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| **Year 2 – Curriculum Overview 2020** | | | | | | | |
| **Autumn 1:**  ‘Post-Covid Lockdown Curriculum Conversations’ – during the first 3-4 weeks of return to school, the children’s well-being, knowledge and personal experiences during the period of lockdown will be covered through the following sequence of ‘conversations’.  PAST:  What is our understanding of Covid-19?  Why did Britain go into lockdown?  What changed as a result of lockdown? How did these changes make us feel?  What did I find hard during lockdown?  How were we affected by Covid-19?  What did I enjoy about being in lockdown?  PRESENT:  Why haven’t things gone back to normal? What is different now?  FUTURE  When might things be ‘normal’ again? What do I want ‘normal’ to look like when it returns?  Can I set some goals for myself? Goals for our school and community? | | | | | | | |
| Subject | **Autumn 1**  **School Days** | **Autumn 2**  **The Home Front** | **Spring 1**  **London’s Burning** | **Spring 2**  **Indian Spice** | **Summer 1**  **Pioneers** | **Summer 2**  **Record Breakers** | **Outdoor Learning** |
| Vocabulary | Past, present, century, decade, year, similar, different, timeline, Victorian, cane, cup and ball, whip and top, abacus, chalk and slate, Punch and Judy, diabolo, toy soldier, rocking horse, desk, finger sticks, dunce hat, back straightener, dip pen and ink, | World War 2, blitz. Evacuation, evacuee, ration book, air raid, Anderson shelter, doodlebugs, allotment, make do and mend, Lindyhop, Jitterbug, propaganda, conscription, street party, camaraderie, comrades, VE Day. | Samuel Peyps, John Evelyn, consumed, lamentable, diary, source, extinguish, natural, manmade, manufactured, combustible, flammable, cause, effect, St Paul’s cathedral, Tower of London, appliance, protection, King Charles II, leather bucket, River Thames, London, escape, Pudding Lane | India, culture, Asia, continent, language, cuisine, traditions, borders, New Dehli, Jaipur,. Mumbai, Bangalore, Pune, climate, desert, region, valleys, waterways, railway, coast, rickshaw, palanquin, native, tiger, elephant, Hinduism, Mahatma Ghandi, River Ghanges | Space, planets, solar system, astronaut, rocket, space race, moon, launch, landing, survival, settlement, landscape, gravity, oxygen, spacecraft, protein, carbohydrates, fats, exercise, international space station, Tim Peake, inventions, Queen Victoria, Isambard Kingdom Brunel, Great Western railway, George Stevenson,Industrial Revolution | Olympic Games, world record, bronze, silver, gold medal, stadium, athlete, athletics, Paralympics, Paralympian, mascot, logo, competitor, achievement,. training, Sebastian Coe, Sir Steve Redgrave, Bradley Wiggins, Mary Rand, Tokyo, starting block, sprint, finish line, podium, national anthem | See end of document: |
| Black History Links | *Racism in Punch and Judy shows. Attitudes towards black people in Victorian times.* | *Segregation in the army during World War 2 and in burial. – The Forgotten Fighters.*  *The Holocaust – treatment of minority races.* | *Slave trade leading to increasing black presence in London, Manchester and Liverpool.* | *Casteism. Indian racism towards blacks. Indian’s desire for white skin as portrayed through Bollywood movies.* | *Composer Samuel Coleridge-Taylor, Britain’s first professional Black footballer, Arthur Wharton and Mary Seacole.* | *Jessica-Ennis Hill, Mo Farah, Linford Christie, Daley Thompson* |  |
| Science | **Living Things and Their Habitats**   * Explore and compare the differences 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 needs of different kinds of 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 the different sources of food    GDS: Could a hedgehog survive without hibernation  **Experiments-**  **Pattern Seeking:**  Hook- Katie thinks there are looks of woodlice in the hedgerows. Jason thinks there is more under the rocks. Who is correct?  **Identifying and classifying and research:**  Hook- There are lots of animals that live in a zoo. Dan found 3 animals that live in Australia. He wants to know what each of them are and why they live in Australia and not in the UK.    **Research:**  Hook- John says that all living things breathe. Kirsty says that this isn’t true because fish live underwater and you can breathe underwater. | | **Everyday Materials**   * Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, 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   **Possible Experiments-**  **Comparative and fair testing:**  Hook- A large egg is found in the classroom. When it is broken open a toy alien is found inside with a message from its parents. “Look after our young please while we are travelling. Our planet Noom is very warm, your planet is not warm enough for our child. Please find a material to use to make a thermal suit.”  **Identifying and classifying**:  Hook- Ted thinks curly Curly Wurlys are stretchy. Is he correct? | | **Plants**   * 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.   **Possible Experiments-**  **Comparative and fair testing:**  Hook- Sam is going on holiday. He thinks that the plants will be ok without water. Is he correct? What do plants need to grow?  **Comparative and fair testing:**  Hook- Sam is going on holiday. He thinks that the plants will be ok without water. Is he correct? What do plants need to grow?  Observing over time:  Hook- Megan has 3 bulbs, a daffodils, a tulip and an amaryllis. He wants to know which of the plants will flower most quickly and how long the flowers will last. | **Animals 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.   **Experiments-**  **Comparative and fair testing:**  Hook- Dirty Bertie video to show germs spreading.  **Comparative and fair testing:** Hook- James thinks that children get faster as they get older. Is he correct? | -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for different uses.  -Identify and classify materials.  -Perform simple tests.  -Ask simple questions and recognise that they can be answered in different ways.  -Observing closely, use simple equipment.  -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching them. |
| History | -To find out about the past using a range of sources  -To ask and answer questions from the past -Place objects in chronological order using a series of time periods   * Identify and talk about similarities and differences between old and new * Recognise their own lives are different from the lives of people in the past * Use related time Vocabulary | -To find out about the past using a range of sources  -Place objects in chronological order using a series of time periods   * Begin to identify some of the different ways the past is represented * Recognise their own lives are different from the lives of people in the past   Significant historical events, people and places in their own locality   * Use related time Vocabulary   -Describe and compare human and physical features of a place | -To find out about the past using a range of sources  -Place objects in chronological order using a series of time periods  -Identify and talk about similarities and differences between old and new  -Recognise their own lives are different from the lives of people in the past  -Significant historical events, people and places in their own locality  Use related time Vocabulary  -Use world atlases and globes to identify the UK, countries, continents and oceans studied at this key stage | -Identify differences between lives at different times  - To ask and answer questions from the past | -To find out about the past using a range of sources  -To ask and answer questions from the past  -Place objects in chronological order using a series of time periods  -Identify and talk about similarities and differences between old and new  -Begin to identify some of the different ways the past is represented  -Use related time Vocabulary  -Recognise why people did things, why events happened and what happened as a result  -Comparison of significant individuals  -Use world atlases and globes to identify the UK, countries, continents and oceans studied at this key stage | -To find out about the past using a range of sources  -Place objects in chronological order using a series of time periods  Significant historical events, people and places in their own locality   * Use related time Vocabulary * Comparison of significant individuals * Recognise why people did things, why events happened and what happened as a result | * Learn about the lives of significant individuals in the past who have contributed to national and international achievements. * Know where the people and events they study fit into a chronological framework and identify similarities and differences between ways of life in different periods. * Ask and answer questions, choosing and using [parts of stories and other sources to show that they know and understand key features of an event. * Understand some of the ways we find out about the past and identify ways in which it is represented. * Identify similarities an differences between ways of life in different periods. |
| Geography | * Use aerial photos to recognise landmarks and basic human ad physical features * Describe and compare human and physical features of a place | -Make observations about features which give a place character   * Use simple fieldwork and observational skills to study the geography of their school and its grounds and the human and physical features of its surrounding environment | -Use simple geographical vocab with some accuracy  -Begin to ask and respond to simple geographical questions | -Describe and compare human and physical features of a place  -Use world map, atlases and globes to identify UK, countries, continents and oceans studied at this key stage  - Describe and compare human and physical features of a place  - Make observations about features which give a place character | - Use simple compass directions N, S, E and W and locational language  - Understand geographical similarities and differences through studying the human and physical geography of a small area of UK and of a small area of a contrasting non-EU country.   * Use world map, atlases and globes to identify UK, countries, continents and oceans studied at this key stage * To investigate weather patterns in the UK and the location of hot/cold areas of the world in relation to the equator and N/S poles | -Use world map, atlases and globes to identify UK, countries, continents and oceans studied at this key stage | -Use simple compass directions (north, south east and west) and locational and directional language to describe the location of features and routes on a map.  -Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of it surrounding environment.  -Describe the location of features and routes on a map.  -Devise a simple map and use and construct basic symbols in a key. |
| ICT | **Digital Literacy**  Presenting information word/publisher, changing font, size and colour | **Computer Science**  Questioning, show information, use yes/no questions, construct binary tree, use a database  Questioning Unit 2.4 (Purple mash) | **Information Technology**  Super Slideshows  Research, create and present slides. | **Digital Literacy**  Use repeat timer commands, debug, explore actions of different objects, complex programme to retell a story | **Information Technology**  Perfect Posters  Basic skills, making, editing and evaluating.  Online safety Unit 2.2 (Purple mash) | **Information Technology**  Let’s Animate Creating animations. Developing backgrounds and characters. Animating a character on a background |  |
| Music | * Play and create rhythmic patterns * Recognise instruments in pieces of music. * Discuss the elements; rhythm, pitch, tempo, dynamics and pulse. | * Sing new melodies with accurate pitch. * Perform with others for a musical production. * Combine music and dance. * Understand the importance of warming up the voice. | * Recognise simple structure in a piece of music. * Sing, play, improvise and compose rock music. * Sequence sounds to create an effect. * Listen to and appraise songs. | * Recognise musical repetitions in melodies. * Use symbols to represent sounds. * Follow directions to play instruments. * Explore the structures of songs. * Sing and perform songs. | * Recognise and describe changes in pitch. * Create long/short sounds on instruments.   - Demonstrate understanding  of the difference between  pulse and rhythm.  - Join in & stop as appropriate when playing with others. | * Recognise simple notation and play a range of tuned instruments. * Play a simple accompaniment. * Respond to music cues * Perform own rhythms and melodies. | * Use their voices expressively and creatively by singing songs and speaking chants and rhymes. * -Play untuned instruments musically, * Listen with concentration and understanding. * Experiment with, create select and combine sounds using the interrelated dimensions of music. |
| PE | **Multi – Skills**  -Choose skills for a particular modified simple game  Work as a team in relays to  -Begin to travel, send and receive a ball with variety of equipment in different way | **Gym/Dance**   * Explore basic gym actions and shapes using changes of speed, level and direction. * Know how to carry and place equipment copy and create basic movements for simple sequences | **Health Related Fitness**   * Develop balance, agility, and co-ordination * Recognise and describe what it feels like during different types of exercise * Explore basic fitness levels | **Team Games – 1nvasion Games**   * Explore and use skills and actions as directed in the game they are playing * Participated in modified versions of invasion games * Recognise good quality of performance | **Team Games – Striking and Fielding**  Explore and use skills and actions as directed in the game they are playing   * Participated in modified versions of invasion games * Recognise good quality of performance | **Athletics**   * To improve individual performances in running, jumping and throwing. * Develop the idea of competing against self to beat previous bests. | **Using tools:**  -using a bow saw  -using loppers  -using a sheath knife |
| Art/DT | **ART: Chalk and charcoal drawings.**  -explore ideas and collect information;  -draw lines of varying thickness;  -use different materials to draw, for example pastels, chalk, felt tips;  -use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. | **DT: Make Do and Mend inspired textiles.**  -design purposeful, functional, appealing products for themselves and other users based on design criteria;  -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];  -design products that have a purpose and are aimed at an intended user;  -They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.  -demonstrate how to cut, shape and join fabric to make a simple product;  -manipulate fabrics in simple ways to create the desired effect;  -use a basic running stich*;(may not be appropriate due to Covid 19)*  - begin to use simple finishing techniques to improve the appearance of their product, such as adding  simple decorations  -talk about their design ideas and what they are making;  -as they work, start to identify strengths and possible changes they might make to refine their existing design; | **DT: Bread making**  - use their knowledge of existing products and their own experience to help generate their ideas;  -with support, follow a simple plan or recipe;  -begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;  - cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;  -learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;  -use a range of materials and components, including textiles and food ingredients;  - explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations  - evaluate their products and ideas against their simple design criteria; | **ART: Gond Style** **Painting**  -To become proficient in painting techniques.  -To use painting to develop and share their ideas, experiences and imagination.  – Use dots and lines to demonstrate pattern and texture;  -name the primary and secondary colours;  -experiment with different brushes (including brushstrokes) and other painting tools;  -mix primary colours to make secondary colours;  -add white and black to alter tints and shades;  -use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.  (Include some Indian food tech.) | **DT: Bridge making \*(STEM KS1)**  -Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.  -They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  - plan and test ideas using templates and mock-ups;  -explain how their products will look and work through talking and simple annotated drawings;  -select from a range of materials, textiles and components according to their characteristics;  -with help, measure and mark out;  -cut, shape and score materials with some accuracy;  -assemble, join and combine materials, components or ingredients; | **ART: Sculpture**  -To become proficient in sculpting techniques.  To use sculpture to develop and share their ideas, experiences and imagination.  -use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;  -use a variety of techniques, e.g. rolling, cutting, pinching;  -use a variety of shapes, including lines and texture;  -use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. | **Art**  -Develop a wide range of art and design techniques using colour, line, pattern, texture, shape and form.  **DT**  -Explore and evaluate a range of existing products.  -Evaluate their ideas and products against design criteria.  -Select from and use a range of tools and equipment to perform practical tasks – for example, joining.  -Build structures, exploring how they can be made stronger, stiffer and more stable.  -Design purposefully, functional and appealing products for themselves and other users, based on design criteria.  -Select from and use a wide range of materials and components, according to their characteristics. |
| RE  Subject to change due to implementation of new syllabus. | **7. What can stories teach us?** The tortoise and the hare. How stories can be made up but contain Truth. The Good Samaritan. Living life like the Good Samaritan. Ordinary heroes in everyday life. The story of Guru Nanak and Malak Bhago. What does it mean? | **8. What was Muhammad like?** The story of Muhammad. His first revelation – the Night of Power. Islam and the Qur’an. The example of Muhammad. The thirsty camel. The angry woman. What do these stories tell us about what Muhammad was like? | **9. What is prayer?** Different ways of thanking and of praising people. Different ways of praising God. Christian praise in music. Praising God in how we live life – the Clown of God. Muslim praise of God five times a day. Raising their own questions about prayer. Capture pupils’ thoughts about prayer. | **10. Why is Purim celebrated?** Introduction to Judaism. Trigger artefacts. The belief in a living God. The light that wouldn’t go out. The story of Queen Esther. The celebration of Purim. Why is Purim celebrated? Revisit – Why is Easter celebrated? | **11. Are there signs of God?** Are there signs of God in the natural world? The Bible creation story (Gen 1:131,2:1-4). Observe symmetry, beauty, pattern, regularity in the world. Explore Qur’an statements about signs (ayats) of God. Are there signs of God? | **12. Why is the church important to many Christians?** Explore the idea of having a special place – a place of security, where you feel at peace. Visit a local church. Symbols of belief, of God’s presence. Capture pupils own questions and thoughts. | -Knowledge and understanding of expressing meaning.  -Learning from religion: response to, reflection on and evaluation of questions of identity and experience, meaning and purpose, values and commitments.  -Knowledge and understanding of beliefs and teachings.  -Knowledge and understanding of practices and lifestyles. |

**Outdoor learning Continued…**

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| **Maths:**  -Identify and describe the properties of 2D shapes, including the number of sides, and the symmetry on a vertical line.  -Identify and describe the properties of 3D shapes, including the number of faces, edges and vertices.  -Compare and sort common 2D and 3D shapes and everyday objects.  -Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.  -Identify 2D shapes on the surface of 3D shapes, for example a triangle on a pyramid. | **English:**  -Discuss the sequence of events in bokos and how items of information are related.  -Ask relevant questions to extend their understanding and knowledge.  -Develop pleasure in reading, motivation to read, vocabulary and understanding by; listening to, discussing and expressing views about stories at a level beyond that which they can read independently.  -Give well-structured description, explanations and narratives for different purposes, including for expressing feelings.  -Be encouraged to link what they read and hear read to their own experiences.  -Recognise simple recurring literary language in stories and poetry.  -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  -Become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales.  -Write narratives about personal experiences and those of others.  -Write for different purposes. | **Subject vocab:**  **Science:** wood, plastic, metal, glass, rock, materials, brick, paper, fabric, elastic, straws, sticks, foil, tubular webbing tape, rigid, hard, soft, stretchy, stiff, strong, weak, flexible, waterproof, insulation, squashing, bending, twisting, stretching  **Geography:** landmarks, physical and human features, aerial view, north, south, east, west, compass points, right, left, turn, near, far, codes, control point, control point markers  **History:** Jeanne Baret, Ernest Shackleton, Neil Armstrong, Christopher Columbus, voyage, exploration, expedition, explorers, ships, sledges, rockets, focus, problem-solving, teamwork, collaboration, chronological, timeline, past, change, similarities, differences, identify, significant individual  **Art and Design**: primary colours; red, yellow, blue, secondary colours: green, purple, brown, orange. Rough, smooth, uneven, fine, repeated, symmetrical, think, thin, horizontal, vertical, curly, curved, straight, 2D shape, 3D shape  **DT:** function, purpose, structure, product, stability, safety, adventure, strength, flexibility, appealing, names of tools, shaping, joining, evaluating, cutting, shapes and material names.  **RE:** crescent, cross, Om, Aum, Star of David, baptism, worship, Adhan, Aqeega, Jatakarma, Narnakaran, community, belonging, special, uniqueness, religious group, leader, parliament, values, respect, honesty, truth, fairness, compassion, texture, rots, chlorophyll, lichen, fungi, ooze |
| **Maths Vocab:**  Size, bigger, larger, smaller, symmetrical, line of symmetry, fold, match, mirror line, reflection, pattern, repeating pattern, rotation, clockwise, anticlockwise, straight line, ninety degree turn, right angle | **English vocab:**  Dragon, rabbit, squirrel, deer, bison, wolf, wild cat, crow, turkey, racoon, storytelling chair, stage, props, word prompts, teamwork, characters, plot, story frame, washing line |