

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

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

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

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

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

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"> • using equipment safely and with good control. <p><i>This topic links with <u>mathematics</u>.</i></p>
<p>During Computing we will</p>		
<p>Touch typing 1 The Home Row.</p> <ul style="list-style-type: none"> • 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. • 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> <p>Lightbot Simple coding and procedures</p> <ul style="list-style-type: none"> • CS – Understand what an algorithm is; how it can be used to program characters. • CS - Create and debug simple algorithms to solve levels. 	<p>Touch typing 2 The Top Row</p> <ul style="list-style-type: none"> • 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. • 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 <p><i>This topic has links with <u>English</u> and <u>mathematics</u>.</i></p> <p>Animation Great fire of London.</p> <ul style="list-style-type: none"> • DL – Pupils will be learning how simple animations are made and how this is used in the movie industry. 	<p>Touch Typing 3 The Bottom Row</p> <ul style="list-style-type: none"> • 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. • 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. <p><i>This topic has links with <u>English</u> and <u>mathematics</u>.</i></p> <p>Photography Nature.</p> <ul style="list-style-type: none"> • IT – Pupils will be learning how to save their work using devices such as iPads and tablets in their own individual folder. • IT – Pupils will be learning how to use the computer to create a collage of their pictures. <p><i>This topic links with science.</i></p>

<ul style="list-style-type: none"> CS - Use logic to try and predict what a simple algorithm will do. 	<ul style="list-style-type: none"> IT – Pupils will be learning how animation works by animating inanimate objects. <p><i>This topic links with history and design technology</i></p>	
<p>During PSHE we will begin to know and understand...</p>		
<p>Health and Wellbeing</p> <ul style="list-style-type: none"> what is meant by a healthy lifestyle how to maintain physical, mental and emotional health and wellbeing how to manage risks to physical and emotional health and wellbeing ways of keeping physically and emotionally safe about managing change, including puberty, transition and loss how to make informed choices about health and wellbeing and to recognise sources of help with this how to respond in an emergency to identify different influences on health and wellbeing 	<p>Relationships</p> <ul style="list-style-type: none"> how to develop and maintain a variety of healthy relationships, within a range of social / cultural contexts how to recognise and manage emotions within a range of relationships how to recognise risky or negative relationships including all forms of bullying and abuse how to respond to risky or negative relationships and ask for help how to respect equality and diversity in relationships. 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> about respect for self and others and the importance of responsible behaviours and actions about rights and responsibilities as members of families, other groups and ultimately as citizens about different groups and communities to respect equality and to be a productive member of a diverse community about the importance of respecting and protecting the environment about where money comes from, keeping it safe and the importance of managing it effectively how money plays an important part in people's lives a basic understanding of enterprise. <p><i>This topic links with English and mathematics.</i></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
As scientists we will ...		
<p>Growth and Survival:</p> <ul style="list-style-type: none"> • find out about the offspring of a variety of different animals • find out about the different ways in which animals reproduce • explore how humans grow as they get older • find out what animals, including humans, need to survive • explore the environment as a factor of survival for animals, including humans. • find out how to eat a healthy, balanced diet • find out why exercise is important to keep our bodies healthy <p>Explore Everyday Materials:</p> <ul style="list-style-type: none"> • identify a variety of materials and sort them according to a variety of criteria • identify natural and man-made materials • identify that some materials can change shape by squashing, 	<p>Living in Habitats:</p> <ul style="list-style-type: none"> • be able to identify things that are living, things that are dead and things that have never been alive. • understand that living things need to live in suitable habitats. • explore the plants and animals that live in seaside habitats. • be able to explore plants and animals in an unfamiliar habitat. • be able to explore and describe a micro-habitat • explore food chains in a habitat <p>Super Scientist:</p> <ul style="list-style-type: none"> • investigate the effect gravity has on everyday objects • investigate what happens to light when it passes through different transparent objects • investigate whether sound can pass through materials • investigate our senses and reflexes • investigate how germs are transferred by touching things 	<p>Growing Plants:</p> <ul style="list-style-type: none"> • understand that different seeds grow into different • plants and to describe them. • understand that plants can be grown from bulbs • be able to explain why and how seeds are dispersed • plan, carry out and evaluate an investigation into • the conditions that affect germination • observe and describe how a plant changes as it matures

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