

Year: 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Title	Is anybody out there?		What makes our world great?		How can we entertain you?	
<b>Geography</b>						
Knowledge	Mapwork/Coordinates- link to castles		<u>UK and Europe, Physical geography, Map work</u>  <b>Name and locate the world's continents and oceans.</b>  Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.			
Skills	Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).		<b>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</b>  <b>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</b>  <b>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</b>  <b>Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area.</b>  To 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. (science link)  To refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather			
Vocabulary	Grid, compass, direction, north, south, east, west,		Aerial, location, atlas, globe, map, continents, United Kingdom, Europe, Africa, Asia, North America, South America, Australia, Antarctica, rural, city, village, town, oceans Word mat: <a href="..\..\..\Geography\word mats\T-G-110-What-a-Wonderful-World-Word-Mat KS1.pdf">..\..\..\Geography\word mats\T-G-110-What-a-Wonderful-World-Word-Mat KS1.pdf</a> <a href="..\..\..\Geography\word mats\Physical-Geography-Word-Mat Ks1.pdf">..\..\..\Geography\word mats\Physical-Geography-Word-Mat Ks1.pdf</a>			

## History

<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>Investigate space travel.</li> <li>Learn about Neil Armstrong-who is he? What did he do? Where did he live? How did he impact on our future? What can we learn from him?</li> <li>Learn about Tim Peak and his trip to space.</li> <li>Find out about the plague-what was it? What did it do? What impact did it have on the lives of the people of the past?</li> <li>Find out about the Great Fire of London and how this would fit on a timeline of events including how it was discovered, how it spread and why.</li> <li>Learn about buildings of the past including castles</li> <li>Find out about different Kings and Queens of the past.</li> </ul> <p style="text-align: center;"><b>Black History- Mae. C. Jemison</b></p> <ul style="list-style-type: none"> <li>Learn about who Jemison was (first African American woman to enter the space programme) and why she is important and influential to black history.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about train transport and why they were and still are important.</li> <li>How did trains change our town? Local history focus linked with GWR.</li> <li>Find out about what made and makes trains move and compare the past to the present.</li> <li>Look at different places around our country that trains would have stopped at and compare what these would have been like in the past, including beaches, villages and cities.</li> </ul>	<ul style="list-style-type: none"> <li>Look at the history of the circus- when was the first circus? Who was the first person to set up a circus? Who was the first person to not use animals in their circus?</li> </ul>
<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>I can use historical evidence to ask questions about the past.</li> <li>I can use historical evidence to find answers to questions about the past.</li> <li>I can use a variety of sources to find out about the past including artefacts, pictures, stories, eye-witness accounts, visits to museums and online sources.</li> <li>I can explain different ways that we can find out about the past.</li> <li>I can find out about important people from the past and I can explain why they are important.</li> <li>I can recognise that there are reasons why people in the past acted as they did.</li> <li>I can sequence artefacts, events and photographs from different periods of time.</li> <li>I can use and label timelines using words or phrases such as: past, present, older and newer.</li> <li>I can explain when in history different events have taken place.</li> <li>I can use historical words and phrases such as: a long time ago, when my parents/carers were children, years, decades and centuries to describe the past.</li> <li>I can understand what nation means</li> <li>I can explain key events from a specific nation's history.</li> </ul>	<ul style="list-style-type: none"> <li>I can use historical evidence to ask questions about the past</li> <li>I can use historical evidence to find answers to questions about the past.</li> <li>I can use a variety of sources to find out about the past including artefacts, pictures, stories, eye-witness accounts, visits to museums and online sources.</li> <li>I can explain different ways that we can find out about the past.</li> <li>I can study an area of local history.</li> <li>I can use and label timelines using words or phrases such as: past, present, older and newer.</li> <li>I can explain when in history different events have taken place.</li> <li>I can use historical words and phrases such as: a long time ago, when my parents/carers were children, years, decades and centuries to describe the past.</li> <li>I can talk about history with my friends.</li> <li>I can write about people and events from the past.</li> <li>I can use ICT to show what I know about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can use historical evidence to ask questions about the past</li> <li>I can use historical evidence to find answers to questions about the past.</li> <li>I can use a variety of sources to find out about the past including artefacts, pictures, stories, eye-witness accounts, visits to museums and online sources.</li> <li>I can find out about important people from the past and I can explain why they are important.</li> <li>I can recognise that there are reasons why people in the past acted as they did.</li> <li>I can use and label timelines using words or phrases such as: past, present, older and newer.</li> <li>I can explain when in history different events have taken place.</li> <li>I can use historical words and phrases such as: a long time ago, when my parents/carers were children, years, decades and centuries to describe the past.</li> <li>I can talk about history with my friends.</li> <li>I can write about people and events from the past.</li> <li>I can use ICT to show what I know about the past.</li> </ul>

	<ul style="list-style-type: none"> <li>I can understand what the following terms mean: civilisation, monarchy, parliament, democracy and war and peace.</li> <li>I can talk about history with my friends.</li> <li>I can write about people and events from the past.</li> <li>I can use ICT to show what I know about the past.</li> </ul>			
Vocabulary	Plague, castles, Kings, Queens, past, present, older, newer. A long time ago, timeline, sequence. event	Train, transport, past, present, compare, a long time ago, events, local	past, present, a long time ago, compare	
<b>Science</b>				
Knowledge	<b>Uses of everyday materials</b> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, 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>	<b>Animals including human Term 2 and Term 3</b> <ul style="list-style-type: none"> <li>Can notice that animals, including humans, have offspring which grow into adults</li> <li>Research and describe the basic needs of animals, including humans, for survival</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>Describe how animals obtain their food from plants and other animals, using a simple food chain</li> </ul>	<b>Plants Term 4</b> <ul style="list-style-type: none"> <li>Suitable temperature to grow and stay healthy.</li> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Investigate how plants need water, oxygen and warmth (WOW)</li> </ul>	<b>Living things and their habitats</b> <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>How animals and their habitats depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Observations over time, what material is most suitable for a particular use.</li> <li>Use observations to answer questions linked to above - Why</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple questions about animals basic needs</li> <li>Identify and classify animals based on offspring, lay an egg, give birth</li> </ul>	<ul style="list-style-type: none"> <li>Perform simple test - what would happen if you changed the temperature?</li> <li>Gather and record data</li> <li>Use observations to answer questions linked to the observing of the seed/ bulb growing. Simple bar graph to compare different growing places.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and classify using secondary sources - use books and video to explore and compare different habitats and what animals live there and why?</li> <li>Asking and answering simple questions linked to animals and their dependency of the habitat</li> </ul>

	<p>is that material better than that one for ... use</p> <ul style="list-style-type: none"> <li>• Perform simple tests – what happens if ...?</li> <li>• Gather and record data. Show results in a table</li> <li>• Communicate their ideas, what they do and what they find out in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Use observations to answer questions, what happens when humans exercise? What happens when humans over or under eat? What happens when humans and not hygienic?</li> <li>• Noticing patterns, creating more than one simple food chain including plants and comparing them</li> <li>• Communicate their ideas, what they do and what they find out in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their ideas, what they do and what they find out in a variety of ways. Create their own experiment linked to temperature, where do they want to put the plant to change the temperature.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their ideas, what they do and what they find out in a variety of ways. Investigate a particular habitat as a study, identify plants and animals that live in that habitat</li> </ul>
Vocabulary	squashy, absorbent, opaque, brittle, rigid, transparent, rough, soft, bendy, waterproof,	Survival, offspring, hygiene, nutrition, reproduction	Deciduous, evergreen, branches, trunk, root, leaf, blossom, bulb, seed, bud, flower, stem, water, light, temperature, germination, reproduction	Habitats, micro-habitats, food chain, shelter, conditions

**Art**

<b>Knowledge</b>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>• Focus: Van Gough</li> <li>• Observing differences in human facial features</li> <li>• Position, size, shape and colour of human facial features</li> <li>• Using a light source to show colour, light and tone in drawings of faces</li> </ul>	<p><u>Painting</u></p> <ul style="list-style-type: none"> <li>• Focus: Claude Monet</li> <li>• Mix powder paints</li> <li>• Mix secondary colours including brown</li> <li>• Understand how colours compliment using a colour wheel</li> <li>• Understand light and dark shades</li> <li>• Name different types of paint</li> <li>• Use different grades of paint brush</li> </ul>	<p><u>Printing</u></p> <ul style="list-style-type: none"> <li>• Focus: William Morris</li> <li>• Evaluate effectiveness of different printing materials</li> <li>• Design wallpaper using repeated patterns</li> </ul>	<p><u>CLAY</u></p> <ul style="list-style-type: none"> <li>• Focus: Ellen Dewitt/ Chris Ryniak</li> <li>• Joining clay using a slip</li> <li>• Selecting tools for different purposes</li> <li>• Moulding clay</li> <li>• Storing clay</li> </ul>	<p><u>Textiles</u></p> <ul style="list-style-type: none"> <li>• Focus: African textiles</li> <li>• What is Kente cloth?</li> <li>• How to plait</li> <li>• Identifying natural and man-made materials</li> <li>• Weaving</li> </ul>	<p><u>3D form</u></p> <ul style="list-style-type: none"> <li>• Focus: Louise Nevelson</li> <li>• Describe properties of 3D shapes</li> <li>• Observe and recreate</li> <li>• Aesthetics</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness using different medias</li> </ul>	<ul style="list-style-type: none"> <li>• Show lightest to darkest shades of primary colours</li> </ul>	<ul style="list-style-type: none"> <li>• Make rubbings</li> <li>• Create cardboard tiles</li> </ul>	<ul style="list-style-type: none"> <li>• Research and collage</li> </ul>	<ul style="list-style-type: none"> <li>• Create a 3 strand plait</li> </ul>	<ul style="list-style-type: none"> <li>• Shape, form, construct and model salt dough to match the shape of fruit</li> </ul>

	<ul style="list-style-type: none"> <li>Use coloured pencils to show colour, light and tone</li> <li>Show pattern and texture using different marks</li> <li>Observe and draw shapes looking at faces</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Select the most suitable grade of paintbrush</li> <li>Show complimentary colours using a colour wheel</li> <li>Mix powder paints</li> <li>Mix and match colours</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Print clearly with sharp edges</li> <li>Select the most appropriate materials for printing</li> <li>Use press printing to create a repeating pattern</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Shape, form and model clay to create designs from observations and imagination</li> <li>Join clay using hatching and a clay slip</li> <li>Carve patterns into clay</li> <li>Use relief patterns for texture</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Weaving using different materials (natural and man-made)</li> <li>Begin to use a variety of techniques (weaving, sewing, fabric crayons)</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of tools to add life-like texture to fruit models</li> <li>Explore different materials including safety and care (recycled, man-made, natural)</li> <li>Design, make, evaluate</li> </ul>
<b>Vocabulary</b>	Colour, tone, light, shadow, pattern, texture, position, size, shape	Primary colours, secondary colours, light, dark, shade, compliment	Print, repeating pattern, press print	Collage, shape, form, model, carve, hatch, clay slip, join	Plait, weave, natural, man-made, material	Construct, shape, form, model, texture
<b>DT</b>						
<b>Knowledge</b>	<p><u>Cookery: Prepare a healthy balance meal... Rock buns or muffins with fruit garnish</u></p> <p>D1- Produce detailed, labelled drawings based on design criteria  D3- Think of ideas and plan what to do next, based on experience of working with materials/tools.  E1- Investigate a range of existing products and talk about them  E2- Explain how closely finished products meet their design criteria and say what they could do better in the future.  M1- Use tools safely for cutting components.  M2- Choose appropriate ingredients and suggest ways to use them to achieve a desired effect.  M3- Work safely &amp; hygienically in cooking activities.  F2- Recognise the need for a variety of foods in a diet.  F3- Explain where the food they eat comes from (refer to</p>	<p><u>Freestanding Structures: Castle with moving Drawbridge</u></p> <p>D1- Produce detailed, labelled drawings or models of products based on design criteria  D2- Use ICT packages to create a labelled design or plan  D3- Think of ideas and plan what to do next, based on experience of working with materials and components.  D4- Compare and contrast great bridge/tower designs, explaining why a particular design is significant in engineering history.  E1- Understanding of different mechanisms  E2- Explain how closely finished products meet their design criteria and say what they could do better in the future.  E3- Understanding of different designers (e.g. Isambard Brunel)  M1- Use tools safely for cutting and joining  M2 -Knowledge of material strength</p>	<p><u>Cookery: Prepare a healthy balance meal... Savoury biscuits or cheese straws with dip</u></p> <p>D1- Produce detailed, labelled drawings based on design criteria  D3- Think of ideas and plan what to do next, based on experience of working with materials/ tools.  E1- Investigate a range of existing products and talk about them  E2- Explain how closely finished products meet their design criteria and say what they could do better in the future.  M1- Use equipment safely for cutting components.  M2- Choose appropriate ingredients and suggest ways of use them to achieve a desired effect.  M3- Work safely &amp; hygienically.  F1- Cut, peel, grate and chop a range of ingredients to make dishes from other countries.  F2- Recognise the need for a variety of foods in a diet.</p>	<p><u>Mechanisms: Train with wheels and axels</u></p> <p>D1- Produce detailed, labelled drawings or models of products based on design criteria  D2- Use ICT packages to create a labelled design or plan  D3- Think of ideas and plan what to do next, based on experience of working with materials and components.  D4- Compare and contrast great designs, explaining why a particular design is significant in engineering history.  M1- Use tools safely for cutting and joining materials and components.  M2 -Knowledge of material strength  M3- know how to cut and join safely  E1 -Understanding of different mechanisms  E2- Explain how closely finished products meet their design criteria and say what they could do better in the future.  E3- Describe why a design, or a designer is important.</p>		<p><u>Cookery: Prepare a healthy /balance breakfast meal...</u></p> <p>D1- Produce detailed, labelled drawings based on design criteria  D3- Think of ideas &amp; plan what to do next, based on experience of working with materials/tools.  E1- Investigate a range of existing products and talk about them.  E2- Explain how closely finished products meet their design criteria and say what they could do better in the future.  M1- Use tools safely  M2- Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect.  M3- Work safely and hygienically.  F1- Cut, peel, grate and chop a range of ingredients to make dishes from other countries.  F2- Recognise the need for a variety of foods in a diet.  F3- Explain where the food they eat comes from (refer to</p>

	countries, counties, animals and plants)	M3- know how to cut and join safely T2-cutting materials T3- joining and understanding of appropriateness of joining tools and links to materials. T4- Build simple structures & Understanding of language stiffer, stronger, more stable.	F3- Explain where the food they eat comes from (e.g. by referring to countries, counties, animals & plants	T2 -cutting materials T3- joining and understanding of appropriateness of joining tools and links to materials T4- Understanding of language stiffer, stronger, more stable. T4 Evaluate and improve structure using criteria. - T5 knowledge of different wheels.		countries, counties, animals and plants)
<b>Skills</b>	*follow safety & hygiene rules *Follow a simple recipe supported by an adult and carry out instructions with a little support * Use measuring spoons & scales with adult help *Sift flour into bowl, rub in flour(with help), mix, stir & combine ingredients with increasing thoroughness & knead dough *With help, use hands to rub fat into flour, crack an egg & beat together using a fork *Spoon ingredients into different containers with increasing accuracy & minimal spillage	* follow procedures for safety *use a range of materials and components, including construction materials and kits, and mechanical components *measure, mark out, cut and shape materials and components • assemble, join and combine materials and components • use finishing techniques, including those from art and design	*follow safety/ hygiene rules *Follow a simple recipe supported by an adult & carry out instructions with a little support * Use measuring spoons scales & scales with adult help *Sift flour into bowl, rub in flour(with help), mix, stir & combine ingredients & knead dough *Cut out ingredients neatly with a cutter or table knife to cut dough into equal portions *Use bridge cut hold to cut soft food using a knife *Grate soft food with adult support	• follow procedures for safety • use a range of materials and components, including construction materials and kits, textiles, mechanical components • measure, mark out, cut and shape materials and components *assemble, join and combine materials and components * use finishing techniques, including those from art and design		* follow safety & hygiene rules *Follow a simple recipe supported by an adult and carry out instructions with a little support * use a range of tools * Use measuring spoons & measuring scales with adult help *Sift flour into bowl, mix, stir & combine ingredients & knead dough *Use bridge cut hold to cut soft food using a blunt knife * Understand how hot food is cooked safely by observing adults using the hob, oven, toaster and/or microwave *Prepare food for cooking eg. grease baking tins
<b>Vocabulary</b>	mix, combine, cut, knead, rub in, mix, recipe	Drawbridge, stiffer, stronger, more stable. Names of resource eg. Glue types	mix, combine, cut, knead, rub in, recipe, roll out, equal portions	Wheels, axels, 'stopper', chassis , stiffer, stronger, more stable, balances, straight		chop, grate etc, Healthy, healthier, Safety vocabulary
<b>RE</b>						
<b>Knowledge</b>	Friendship Bible – good Samaritan, healing of paralysed man. The story of Mary & Martha. Giving to charity: Zakat in Islam and Christian charities. Visit from salvation army. Read stories of how people live their life in a Christian way: Mother Teresa, Dr Barnardo and a local Christian.	(different festival focus)  <u>Focus on Eid</u> Four main parts of Christmas, Ramadan, Eid and charity. What are similarities & differences between each festival?  Meaning of Jewish rituals during Sukkot.	Dogger Shirley Hughes draw a place where God/ Allah is – Allah is NEVER a person as Allah is too great for pictures. Prophet Muhammad PBUH hiding in cave & discovering Qu'ran. Whispering into a babies ear. Special place – a mosque, pictures & virtual tour, minaret, dome, prayer mat Mecca, washing, patterns prayer hat  Leaders in your life and religion Moses and the red sea, Jesus calming the storm.  or 1.3 Who is Jewish and what do they believe? Shabbat			Sacred and holy books – Christians and the Bible and the Qu'ran and Islam. How is the Qu'ran treated and has only one Arabic version, compared with how the Bible has many versions. Read act out a parable of sewer and the seed and the lost son. Jesus's teachings e.g. love one another. The Old Testament - Story of David & Goliath OR Noah. Joseph and his dreams story.

<b>Skills</b>	<p><u>Re-tell stories</u> from the Bible and another faith.</p> <p><u>Identify</u> two examples of religious believers caring for people.</p> <p><u>Reasoning</u>: Give simple reasons why Jesus told the story of the Good Samaritan</p>	<p><u>Describe</u> what happens &amp; what is being celebrated at Eid-ul Fitr.</p> <p><u>Describe</u> what happens during Ramadan.</p> <p><u>Reasoning</u> – think why people choose to fast at Ramadan.</p> <p><u>Comparing – identifying</u> similarities and differences.</p>	<p><u>Talk about</u> some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</p> <p><u>Re-tell a story</u> about the life of the Prophet Muhammad.</p> <p><u>Recognise</u> some objects used by Muslims and suggest why they are important (reasoning).</p> <p><u>Identify</u> some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p>	<p><u>Reasoning</u>: Why a holy book is considered to be 'holy'.</p> <p><u>Re-tell/Act out</u> stories from Holy Books e.g. David and Goliath.</p> <p><u>Give opinions and talk</u> about issues of good and bad, right and wrong arising from the teachings from sacred books.</p> <p><u>Understand &amp; recognise</u> that sacred texts contain stories which are special to many people and should be treated with respect.</p>
<b>Vocabulary</b>	Samaritan, Zakat, Mother Teresa, Dr. Barnado.	Ramadan, Eid, Sukkot	God, Allah, Prophet, Muhammad, PBUH (Peace Be Upon Him), Ramadan, Eid-ul Fitr	Bible, Christian, Islam, Muslim, Qu'ran, Old Testament.

**Computing**

<b>Knowledge</b>	<p><b>Coding – 6 weeks (2Code)</b> To understand what an algorithm is.</p> <p>To compare different object types.</p> <p>To know what debugging is and debug programs.</p>	<p><b>Online Safety – 2 weeks</b> To know how to refine searches using the Search tool.</p> <p>To have some knowledge and understanding about sharing more globally on the Internet.</p> <p>To introduce Email as a communication tool using 2Respond simulations.</p> <p>To understand how we should talk to others in an online situation.</p> <p>To understand that information put online leaves a digital footprint or trail.</p> <p><b>Spreadsheets – 4 weeks (2Calculate)</b> To know how to use a variety of tools in spreadsheets to perform calculations and understand what each tool is used for.</p>	<p><b>Questioning – 6 weeks (2 Question and 2 Investigate)</b> To learn about data handling tools that can give more information than pictograms.</p>	<p><b>Effective Searching – 3 Weeks (Browser)</b> To understand the terminology associated with searching.</p> <p>To gain a better understanding of searching on the Internet.</p> <p><b>Creating Pictures – 3 weeks (2Paint a Picture)</b> To learn the functions of the 2Paint a Picture tool.</p> <p>To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). To learn about the work of Piet Mondrian and recreate the style using the lines template.</p> <p>To learn about the work of William Morris and recreate the style using the patterns template.</p>	<p><b>Creating Pictures (cont) – 2 weeks (2Paint a Picture)</b> (see previous column)</p> <p><b>Presenting Ideas – 4 weeks</b> To explore how a story can be presented in different ways.</p>	<p><b>Making Music – 3 weeks (2Sequence)</b> To make music digitally using 2Sequence.</p> <p>To think about how music can be used to express feelings and create tunes which depict feelings.</p> <p><b>Assessment for Learning based intervention.</b></p>
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Skills	<p><b>Coding – 6 weeks (2Code)</b> To design algorithms and then code them.</p> <p>To use the repeat command.</p> <p>To use the timer command.</p>	<p><b>Online Safety – 2 weeks</b> To use digital technology to share work on Purple Mash to communicate and connect with others locally.</p> <p>To open and send simple online communications in the form of email.</p> <p><b>Spreadsheets – 4 weeks (2Calculate)</b> To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine.</p> <p>To learn how to copy and paste in 2Calculate.</p> <p>To use the totalling tools.</p> <p>To use a spreadsheet for money calculations.</p> <p>To use the 2Calculate equals tool to check calculations.</p>	<p><b>Questioning – 6 weeks (2 Question and 2 Investigate)</b> To use yes/no questions to separate information.</p> <p>To construct a binary tree to identify items.</p> <p>To use 2Question (a binary tree database) to answer questions.</p> <p>To use a database to answer more complex search questions. To use the Search tool to find information.</p>	<p><b>Effective Searching – 3 Weeks (Browser)</b> To create a leaflet to help someone search for information on the Internet.</p> <p><b>Creating Pictures – 3 weeks (2Paint a Picture)</b> To recreate the Impressionist style of art (Monet, Degas, Renoir).</p> <p>To recreate Pointillist art and look at the work of pointillist artists such as Seurat.</p> <p>To learn about the work of Piet Mondrian and recreate the style using the lines template.</p> <p>To learn about the work of William Morris and recreate the style using the patterns template.</p>	<p><b>Creating Pictures (cont) – 2 weeks (2Paint a Picture)</b> <i>(see previous column)</i></p> <p><b>Presenting Ideas – 4 weeks</b> To make a quiz about a story or class topic.</p> <p>To make a fact file on a non-fiction topic.</p> <p>To make a presentation to the class.</p>	<p><b>Making Music – 3 weeks (2Sequence)</b> To explore, edit and combine sounds using 2Sequence.</p> <p>To edit and refine composed music</p> <p>To upload a sound from a bank of sounds into the Sounds section.</p> <p>To record and upload environmental sounds into Purple Mash.</p> <p><b>Assessment for Learning based intervention.</b></p>
Key Vocabulary	Action, Algorithm, Bug, Character, Code block, Code design, Command, Debug/Debugging, Design	Search, Display board, Internet, Sharing, E-mail, Attachment, Digital footprint	Pictogram, Question, Data, Collate, Binary tree, Avatar, Database	Internet, Search, Search Engine	Impressionism, Palette, Pointillism, Share, Surrealism, Template	BPM, Composition, Digitally, Instrument, Music, Sound effects



	mode, Input, Object, Properties, Repeat, Scale, Timer, When clicked, When key	Backspace key, Copy and paste, Columns, Cells, Count Tool, Delete key, Equals tool, Image toolbox, Lock tool, Move cell tool, Rows, Speak tool, Spreadsheet		Impressionism, Palette, Pointillism, Share, Surrealism, Template	Concept map (mind map), Node, Animated, Quiz, Non-Fiction, Presentation, Narrative, Audience	(sfx), Soundtrack, Tempo, Volume
<b>Music</b>						
<b>Enquiry Title Y2</b>	<b>Is anybody out there?</b>		<b>What makes our World great?</b>		<b>How can we entertain you?</b>	
<b>Knowledge</b>	<b>Active Music – Rhythm and Pulse Unit</b>		<b>Active Music – Pitch Unit</b>	<b>Active Music – Instrumental Unit</b>	<b>Active Music – Singing Games unit</b>	<b>Catch up/overflow unit</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>To continue to learn and experience what is meant by a PULSE or a steady beat.</li> <li>To learn to keep a pulse through actions while singing a song and to follow a changing tempo.</li> <li>To learn about ostinatos.</li> <li>To listen with concentration and internalise and recall sounds with increasing aural memory.</li> <li>To compose and perform rhythm patterns in groups.</li> <li>To listen to each other and start and finish at the same time keeping to a steady pulse.</li> <li>To appraise and improve their work.</li> <li>To learn to internalise rhythms and phrases with increasing aural memory.</li> </ul>	<b>KS1 Christmas performance song practice</b>	<ul style="list-style-type: none"> <li>To keep a steady pulse and clap an accurate rhythm using the rhythm names Ta and Te-te.</li> <li>To learn a new pitch and solfa note and the hand sign – La.</li> <li>To listen with concentration and to internalise and recall sounds with increasing aural memory.</li> <li>To play tuned instruments to the rhythm and to the pulse.</li> <li>To show recognition of changes in pitch.</li> <li>To sing solos.</li> <li>To internalise and recall melodic phrases. To play tuned instruments to a steady pulse as an accompaniment to singing.</li> <li>To improvise instrumental patterns.</li> </ul>	<ul style="list-style-type: none"> <li>To play tuned and un-tuned instruments to a steady pulse and an accurate rhythm to accompany singing.</li> <li>To internalise and play rhythm patterns.</li> <li>To play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres.</li> <li>To perform and appraise.</li> <li>To hold one rhythm pattern while others are playing different patterns.</li> <li>To be part of a class composition. To compose 4-beat rhythm patterns, practise and</li> </ul>	<ul style="list-style-type: none"> <li>To learn and take part in new singing games.</li> <li>To sing with a sense of the shape of the melody and with rhythmic accuracy.</li> <li>To follow cue word actions and move to a musical time frame.</li> <li>To internalise and clap rhythms while singing.</li> <li>To sing with a sense of shape of the melody and with rhythmic accuracy.</li> <li>To follow cue word actions and to jump to the rhythm of the words. To improvise movements to a steady pulse.</li> </ul>	<b>Catch up/overflow unit</b>

	<ul style="list-style-type: none"> <li>To transfer experience of rhythm and pulse on to percussion instruments.</li> <li>To work in groups.</li> <li>To listen to each other, start and finish at the same time and keep a steady pulse.</li> </ul>			<p>perform them on instruments.</p> <ul style="list-style-type: none"> <li>To appraise.</li> </ul>	<ul style="list-style-type: none"> <li>To sing solos and in small groups with confidence.</li> <li>To move and dance to a musical time frame.</li> <li>To lead the class with solo singing.</li> <li>To walk, stamp and clap to a steady pulse while singing.</li> <li></li> </ul>	
<b>Key Vocabulary</b>	Pulse, steady beat, tempo, ostinato rhythm, appraise		Pulse. Rhythm, pitch, tuned, solo, melody patterns	Tuned, un-tuned, pulse, rhythm, timbre, 4 beat	Melody, rhythm, cue words, pulse, solo	

PSHE

<b>Enquiry Title Y2</b>	Is anybody out there?		What makes our World great?		How can we entertain you?	
<b>Knowledge</b>	<p>I understand the rights and responsibilities of being part of my school and class</p> <p>I understand how class rules will help me and others learn</p>	<p>I understand assumptions and stereotypes people make about boys and girls class</p> <p>I understand that bullying is sometimes about difference</p> <p>I know ways to make new friends</p>	<p>I know who to talk to if I'm being bullied</p> <p>I know how to work in a group</p> <p>I know how to set a goal</p>	<p>I know what I need to keep my body healthy</p> <p>I understand how medicines work and how important it is to use them safely</p> <p>I know which groups to sort foods into</p>	<p>I understand that everyone's family is different and most people value their family</p> <p>I can understand that there are lots of forms of physical contact w9thin families and understand which is acceptable and which is not</p> <p>I can identify conflict between friends</p> <p>I understand that sometimes it's good to keep a secret and sometimes it's not</p>	<p>I can recognise cycles of life in nature</p> <p>I understand there are changes out of my control</p> <p>I understand natural process of changing from young to old</p> <p>I can recognise physical differences between girls and boys and use correct names for parts of the body</p> <p>I can understand there are different types of touch</p>

<b>Skills</b>	<p>I can recognise feelings of worry and ask for help</p> <p>I can help make my class a safe and fair space</p> <p>I can work co-operatively</p> <p>I can choose to follow the rules of my class and school</p>	<p>I can accept the similarities and differences between boys and girls</p> <p>I can tell you how somebody being bullied would feel and be kind to anyone being bullied</p> <p>I can identify when I should stand up for myself and others</p> <p>I will ask for help if I'm being bullied</p> <p>I know how it feels to have a friend and be a friend</p>	<p>I can choose a realistic goal</p> <p>I can persevere when tasks are difficult</p> <p>I can choose partners I can work well with</p> <p>I can share successes</p> <p>I can express how it feels to work as part of a group and explain how to work cooperatively</p>	<p>I can identify when I'm feeling stressed or weak</p> <p>I can motivate myself to make healthy life style choices</p> <p>I have healthy relationships with food and take care of my body</p> <p>I can identify when feelings are strong or weak</p>	<p>I can accept all families are different</p> <p>I know which types of physical contact I like and dislike and can express this</p> <p>I can demonstrate problem solving skills to resolve conflicts with my friends</p> <p>I can speak to someone I trust if I'm asked to keep a secret I shouldn't</p> <p>I know how it feels to trust someone</p> <p>I can accept and express my appreciation for others</p>	<p>I can recognise how I feel about changes that are out of my control</p> <p>I can identify people who I respect who are older than me</p> <p>I feel proud about becoming more independent</p> <p>I can tell you what I like/dislike about being a boy/girl</p> <p>I can confidently say what I like/don't like and can ask for help</p> <p>I can think about changes I will make when moving to year 3</p>
<b>Key Vocabulary</b>	<p>Rules, safe, rights, responsibilities</p>	<p>Kind, responsible, unique, difference, bullying, share</p>	<p>Achieve, goal, succeed, obstacles, challenge</p>	<p>Active, healthy, lifestyle, carbohydrates, proteins, fats, minerals, dairy, fruit, vegetables</p>	<p>Trust, appreciation, difference, physical touch, acceptance</p>	<p>Like, dislike, changes, body parts, control</p>
<b>MENTAL HEALTH:</b> (Lesson to be taught at end of each unit)	<p><b><i>Afl: What will benefit your class? What are their needs? Address and support your class</i></b></p>	<p><b>Mental Health unit Lesson 1: We all have feelings</b></p>	<p><b><i>Afl: What will benefit your class? What are their needs? Address and support your class</i></b></p>	<p><b>Mental Health unit Lesson 2: Good and not so good feelings</b></p>	<p><b><i>Afl: What will benefit your class? What are their needs? Address and support your class</i></b></p>	<p><b>Mental Health unit Lesson 3: Big feelings</b></p>

## Curriculum Enhancements

Year: 2

	Is anybody out there?		What makes our world great? (Geog focus) (Local history focus)		How can we entertain you?	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry entry point</b>	Explorer Dome- Letter from alien QPootle5	Great Fire of London burning Windsor Castle	Adult explorer dress-up entry point.	Train simulation day	<b>Circus skills workshop</b>	
<b>Enquiry Exit point</b>	Interview Neil Armstrong	Building Castle Re-enactment dress up day	<b>Explorer dress up day</b>	<b>Build town with railway</b>	<b>Circus performance to parents</b>	
<b>Trips, visitors and workshops</b>	Explorer Dome 'Neil Armstrong'	Fire Service visit Windsor Castle	Walk of local area	Steam trip		<b>Dance workshop lady in Circus skills</b>
<b>Curriculum Enhancements (Termly)</b>	Wiltshire learning resources Space dress up box, Aspire, achieve, grow value Helping hands nominated No Pens day Harvest Black history	Wiltshire learning resources Castle models, Anti-bullying week Enterprise week Poetry day Christmas production Staff panto	Wiltshire learning resources Young voices	Wiltshire learning resources World Book Day Science day	International day Music roadshow Science Fayre International day Dress-up day Spelling bee International day Sports day and family picnic Summer fair	
<b>Curriculum Enhancements (Ongoing)</b>	Class dojo – Helping hands – BLP – Relative readings & partner reading – Poetry Days – Charity events – Outdoor learning – BSL – No pens day – Peer massage – Values – Breakfast club & acorns – Parent workshops – Music lessons – Gardening – House competitions – Visitors – School pets – FORO – Access to technology – Clubs – Family learning events – Parent book looks – Outdoor equipment and outdoor areas – Golden mile – Pupil premium offers – Eco monitors – Kiss and Drop – Cyber mentors					

Year 2						
PE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Units:	Dance Fire of London	Targets Games 3	Dance Animals	Movement Skills 3	Athletics	Striking and Fielding Games Skills 2
Knowledge:	To perform, review and improve performance Develop a 32 count Fire of London motif with whole group choreography	Apply skills competently and know what success is like in self and others in a variety of activities	To perform, review and improve performance Develop a 32 count Fire of London motif with whole group choreography	Apply basic skills competently in a range of physical activities (within a defined a space)	Accurately replicate techniques of sporting events showing anticipation and reaction speed	Show awareness of boundaries and rules Playing games using skills learned
Skills:	Use of travel, timing and levels Using words as stimulus Work in unison Using one or two actions from a motif to create a sequence Using different levels and pathways Using props as stimulus Evaluate performance to improve	Throw ball underarm with either hand with accuracy at a target Kick, roll, punt, strike a ball with a degree of accuracy	Use of travel, timing and levels Using words as stimulus Work in unison Using one or two actions from a motif to create a sequence Using different levels and pathways Show use of levels in paired performance Individual, paired and whole class routines Emphasis on transitions Using props as stimulus Evaluate performance to improve	Skipping with rope in a variety of ways Bounce ball and travel with control Receive a ball and trap it Jump for height Catch consistently	Jump and land safely, cushioning landing and maintaining balance Coordinate a run with a jump Throw for accuracy Run within a lane and dip to finish Transfer relay batons Jump with control and timing/timing take-offs to clear obstacle Thrown in variety of ways and for distance	Catch ball after bounce Strike ball off of tee Bowl overarm Stop the ball as a wicket-keeper Pick up ball one-handed, return underarm Strike ball to leg Make barrier to stop ball struck hard at you
Vocabulary:	Feedback Perform Stimulus Unison Pathways/directions Travelling Motif	Punt Kick Roll Strike Overarm Force Target	Feedback Perform Stimulus Unison Pathways/directions Travelling Motif Transition	Bounce Space Skip Competently Receive Catch Jump	Distance Obstacle Timing Relay baton Lane Dip Coordinate Anticipation Reaction	Tee Bounce Wicket-keeper Bowl overarm Barrier Return underarm Chase Boundaries Rules
Units:	Invasion Games Skills 2	Gymnastics Pathways, Straight, Zipping & Curving	Movement Skills 2	Gymnastics Spinning, Turning & Twisting	Net & Wall Games Skills 2 Short Tennis	Gymnastics Stretching, Curling & Arching

Knowledge:	Apply attacking and defending within activities Compete with spatial awareness	Performing a variety of moves on floor and apparatus using a variety of pathways	Apply basic skills competently in a range of physical activities	Creating a sequence of movements links with spins, twists and turns which mirrors a partner	Understanding interpretations of rules and accepted decisions given Sending/receiving ball over net using forehand and backhand	Perform a sequence with a clear start and finish, involving curling, stretching and arching
Skills:	Catch a ball consistently after one bounce Catch a ball consistently on the full Track an opponent Interceptions Understand principles of attacking and defending Run quick to doge and beat an opponent Keeping possession of a ball	Gym moves in straight lines Changing direction using different types of turns Sequence with zig-zag pathways Gymnastic moves at different levels Demonstrate zig-zag within a sequence of work Perform with control and adaptations to original work Move with agility, balance and coordination in a curved pathway Travel backwards and sideways to perform a sequence seamlessly using transitions	Move with good control following visual and audio instructions Travel backwards safely Balance on one leg Jump in a variety of ways Dodge and move safely with awareness of others Volley and punt Self-motivate to show self-confidence	Spin on different patches Devise a sequence of balances and spins Perform a twist and then a roll Change pathways after each roll by spinning Twist in flight Change point of contact in balances, leading into next balance by twisting Twist during inversion Use apparatus to counter-balance Pairs to counter-balance Work efficiently in synchronisation	Strike and volley ball with accuracy Keep rally against a wall with a partner Develop good grip, stance and control for short tennis	Travel forwards, backwards and sideways in curled position Curled position in-flight Support body weight on different parts whilst in a curved position Stretch in a balance Arches on front and back Stretching to make longest possible shape whilst in flight Stretch and curl within the same action Create sequence with seamless transitions Stretch whilst taking weight on hands Stretch and curl whilst taking weight at high levels and inversion Use apparatus to stretch, curl and hold a bridge Making front and back supports Travelling into and out of supports
Vocabulary:	Possession Opponent Track Interception Dodge Principles Consistently Spatial awareness	Transitions Seamless Sequence Adaptions Curved motions Agility Balance Coordination	Visual/audio Dodge Balance Volley/punt Awareness Control	Synchronisation Apparatus Counter-balance Inversion Twists/turns In-flight	Forehand Backhand Stance Grip Strike Volley Accuracy	Stretch Curl Bridge Inversion Transition Apparatus Supports Arches Balance