

## Year 2 Curriculum Overview 2015/16

	<u>Autumn 1</u> Castles	<u>Autumn 2</u> Bournville Remembers - World War 1	<u>Spring 1</u> Bournville & the Cadbury Family	<u>Spring 2</u> Fire of London	<u>Summer 1</u> The Seaside	<u>Summer 2</u> The Summer Show and Junior Transition
Science	<p><b><u>Materials</u></b> - identify and compare the suitability of everyday materials, including wood, metal, plastic, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b><u>Plants</u></b>. Observe and describe how seeds and bulbs grow into mature plants; find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b><u>Working Scientifically</u></b> Experiment to make a structure. Children use a variety of materials to construct a boat to carry an egg safely across water. Children to design their own fair test.</p>	<p><b><u>Animals</u></b>, including humans. Notice that animals, including humans, have offspring which grow into adults; find out about and describe the basic needs of animals, including humans, for survival (water, food and air); describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b><u>Living things and their habitats</u></b>: Explore and compare the difference between things that are living, dead and things that have never been alive; identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic need of different animals and plants and how they depend on each other; identify and name a variety of plants and animals in their habitats, including micro habitats; describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><b><u>Working Scientifically</u></b> To experiment with chemical reactions; cause and effect.  Children to design and make a rocket to launch, using appropriate materials (e.g. vinegar and bi carb.)</p>

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Computing	We are Astronauts Programming on Screen Keeping safe online (e- safety) (Switched on Computing)	We are Games Testers Exploring how computer games work (Switched on Computing)	We are Photographers Taking better photos (Switched on Computing)	We are Researchers Researching a topic (Switched on Computing)	We are Detectives Collecting clues (Switched on Computing)	We are Zoologists Collecting data (Switched on Computing)
RE	Living by Rules Being Temperate	Being Regardful of Suffering Sharing	Creating Unity Participating	Being Merciful and Forgiving	Being Silent and Attentive Being Reflective	Being Imaginative Appreciating Beauty
History	To recognise the lives of significant individuals in the past who have contributed to national and international achievements. (William the Conqueror/Henry VIII)	To be aware of events beyond living memory that are significant nationally or globally. To know about events, people and places in their own locality.	To know significant historical events, people and places in their own locality.	To know events beyond living memory that are significant nationally or globally		

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Geography	Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) 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.		To 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 contrasting non-European country (Ghana).	To name the 4 countries of the British Isles and their capital cities and place these on a map.	To use basic geographical vocabulary to refer to: Key physical features including: beach, cliff, coast, hill, mountain, sea Key human features, including: city, town, village, factory, farm, house, port, harbour, shop	
Art	Use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, shape. Painting & colour mixing	To use a range of material creatively to design and make products (clay). To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work- Lowry	To know the work of a famous artist - Edward Munch 'The Scream'	To know about the work of artists, craftmakers and designers (Andy Goldsworthy) and use sculpture to share their ideas, experience and imagination. Children to create a sculpture using natural materials.	To use a range of materials creatively to design and make products, using drawing and painting. Children to design and create scenery and props for their Summer Show

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Music	<p>Listen with concentration and understanding to a range of high quality live and recorded music. Focus on the musical elements of: duration, texture, pitch. Play tuned and untuned instruments. Create a composition based on topic. Peripatetic Music teacher - Claire Vaughan</p>	<p>Listen with concentration and understanding to a range of high quality live and recorded music.</p>	<p>Listen with concentration and understanding to a range of high quality live and recorded music. Use voices expressively and creatively by singing songs, learning about phrasing. Create and follow a musical score. Know and use the musical terms: ostinato, texture and rondo.</p>		<p>Listen with concentration and understanding to a range of high quality live and recorded music. Keep a steady beat. Experiment with, create, select and combine sounds. Follow a musical score. Sing and rehearse with others for the Summer Show, performing to an audience. Peripatetic Music teacher - Claire Vaughan</p>	
Design Technology	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - Sewing</p>		<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - make a wrapper and chocolate bar</p>	<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Make a mechanism - vehicles</p>		

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PE	Games (Sport Specialist) - Net/Wall tennis Gymnastics 1 class swimming	Games (Sports Specialist) - Physical Development (fitness) Dance Gymnastics 1 class swimming	Games (Sports Specialist) - Invasion Games (Basket/Netball) Gymnastics 1 class swimming	Games (Sports Specialist) - Invasion Games (Football) Dance	Games (Sports Specialist) - Striking/Fielding/Throwing/Catching (Cricket) Dance Gymnastics	Games (Sports Specialist) - Athletics Dance
PSHE	<b>New Beginnings/Friendship</b> Keeping and feeling safe in school, in the classroom and in the community. Knowing that rules help to keep me safe. Making Relationships. Self confidence and Self awareness .	<b>Getting on and Falling Out</b> Resolving Conflicts Giving compliments Making Friends	<b>Going for Goals</b> To understand persistence. To recognise the steps needed to reach a goal.	<b>Good To be Me</b> Self confidence and self awareness - standing up for yourself at the right time, knowing how to deal with conflict.	<b>Relationships</b> To understand feelings and emotions and be empathetic towards others.	<b>Changes</b> Making appropriate choices. Contributing to school improvement.