

## Year 2 Curriculum

Autumn	Spring	Summer
<p>Significant historical event in our locality - Titanic</p> <p>Location Knowledge - Our local area (Liverpool and UK)</p>	<p>Lives of significant individuals in the past who have contributed to National/International achievements – Florence Nightingale</p> <p>Place Knowledge - Similarities and differences between Africa and England.</p>	<p>Events beyond living memory that are significant Nationally - The Great Fire of London.</p> <p>Human and Physical Geography - Around the world</p>
<p><b>As historians we will....</b></p>		
<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• Significant dates in relation to the Titanic including when it set sail and where from;</li> <li>• Who was to blame for the disaster;</li> <li>• The class system at the time.</li> </ul>	<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• At least two ways we can find out about the past;</li> <li>• Recognise dates are used to identify when events happened;</li> <li>• Know that clothes have changed;</li> <li>• Know that and how Florence Nightingale changed hospitals and nursing.</li> </ul>	<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• Significant dates in relation to the Great Fire of London;</li> <li>• Important figures and their roles in relation to the Great Fire of London;</li> <li>• Changes since the Great Fire of London;</li> <li>• Understand and explain why the Great Fire of London occurred.</li> </ul>
<ul style="list-style-type: none"> <li>• find out about the past by looking at photographs and artefacts</li> <li>• use language related to historical enquiry, choosing appropriate words to describe the past</li> <li>• draw simple conclusions and deduce information in the past from pictures and research</li> <li>• recognise that dates are used to identify when events happened in the past</li> </ul>	<ul style="list-style-type: none"> <li>• understand that information from the past may differ.</li> <li>• recognise that dates are used to identify when events happened in the past.</li> <li>• describe an even using temporal markers to show structure</li> <li>• begin to write in a different genre – letter writing, diary recount</li> </ul> <p><b><i>This topic links with English and mathematics.</i></b></p>	<ul style="list-style-type: none"> <li>• learn about events beyond living memory that are significantly nationally</li> <li>• identify similarities and differences between ways of life</li> <li>• ask and answer questions that show knowledge and understanding of key features of the event</li> <li>• describe an even using temporal markers to show structure</li> </ul>

<ul style="list-style-type: none"> <li>describe an even using temporal markers to show structure</li> <li>connect ideas and give simple phrases as to why an event occurred</li> <li>begin to write in a different genre – letter writing, newspaper report</li> </ul> <p><b><i>This topic links with English and mathematics.</i></b></p>		<ul style="list-style-type: none"> <li>begin to write in a different genre – newspaper report, postcard</li> </ul> <p><b><i>This topic links with English and mathematics.</i></b></p>
<p><b>As geographers we will....</b></p>		
<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>Identify Liverpool and other cities and countries on a map of the UK</li> <li>List local landmarks and identify them in the local environment</li> <li>Know that Liverpool is North West of the country</li> </ul>	<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>Know similarities and differences between Liverpool, Nairobi and rural Kenya through the study of a life of a child</li> </ul>	<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Use basic geographical vocabulary to refer to key human features</li> <li>Know how to use compass points</li> </ul>
<ul style="list-style-type: none"> <li>identify characteristics of the four countries and capital cities of the UK and surrounding seas</li> <li>use world maps, atlases and globes to identify the UK, its countries and counties</li> <li>use simple fieldwork and observational skills to study the geography of key human and physical features of schools surrounding environment</li> <li>use aerial photographs and plans to recognise landmarks</li> </ul>	<ul style="list-style-type: none"> <li>name and locate oceans and continents</li> <li>understand geographical similarities and differences through studying a non-European country</li> <li>use simple compass directions and directional language</li> </ul> <p><b><i>This topic links with English and mathematics.</i></b></p>	<ul style="list-style-type: none"> <li>use more basic geographical vocabulary to refer to key features and human features.</li> <li>understand geographical similarities and differences through studying the human and physical geography of a non-European country.</li> <li>name and locate the world's seven continents and five oceans.</li> <li>use aerial plans to devise a simple map</li> </ul>

<ul style="list-style-type: none"> <li>explain and describe the key features of a locality</li> </ul> <p><b><i>This topic links with English and mathematics.</i></b></p>		<ul style="list-style-type: none"> <li>be able to use compass points</li> </ul> <p><b><i>This topic links with English and mathematics.</i></b></p>
<p><b>As artists we will ...</b></p>		
<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>Different media can be used to set different moods</li> </ul>	<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>Colours can be mixed to make other colours</li> <li>Explore and name artists and identify their style</li> </ul>	<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>Why and where printing is used</li> <li>Explore and name different artists in different media</li> </ul>
<ul style="list-style-type: none"> <li>use different grades of pencils, charcoal and pastels for sketches</li> <li>create different tones of light and dark</li> <li>engage in more complex activities eg. cutting and sewing a variety of materials</li> <li>compare and recreate form and shape to natural and manmade environments</li> </ul> <p><b><i>This topic links with mathematics.</i></b></p>	<ul style="list-style-type: none"> <li>use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas</li> <li>create shapes use eraser, shape and fill tools</li> <li>experiments with basic tools on rigid and plastic materials</li> </ul> <p><b><i>This topic links with mathematics.</i></b></p>	<ul style="list-style-type: none"> <li>imitate Gakonga art</li> <li>explore printing (mono printing)</li> <li>develop art design techniques in using colour, pattern, texture line, shape, form and space</li> <li>learn about the work of an artist</li> <li>experiment with and enjoy colour</li> <li>experience adhesives and decide on the most effective for a given task</li> <li>record visual information using digital cameras</li> <li>produce a simple weaving with strong wool through a stiff card loom</li> <li>weave paper progressing from one to two colours</li> </ul> <p><b><i>This topic links with English and mathematics.</i></b></p>

As designers we will ....		
<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• Which materials are best suited to which roles.</li> </ul>	<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• What Tudor architecture is like</li> <li>• The purpose of an item and how this affects its design</li> <li>• Experience will help us to understand how best to design and build something</li> </ul>	<p><b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>• What weaving is like and where and when it is used</li> </ul>
<ul style="list-style-type: none"> <li>• identify simple design criteria and make simple drawings and label parts</li> <li>• generate ideas by drawing on our own and others experiences</li> <li>• identify a purpose for what we intend to make</li> <li>• begin to select tools and materials; use vocabulary to name and describe them</li> <li>• use hand tools safely and appropriately</li> <li>• cut, shape and join fabric to make a simple garment. Use basic sewing techniques</li> <li>• talk about our ideas saying what we like and dislike about them</li> </ul> <p><b><i>This topic links with science and English.</i></b></p>	<ul style="list-style-type: none"> <li>• make a Tudor House</li> <li>• design purposeful, functional, appealing product for ourselves based on a design</li> <li>• select and use a range of tools and equipment and materials</li> <li>• evaluate our ideas and products against a design criteria</li> <li>• prepare simple dishes safely and hygienically, without using a heat source</li> <li>• use techniques for cutting, peeling and grating</li> </ul> <p><b><i>This topic links with English, mathematics, science, history and geography.</i></b></p>	<ul style="list-style-type: none"> <li>• to measure, cut and score with some accuracy.</li> <li>• develop our design ideas through discussion, observation, drawing and modelling</li> <li>• use hand tools safely and appropriately</li> <li>• assemble, join and combine materials in order to make a product</li> <li>• choose and use appropriate finishing techniques</li> <li>• evaluate against their design criteria.</li> <li>• evaluate our products as they are developed, identify strengths and possible changes we might make</li> <li>• talk about our ideas saying what we like and dislike about them</li> <li>• know that food has to be farmed, grown elsewhere or caught</li> </ul> <p><b><i>This topic links with English, mathematics and geography.</i></b></p>

Autumn	Spring	Summer
<b>As musicians we will ....</b>		
<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• use voice in different ways such as speaking, singing and chanting</li> <li>• sing with the sense of the shape of the melody</li> <li>• perform simple patterns and accompaniments keeping a steady pulse</li> <li>• think about others when performing</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• repeat short rhythmic and melodic patterns</li> </ul>	<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• use voice in different ways such as speaking, singing and chanting</li> <li>• sing with the sense of the shape of the melody</li> <li>• create and choose sounds</li> <li>• perform simple patterns and accompaniments keeping a steady pulse</li> <li>• think about others when performing</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• repeat short rhythmic and melodic patterns</li> <li>• know about and explore sounds</li> <li>• recognise and explore how sounds can be organised</li> <li>• choose carefully and order sounds within simple structures such as beginning, middle, end and in response to given starting points</li> </ul>	<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• use voice in different ways such as speaking, singing and chanting</li> <li>• sing with the sense of the shape of the melody</li> <li>• create and choose sounds</li> <li>• perform simple patterns and accompaniments keeping a steady pulse</li> <li>• think about others when performing</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• repeat short rhythmic and melodic patterns</li> <li>• know about and explore sounds</li> <li>• recognise and explore how sounds can be organised</li> <li>• choose carefully and order sounds within simple structures such as beginning, middle, end and in response to given starting points</li> </ul>

**Responding and Reviewing**

- respond to different moods in music and recognise changes in sound

**Learning, and Applying Knowledge and Understanding**

- identify simple repeated patterns and follow musical instructions
- understand how the musical elements can be used to create different moods and effects
- represent sounds with simple symbols, including shapes and marks
- listen to short simple pieces of music and talk about when and why they may hear it, such as a lullaby

**Responding and Reviewing**

- respond to different moods in music and recognise changes in sound
- Identify what improvements could be made to work and make changes, including altering use of voice, playing of and choice of instrument

**Learning, and Applying Knowledge and Understanding**

- identify simple repeated patterns and follow musical instructions
- understand how the musical elements can be used to create different moods and effects
- represent sounds with simple symbols, including shapes and marks
- listen to short simple pieces of music and talk about when and why they may hear it, such as a lullaby

**During P.E. we will develop ....**

**Fundamental Skills / Benchball**

- passing a ball accurately to a partner over a variety of distances.
- performing a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.
- showing a good awareness of others in running, chasing and avoiding games.
- making simple decisions about when and where to run.
- varying skills and show some understanding of simple tactics.
- choosing and use tactics to suit different situations.
- reacting to situations in a way that helps there partners and makes it difficult for their opponent.

**Gymnastics**

- remembering, repeating and linking gymnastics and still movements.
- moving safely and with confidence.
- knowing how to carry, lift and place equipment.
- watching, copying and describing what others have done, with increasing detail.
- improving our work using information they have gained by watching and listening.

**Dance**

- exploring, remember and repeat dance actions.
- composing and performing dance and short phrases.
- describing how different dance movements make them feel.
- watching and describing dance phrases and dances, and use what we learn to improve.
- linking dances and simple movements given from stimulus

***This topic links with **mathematics*****

**Cricket**

- passing a ball accurately to a partner over a variety of distances.
- performing a range of throwing, striking and catching skills, with control.
- making simple decisions about when and where to run.
- varying skills and show some understanding of simple tactics.
- choosing and use tactics to suit different situations.
- reacting to situations in a way that helps there team and makes it difficult for the opposing team

**Athletics**

- changing speed and direction whilst running.
- jumping from a standing position with accuracy.
- performing a variety of throws with control and co-ordination. *Preparation for shot put and javelin*

		<ul style="list-style-type: none"> <li>• using equipment safely and with good control.</li> </ul> <p><b><i>This topic links with <u>mathematics</u>.</i></b></p>
<p><b>During Computing we will ....</b></p>		
<p><b>Touch typing 1</b> The Home Row.</p> <ul style="list-style-type: none"> <li>• DL – Pupils will be using touch typing to improve their own computer literacy skills learning to use each hand and fingers independently from each other for each letter.</li> <li>• DL – pupils will learn that touch typing is a vital skill that can improve their productivity not only in school but in the wider world. - <i>This topic has links with English and maths due to spelling out words and the speed they type which will slowly increase over time.</i></li> </ul> <p><b>Lightbot</b> Simple coding and procedures</p> <ul style="list-style-type: none"> <li>• CS – Understand what an algorithm is; how it can be used to program characters.</li> <li>• CS - Create and debug simple algorithms to solve levels.</li> </ul>	<p><b>Touch typing 2</b> The Top Row</p> <ul style="list-style-type: none"> <li>• DL – Pupils will be using touch typing to improve their own computer literacy skills learning to use each hand and fingers independently from each other for each letter. - This will now be focusing on the top and home row. Consolidating previous learning and building on it.</li> <li>• DL – pupils will learn that touch typing is a vital skill that can improve their productivity not only in school but in the wider world</li> </ul> <p><b><i>This topic has links with <u>English</u> and <u>mathematics</u>.</i></b></p> <p><b>Animation</b> Great fire of London.</p> <ul style="list-style-type: none"> <li>• DL – Pupils will be learning how simple animations are made and how this is used in the movie industry.</li> </ul>	<p><b>Touch Typing 3</b> The Bottom Row</p> <ul style="list-style-type: none"> <li>• DL – Pupils will be using touch typing to improve their own computer literacy skills learning to use each hand and fingers independently from each other for each letter.</li> <li>• DL – pupils will learn that touch typing is a vital skill that can improve their productivity not only in school but in the wider world.</li> </ul> <p><b><i>This topic has links with <u>English</u> and <u>mathematics</u>.</i></b></p> <p><b>Photography</b> Nature.</p> <ul style="list-style-type: none"> <li>• IT – Pupils will be learning how to save their work using devices such as iPads and tablets in their own individual folder.</li> <li>• IT – Pupils will be learning how to use the computer to create a collage of their pictures.</li> </ul> <p><b><i>This topic links with <u>science</u>.</i></b></p>



<ul style="list-style-type: none"> <li>CS - Use logic to try and predict what a simple algorithm will do.</li> </ul>	<ul style="list-style-type: none"> <li>IT – Pupils will be learning how animation works by animating inanimate objects.</li> </ul> <p><b><i>This topic links with history and design technology</i></b></p>	
<p><b>During PSHE we will begin to know and understand....</b></p>		
<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>what is meant by a healthy lifestyle</li> <li>how to maintain physical, mental and emotional health and wellbeing</li> <li>how to manage risks to physical and emotional health and wellbeing</li> <li>ways of keeping physically and emotionally safe</li> <li>about managing change, including puberty, transition and loss</li> <li>how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>how to respond in an emergency</li> <li>to identify different influences on health and wellbeing</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>how to develop and maintain a variety of healthy relationships, within a range of social / cultural contexts</li> <li>how to recognise and manage emotions within a range of relationships</li> <li>how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>how to respond to risky or negative relationships and ask for help</li> <li>how to respect equality and diversity in relationships.</li> </ul>	<p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>about respect for self and others and the importance of responsible behaviours and actions</li> <li>about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>about different groups and communities</li> <li>to respect equality and to be a productive member of a diverse community</li> <li>about the importance of respecting and protecting the environment</li> <li>about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>how money plays an important part in people's lives</li> <li>a basic understanding of enterprise.</li> </ul> <p><b><i>This topic links with English and mathematics.</i></b></p>

**During R.E. we will begin to know and understand....**

- Jewish belief in God
- Hindu belief in God
- Hindu gods and goddesses
- Hindu stories about Vishnu
- Christian belief in God
- What do I believe about God
- What Christians believe about Jesus

***This topic links with English.***

- About Special Books
- Torah
- Vedas, Upanshads, Baghavat Gita
- Qur'an
- Guru Granth Sahib

***This topic links with English.***

- Why we celebrate
- Divali
- Passover
- Id-ul-Fitr and Ramadan
- Celebrations in church
- Leaders and teachers

***This topic links with English.***

Autumn	Spring	Summer
<b>As scientists we will ...</b>		
<p><b>Growth and Survival:</b></p> <ul style="list-style-type: none"> <li>• find out about the offspring of a variety of different animals</li> <li>• find out about the different ways in which animals reproduce</li> <li>• explore how humans grow as they get older</li> <li>• find out what animals, including humans, need to survive</li> <li>• explore the environment as a factor of survival for animals, including humans.</li> <li>• find out how to eat a healthy, balanced diet</li> <li>• find out why exercise is important to keep our bodies healthy</li> </ul> <p><b>Explore Everyday Materials:</b></p> <ul style="list-style-type: none"> <li>• identify a variety of materials and sort them according to a variety of criteria</li> <li>• identify natural and man-made materials</li> <li>• identify that some materials can change shape by squashing,</li> </ul>	<p><b>Living in Habitats:</b></p> <ul style="list-style-type: none"> <li>• be able to identify things that are living, things that are dead and things that have never been alive.</li> <li>• understand that living things need to live in suitable habitats.</li> <li>• explore the plants and animals that live in seaside habitats.</li> <li>• be able to explore plants and animals in an unfamiliar habitat.</li> <li>• be able to explore and describe a micro-habitat</li> <li>• explore food chains in a habitat</li> </ul> <p><b>Super Scientist:</b></p> <ul style="list-style-type: none"> <li>• investigate the effect gravity has on everyday objects</li> <li>• investigate what happens to light when it passes through different transparent objects</li> <li>• investigate whether sound can pass through materials</li> <li>• investigate our senses and reflexes</li> <li>• investigate how germs are transferred by touching things</li> </ul>	<p><b>Growing Plants:</b></p> <ul style="list-style-type: none"> <li>• understand that different seeds grow into different</li> <li>• plants and to describe them.</li> <li>• understand that plants can be grown from bulbs</li> <li>• be able to explain why and how seeds are dispersed</li> <li>• plan, carry out and evaluate an investigation into</li> <li>• the conditions that affect germination</li> <li>• observe and describe how a plant changes as it matures</li> </ul>

bending, stretching and twisting, and others can't

- identify the suitability of metal and plastic for a variety of purposes
- identify different products that can be made from wood and their features and purposes
- identify different materials that are used for the same product.
- identify material inventions and discoveries

investigate electrical circuits to make a lightbulb light up