

# Year 2 Curriculum

2019 – 2020

be the best you can be

The Discovery School



# Year 2 Yearly Skills Overview (taught throughout the year)

	Autumn 1 (1)	Autumn 2 (2)	Spring 1 (3)	Spring 2 (4)	Summer 1 (5)	Summer 2 (6)
TOPIC	Marvellous Me	Time Travel		Intrepid Explorers		Minibeasts
English	See English objective overviews for Year 2					
Maths	See Maths objectives and learning cycle for Year 2					
Science	<p><b><u>Working scientifically</u></b></p> <p>WS1 asking simple questions and recognising that they can be answered in different ways</p> <p>WS2 observing closely, using simple equipment and measurement</p> <p>WS3 performing simple tests</p> <p>WS4 identifying and classifying</p> <p>WS5 using their observations and ideas to suggest answers to questions</p> <p>WS6 gathering, recording and communicating data and findings to help in answering questions.</p> <p>WS7 use scientific language and read and spell age-appropriate scientific vocabulary</p> <p>WS8 begin to notice patterns and relationships.</p>	<p><b><u>Plants</u></b></p> <p>P1 observe and describe how seeds and bulbs grow into mature plants</p> <p>P2 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b><u>Living Things and their Habitats</u></b></p> <p>LH1 explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>LH2 identify that most living things live in habitats to which they are suited</p> <p>LH3 describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>LH4 identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>LH5 describe how animals obtain their food from plants and other animals</p> <p>LH6 understand a simple food chain, and identify and name different sources of food.</p>	<p><b><u>Animals including Humans</u></b></p> <p>AH1 notice that animals, including humans, have offspring which grow into adults</p> <p>AH2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>AH3 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b><u>Uses of Everyday Materials</u></b></p> <p>EM1 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>EM2 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	

<p><b>Art and Design</b></p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- experiment with tools and surfaces</li> <li>- match and draw lines/marks from observations</li> <li>- further investigate tone by drawing light and dark shapes</li> <li>- further explore different textures using copying</li> <li>- draw shapes in between objects and design shapes</li> </ul>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>- begin to describe all of the colours</li> <li>- make as many tones as possible using white and darken colours without using black</li> <li>- collect, sort and match colours appropriate for an image</li> <li>- use colour on a large scale</li> </ul>	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>- experiment with tools and techniques including different brush sizes and types</li> <li>- change and modify threads and fabrics (e.g. knotting, fraying, fringing, twisting, plaiting)</li> <li>- cut and shape fabric using scissors and apply with glue and stitching with large eyed needles</li> <li>- use simple appliqué work</li> <li>- create images from a variety of media (e.g. photocopies, fabric, crepe paper, newspapers)</li> </ul>	<p><b>Form</b></p> <ul style="list-style-type: none"> <li>- explore sculpture with a range of malleable materials</li> <li>- awareness of natural and manmade forms and analyse work from other sculptors</li> <li>- make simple marks on rollers and printing palettes and make simple prints</li> <li>- manipulate malleable materials for a purpose (e.g. pot, tile)</li> <li>- experiment with constructing and joining recycled, natural and manmade materials</li> </ul>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>- print with a growing range of objects</li> <li>- identify the different forms printing takes</li> <li>- experiment with overprinting and colour</li> </ul>	<p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>- experiment by arranging, folding, repeating and overlapping, patterning</li> <li>- identify natural and manmade patterns</li> <li>- discuss regular and irregular</li> </ul>	<p><b>Exploring and developing ideas</b></p> <ul style="list-style-type: none"> <li>- say what they and others have done and the feelings it brings</li> <li>- identify what they might change in their current work or develop their future work</li> <li>- use a sketchbook to collect and develop ideas whilst experimenting with a range of media</li> <li>- record and explore ideas from first hand observations</li> <li>- explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities (ARTIST STUDY)</li> </ul>	
<p><b>Computing</b></p>	<p><b>Using technology</b></p> <p>To continue to develop typing speed and accuracy to enable independent and</p>	<p><b>Using the Internet and e-safety</b></p> <p>To talk about the different forms of information (text, images, sound, multimodal) and understand some</p>	<p><b>Communicating and collaborating online</b></p> <p>To understand that messages can be sent electronically.</p> <p>To understand that email can be used</p>	<p><b>Creating and publishing</b></p> <p>To use technology to word process work, making a wide range of edits and using common features of</p>	<p><b>Digital media</b></p> <p>To be able to explore sound and music using keyboards, and onscreen music software.</p>	<p><b>Storing, retrieving and using data</b></p> <p>To use technology to create graphs and amend created graphs.</p> <p>To begin to create their own branching</p>	<p><b>Programming and control</b></p> <p>To recognise common uses of information technology beyond school.</p>	<p><b>Modelling and simulations</b></p> <p>To use a range of basic simulations to represent real life situations and explore the effects of changing variable</p>

	<p>efficient access to a computer.</p> <p>To understand the purpose of, and begin to independently use a range of different technology.</p>	<p>are more useful than others</p> <p>To understand and talk about how the information can be used to answer specific questions.</p> <p>To begin to develop key questions and find information to answer them</p> <p>To recognise the layout of a web page, recognise web addresses, menu buttons and links</p> <p>To understand that the internet contains a large amount of information and recognise the need to use search tools and search engines to begin to find information.</p> <p>To be able to use technology safely and respectfully, keeping personal information private.</p> <p>To be able to</p>	<p>to send messages electronically and that people can respond to them.</p> <p>To be able to respond to electronic messages.</p>	<p>word processing tools.</p> <p>To use technology to create basic presentations giving consideration to the layout of slides and combining images and sound.</p> <p>To use the skills and techniques learnt to organise, reorganise and communicate ideas for a specific purpose in different contexts.</p>	<p>To know how to record sound using ICT that can be stored and played back and independently using a <b>range of tools</b> to record sound.</p> <p>To independently record video and sound using a range of tools.</p> <p>To use the computer to create basic images.</p> <p>To compare different packages for creating digital artwork.</p> <p>To choose to take photographs for a range of different purposes.</p> <p>To be able to use basic photographic editing tools.</p>	<p>databases using ICT, identifying objects and questions to classify data.</p>	<p>To understand what algorithms are and how they are implemented as programs on digital devices.</p> <p>To know that programs execute by following precise and unambiguous instructions</p> <p>To be able to create and debug simple programs.</p> <p>To be able to use logical reasoning to predict the behaviour of simple programs.</p> <p>To create, edit and refine sequences of instructions for a variety of programmable devices.</p>	<p>and the benefits of using the simulations.</p>
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		identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.							
<b>Design and Technology</b>	<u>Design</u>		<u>Make</u>		<u>Evaluate</u>		<u>Technical Knowledge</u>	<u>Cooking and Nutrition</u>	
	<b>Generating, developing, modelling and communicating</b>	<b>Understanding contexts, users and purpose</b>	<b>Practical skills and techniques</b>	<b>Planning</b>	<b>Existing products</b>	<b>Own products and ideas</b>	<b>Making products work</b>	<b>Food preparation, cooking and nutrition</b>	<b>Where food comes from</b>
<b>Coverage:</b> <b>Levers</b> Butterfly flying to a flower <b>Textiles</b> Finger puppet  Placement for the table to protect from dinner plate  <b>Cooking</b>	Generate ideas by drawing on their own experiences Use knowledge of existing products to generate ideas Develop and communicate through talking and drawing Use ICT to develop and communicate ideas Model ideas by making templates and mock ups.	State what they are designing and making Say if their product is for themselves or others Say what their product is for Say how their product will work Use simple design criteria Say how their product is suitable for the user Work confidently within a range of contexts such as	Follow procedures for safety and hygiene Use a range of materials and components including textiles, food ingredients and mechanical components Measure, mark out, cut and shape materials and components. Assemble, join and combine materials and components Use finishing techniques,	Suggest what to do next Select from a range of tools and equipment Select from a range of materials and components according to their characteristics	Throughout KS1 pupils should explore:  Who products are for What products are for How products work How products are used What materials products are made from What they like and dislike about products	Talk about their design ideas and what they are making Make simple judgements about their products and ideas against design criteria Suggest how their products could be improved	The simple working characteristics of materials and components The movement of simple mechanisms <b>levers</b> That a 3D <b>textile</b> product can be assembled from two identical pieces of fabric	How to name and sort food into the five groups on the eat well plate That everyone should eat five portions of fruit and veg a day How to prepare food safely and hygienically without a heat source How to use the techniques <b>peeling and grating</b>	The food has to be farmed, grown elsewhere or caught

		local community, garden, home, school, industry or the wider environment.							
<b>Geography</b>	<b>Location Knowledge</b> *Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. *Name and locate the world's seven continents and five oceans.		<b>Place Knowledge</b> * Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country.		<b>Human and Physical Geography</b> *Identify seasonal/daily weather patterns in the UK 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 (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country.		<b>Geographical Skills and Fieldwork</b> *Use world maps, atlases and globes to identify the United Kingdom and its countries. *Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key. *Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.		
	<b>Chronological understanding</b> - Recount changes in own life over time. - Puts 3 events in order using a timeline. - Uses words and phrases such as recently, before, after, now, later, past and present.		<b>Knowledge and Understanding</b> - Uses information to describe differences between then and now in either British or global history. - Recount main events from a key historical event e.g. The Great Fire of London.		<b>Interpretation</b> - Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). - Compare 2 historical figures from different periods to learn why they did what they did. E.g. Columbus and Armstrong		<b>Enquiry</b> - Looks carefully at pictures or objects to find information about the past. - Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?' - Investigate a significant local person		<b>Organisation and communication</b> - Describe people and events. - Write own date of birth. - Writes simple stories and recounts about the past. - Draws labelled diagrams and writes about them to tell others about people, events and objects from the past
<b>History</b>									

<b>History Coverage</b>	Recall changes in their own life times. Use information to describe differences between then and now in either British or global history. E.g. London now and in 1666. Recount main events from a key historical event E.g. The Great Fire of London. Compare two historical figures from different periods E.g. Columbus and Neil Armstrong. Investigate a significant local person.							
<b>Music</b>	<p><b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b></p> <p>I can sing a wide range of songs, rhymes and styles clearly, with expression and enthusiasm to different audiences.</p> <p>I can sing in parts and rounds, maintaining awareness of what others are doing.</p> <p>I realise where the part that I am singing fits into the song as a whole.</p> <p>I can sing songs that help me with my learning about a particular topic and use these to expand my knowledge.</p>	<p><b>Play tuned and untuned instruments musically</b></p> <p>I can order sounds within simple structures such as beginning, middle and end.</p> <p>I am able to rehearse and refine in order to improve my capability and quality of work when working individually or in small groups.</p> <p>I can create and choose sounds in response to given starting points (e.g. a storm or a story)</p>	<p><b>Listen with concentration and understanding to a range of high-quality live and recorded music</b></p> <p>I can listen to a range of stimuli noticing many of the key elements, such as beat, rhythm, instruments playing and musical style.</p> <p>I am able to hear differences in music from other cultures when compared and contrasted to that of my own.</p> <p>I can discuss how a particular piece of music makes me feel and compare it to another piece of music I might have heard.</p>	<p><b>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b></p> <p>I can devise my own musical sequences, taking into account elements such as speed, volume and beat.</p> <p>I can work as a class, in a group and on my own.</p> <p>I can represent sounds with symbols if I feel it would help me.</p> <p>I can recognise how the musical elements can be used to create different moods and effects and communicate ideas.</p> <p>I can discuss what I was aiming to do and to what extent I achieved my aim.</p>				
<b>Physical Education</b>	<p><b>Games: Can be taught through: Hockey, Tag Rugby, Tri-Golf, Tennis, Football, Handball, Kwik Cricket, Rounders.</b></p> <p>Perform a basic technique for catching and underarm throwing, with consistency from</p>	<p><b>Tactics: Can be taught within games lessons.</b></p> <p>Use simple tactics in a small sided game.</p> <p>Show awareness of opponents and team mates during games.</p>	<p><b>Gymnastics</b></p> <p>Perform basic gymnastic actions with control and co-ordination.</p> <p>Repeat a sequence of gymnastic actions including transitions and moments of still.</p> <p>Create and perform a short sequence with a clear</p>	<p><b>Athletics: Can also be taught during multi-skills lessons</b></p> <p>Run with a good technique at different speeds.</p> <p>Perform a two footed jump.</p> <p>Show a good throwing technique and extend accuracy and distance.</p>	<p><b>Dance</b></p> <p>Perform basic actions with control and co-ordination.</p> <p>Repeat a sequence of movements to music including transitions and moments of still.</p> <p>Create and perform a short sequence with a clear beginning, middle</p>	<p><b>Feedback: Can be taught within games, athletics, dance and gymnastic lessons.</b></p> <p>Begin to watch others and focus on specific actions to improve their own skills.</p> <p>Describe the differences in the way their body works and feels</p>	<p><b>Outdoor and adventurous activities</b></p> <p>N/A</p>	<p><b>Swimming</b></p> <p>N/A</p>

	<p>standing and moving.</p> <p>Perform basic skills of sticking and kicking a ball with control from standing,</p>		<p>beginning, middle and end, to include apparatus or partner.</p> <p>Use appropriate language to accurately describe a gymnastic sequence.</p>	<p>Compete in a range of team events.</p>	<p>and end, independently or with a partner.</p>	<p>when trying different sports.</p>		
<p><b>Religious Education</b></p>	<p>Retell religious, spiritual and moral stories; identify how religion and belief is expressed in different ways; identify similarities and differences in features of religions and beliefs; recognise that some questions about life are difficult to answer; ask questions about their own and others' feelings and experiences; identify possible meanings for symbols and other forms of religious expression; retell religious stories and identify some religious beliefs and teachings; identify some religious practices, and know that some are characteristic of more than one religion; suggest meanings in religious symbols, language and stories; respond sensitively to the experiences and feelings of others, including those with a faith; realise that some questions that cause people to wonder are difficult to answer; respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.</p>							
<p><b>PHSE</b></p>	<p>See PSHE objective overviews for year 2</p>							

