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| **Year 2 Annual Curriculum Planner** |
|  | **Autumn 1****Location, Location, Location** | **Autumn 2****Flanders fields** | **Spring 1****Marvellous me!** | **Spring 2****Towers, tunnels and turrets** | **Summer 1****Scented Garden** | **Summer 2****Carnival time!** |
| **Science** **(NC objectives)** | **Everyday materials**Know how materials can be changed by squashing, bending, twisting and stretchingKnow why a material might or might not be used for a specific job and compare the suitability of different materials.  | **Everyday materials**Know how materials can be changed by squashing, bending, twisting and stretchingKnow why a material might or might not be used for a specific job and compare the suitability of different materials.  | **Animals including humans**Know the basic stages in a life cycle for animals including humans (for example chicken)Know that animals grow and reproduceKnow what animals need to survive water, food and air) and explain why they need these thingsKnow why exercise, a balanced diet and good hygiene are important for humans | **Living things and their habitats**Classify things by living, dead or never livedKnow how a specific habitat provides for the basic needs of things living there (plants and animals)Match living things to their habitat (including microhabitats)  | **Plants**Know and explain how seeds and bulbs grow into plants.Know and describe what plants need in order to grow and stay healthy (water, light and suitable temperature). | **Living things and their habitats**Name some different sources of food for animals. Know about and explain a simple food chain |
| **Working scientifically** |  | Use some science words to describe what they have seen and measured.Compare several things. Say whether things happened as they expectedSuggest how to find things outUse prompts to find things outCarry out a simple testExplain why it might not be fair to compare 2 thingsPlan how to use resources to answer questions | Ask questions such as why do some trees lose their leaves in Autumn and other do not or How long are roots of tall trees?Use text, pictures, charts and tables to record their observations | Organise things into groups]Identify animals and plants by a specific criteria e.g. lay eggs or not. | Organise things into groupsFind simple patterns (or associations)Use text, pictures, charts and tables to record their observations | Identify animals and plants by a specific criteria e.g. lay eggs or not.Ask questions and recognise they can be answered in different waysAsk questions and recognise they can be answered in different waysSuggest how to find things outUse smell, touch, hear or taste to help them answer questions  |
| **Computing** | To understand that algorithms are used on digital deviceTo write a simple program and test itTo predict what the outcome of a simple program will be (logical reasoning | To edit and improve work by changing, adding or removing words. To change font size, colour and style.To add a picture to a piece of work.To use more advanced Pic Collage editing tools. | To understand that programs require precise instructions To organise, retrieve and manipulate digital contentTo use word processing skills to present basic information combining text and graphics.To know how technology is used in school and outside of school. | To navigate to a website via favourites.To type in a websites address. To use a search engine to find facts using key word search | To read and use a simple database to find information. To add information to a database.To present data in a simple bar chart and answer and ask questions about bar chart.E-Safety[Follow the digital Trail](https://digital-literacy.org.uk/curriculum-overview.aspx/#yr1)[E-safety website](https://www.thinkuknow.co.uk/8_10/) – Think you know | To send and receive an email and know how to use the email system.To develop word processing skills to include inserting and deleting words.To use the Highlighting tool to highlight words and sentences and change the format (B, U, *I*)[Children’s email accounts](file:///C%3A/Users/paul.hopkins/Desktop/Computer%20Plan/Hunitingdon%20Completed%20Student%20Emails.xlsx) |
| **Geography** | To create a map of the school using symbols and a map key.To be able to use world maps, atlases and globes to identify the United Kingdom and its countries. To use simple compass directions (North, East, South and West), to describe the location of features and routes on a mapTo 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.To use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.To know the names of and locate the seven continents of the worldTo know the names of and locate the five oceans of the worldTo know the names of and locate the four capital cities of England, Wales, Scotland and Northern Ireland |  |  | Nottingham CastleKnow where all people/events studied fit into a chronological frameworkDevelop an awareness of the past Know how Nottingham castle has changed over time.Know what shopping / trade was like in medieval times – compare to modern dayLook at jobs that would have been done in the castle – compare to jobs done in Buckingham palace now Know who has lived in the castle– link to King John (legend of Robin hood)Choose and use parts of stories and other sources to show understanding (of concepts in Historical Interpretation) Choose and use parts of stories and other sources to show understanding (of concepts in Historical Interpretation) Understand some ways we find out about the past  |  | To know the names of and locate the seven continents of the worldTo know the names of and locate the five oceans of the worldTo know the names of and locate the four capital cities of England, Wales, Scotland and Northern IrelandTo identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beachTo explain some of the advantages and disadvantages of living in a city or villageTo 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.To use basic Geographical vocabulary to refer to key physical features (inc – beach ,cliff, coast, sea, ocean, river, soil, valley, vegetation) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop)Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places.To know the main differences between a place in England and that of a small place in a non-European country |
| **History** | **Significant place: Own locality**Describe how their own life is different from past generations of their own family.Describe how people, places and events in their own locality have changed over time.Describe changes in the local area during their own lifetime and that of their parents and grandparents. | WW1- Walter TullKnow where all people/events studied fit into a chronological frameworkKnow how footballers are similar / different in 1910 and 2020Understand some ways we find out about the past Know what it would have been like to live in the trenches.Ask and answer questions (relating to concepts in Historical Interpretation)Know what it would have been like to live in the trenches.Choose and use parts of stories and other sources to show understanding (of concepts in Historical Interpretation) Make simple observations about different types of people, events, beliefs within a society Know how Christmas was celebrated in WW1 (Christmas day truce)Know what Walter Tull’s childhood was like.Recognise why people did things, why events happened and what happened as a result Identify similarities / differences between periods Know why WW1 happened.Know key events in the life of Walter Tull.Know what it would have been like to live in the trenches – compare to army life now |  | * Can ch'n use 3 different grades of pencil in their drawing?
* Can they use charcoal, pencil and pastels?
* Can they create different tones using light and dark?
* Can they show patterns and texture in their drawings?
* Can they use a view finder to focus on a specific part of an artefact before drawing it?

Make simple observations about different types of people, events, beliefs within a society Know how a castle is built to enable protectionLook at jobs that would have been done in the castle – compare to jobs done in Buckingham palace nowKnow what shopping / trade was like in medieval times – compare to modern dayKnow why the castle was built / destroyed at different times – link to defence -William the conqueror built it, rebuilt in stone 3 years later, after civil war it was destroyed.Know that the actions of King John caused the Magna Carta to be written.Identify similarities / differences between periods Know about significant individuals in history |  |  |
| **Art and Design** | * Can they mix paint to create all the secondary colours.
* Can they mix and match colours, predict outcomes?
* Can they mix their own brown?
* Can they make tints by adding white?
* Can they make tones by adding black?

**Printing:*** Can they create a print using rubbing/rolling pressing and stamping?

can they create a print like a designer?* To suggest how artists have used colour. pattern and shape.
 |  |  |  | * Can they make a clay pot?
* can they join?
* To know how to create a piece of art in response to the work of another artist.
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| **Design and Technology** |  | **Textiles- Make do and mend**Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, local community, industry, and the wider environment.Say how their product will work. Use knowledge of existing products to help come up with ideas.Model ideas by exploring materials, construction kits and by making templates and mock upstalk about their design ideas and what they are makingmake simple judgements about their products and ideas against design criteriawhat products are who products are forwhat products are for | **Cooking and nutrition****Healthy lunchbox**Follow safe procedures for food safety and hygiene Use basic skills to prepare simple dishes that do not require a heat sourceSelect and use appropriate fruit and vegetables, processes and tools Use basic food handling, hygienic practices and personal hygiene Prepare simple dishes safely and hygienically, without using a heat sourceuse techniques such as cutting, peeling and grating |  |  | **Wheels and axles****Carnival float**Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts Begin to select tools and materials; use vocab' to name and describe them Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Choose and use appropriate finishing techniques |
| **PE** | Plan and perform a sequence of movements•Improve sequence based on feedback•Think of more than one way to create a sequence which follows some ‘rules’ | Use hitting, kicking and/or rolling in a game•Decide the best space to be in during a game•Use a tactic in a game•Follow a rule* Copy and remember actions

Repeat and explore actions with control and coordination | * Show how to exercise safely in dance, gymnastics and games

Explain what their body needs to keep them healthy | Use hitting, kicking and/or rolling in a game•Decide the best space to be in during a game•Use a tactic in a game•Follow a rule* Copy and remember actions

Repeat and explore actions with control and coordination* Talk about what differences in what they and others have done

Speak about improvements | Use hitting, kicking and/or rolling in a game•Decide the best space to be in during a game•Use a tactic in a game•Follow a rule* Copy and remember actions

Repeat and explore actions with control and coordination* Talk about what differences in what they and others have done

Speak about improvements | Change rhythm, speed, level and direction in dance•Make a sequence by linking sections together•Use dance to show a mood or feeling * Copy and remember actions

Repeat and explore actions with control and coordination |
| **Music****(NC objectives)** | **Performing**Sing with control (Lesson 1,2, 3)Perform simple patterns keeping a steady pulse (Lesson1, 3 )Copy back on voices (Lesson 2, 3)**Composing**Create music in response to different starting points (Lesson 1)Begin to understand how sounds can be represented visually (Lesson 1) **Listening and appraising**Listen with concentration identifying different types of sound (Lesson 1,3) Identify changes in pitch (Lesson 2)**Performing**Sing, chant or clap increasing and decreasing tempo (Lesson 1,2,3)Keep a steady beat (Lesson 1,2,3)**Composing**Create actions in response to music (Lesson 2)Create music in response to different starting points (Lesson 2,3) **Listening and appraising**Listen with concentration identifying where there are changes in tempo (Lesson 1,2,3)Start to aurally identify different musical styles (Lesson 1) | **Performing**Perform simple patterns and accompaniments keeping a steady pulse (Lesson 1,2,3) Copy back on voices and percussion instruments (Lesson 1) **Composing**Create music In response to different starting points (Lesson 1,3) Create music by combining and ordering sounds (Lesson 1,2,3)Begin to understand how sounds can be represented visually (Lesson 1,2) **Listening and appraising**Start to aurally identify different musical styles (Lesson 1,2,3) Listen with concentration identifying different types of sound (Lesson 1,2,3) **Performing**Perform simple patterns and accompaniments keeping a steady pulse (Lesson 1,2,3) Copy back on voices and percussion instruments (Lesson1,3)Play simple rhythmic patterns on instruments (Lesson 1, 2,3)**Composing**Create music by combining and ordering sounds (Lesson 1,2,3) Create actions in response to music (Lesson 2)**Listening and appraising**Listen with concentration to identify different types of sound, when musical ideas are repeated and where there are changes in dynamics (Lesson 1,2,3)  | **Performing**Play simple rhythmic patterns on an instrument (Lesson 1,3)Perform simple patterns and accompaniments keeping a steady pulse (Lesson 1,3) Use voice with control of pitch, diction and dynamics (Lesson 2) **Composing**Order sounds to create a beginning, middle and an end (Lesson 1,2,3)Create music by combining and ordering sounds (Lesson 1,2,3)**Listening and appraising**Start to aurally identify different musical styles (Lesson 1,2,3)Listen with concentration identifying different types of sound (Lesson 1,2,3)  | **Performing**Identify changes in pitch (Lesson 1,2,3)Sing with control of pitch (Lesson 1, 2,3) **Composing**Create music in response to different starting points (Lesson 2,3)Create music by combining and ordering sounds and begin to understand how sounds can be represented visually (Lesson 1,2,3) **Listening and appraising**Identify changes in pitch (Lesson 1,2,3)Make connections between notations and musical sounds (Lesson 3) | **Performing**Sing with control of pitch (Lesson 1,2) Keep a steady beat and identify changes in pitch (Lesson 1,2) Perform simple patterns and accompaniments keeping a steady pulse (Lesson 3) **Composing**Order sounds to create a beginning, a middle and an end (Lesson 3) Create music in response to different starting points (Lesson 3)Create music by combining and ordering sounds and begin to understand how sounds can be represented visually (Lesson 3) **Listening and appraising**Identify changes in pitch (Lesson 1,2)Listen with concentration identifying different types of sound, when musical ideas are repeated and where there are changes in pitch, tempo and dynamics (Lesson 1,2) | **Performing**Perform simple patterns and accompaniments keeping a steady pulse (Lesson 1,2,3) Play simple rhythmic patterns on an instrument (Lesson1,3) Copy back on voices and instruments (Lesson 1,2,3) Keep a steady beat (Lesson 1,2,3)**Composing**Create music in response to different starting points (Lesson 2,3) Understand how sounds can be represented visually (Lesson 1,2) Create actions in response to music (Lesson 3)**Listening and appraising**Listen with concentration identifying different types of sound (Lesson 2)  |
| **PSHE** | Being me in my world-Feeling special and safe-Being part of a class-Rights and responsibilitiesRewards and feeling proud-consequences- Owning the learning charter  | ***Celebrating difference***Accept that everyone is differentInclude others when working and playingKnow how to help if someone is being bulliedTry to solve problemsTry to use kind words Know how to give and receive compliments | Healthy Me-Keeping myself healthy-Healthier lifestyle choices-keeping clean-being safe-medicine safety/safety with household items-road safety-linking health and happiness | Dreams and Goals-Setting goals-identifying successes and achievements learning styles-working well and celebrating achievement with a partner -Tackling new challenges-Identifying and overcoming obstacles-Feelings of success | Changing Me-life cycles- animals and humanchanges in me-changes since being a baby-Differences between female and male bodies-linking growing and learning-coping with change-transition | Relationships-Belonging to a family-Making friends/being a good friend-physical contact preferences-people who help us-qualities as a friend and personself acknowledgment-being a good friend to myself-celebrating special relationships |
| **RE** | **Theme:**What did Jesus teach?**Key Question:**Is it possible to be kind to everyone all of the time?**Religion:** Christianity | **Theme:**Christmas - Jesus as gift from God**Concept:** Incarnation**Key Question:**Why do Christians believe God gave Jesus to the world?**Religion:** Christianity | **Theme:**Easter - Resurrection**Concept:** Salvation**Key Question:**How important is it to Christians that Jesus came back to life after His crucifixion?**Religion:** Christianity | **Theme:**Passover**Key Question:**How important is it for Jewish people to do what God asks them to do?**Religion:** Judaism | **Theme:**Rites of Passage and good Works**Key Question:**What is the best way for a Jew to show commitment to God?**Religion:** Judaism | Community and Belonging**Key Question:**Does going to a Mosque give Muslims a sense of belonging?**Religion:** Islam  |