

**Year 2 - 2019-20
Curriculum Overview**

Subject	Term	Theme	Key Learning Outcomes	Activities
Science	T2	Science Week	<ul style="list-style-type: none"> ● Perform simple tests ● Growing plants (water, light, warmth) 	<ul style="list-style-type: none"> ● Cress experiment – different environments ● Growing beans
	T1	Wriggle and Crawl	<ul style="list-style-type: none"> ● Biology - differentiate living, dead and non-living ● Understand basic needs of animals & offspring ● Explore simple food chains & habitats ● Chemistry - Identify and compare uses of different materials ● Compare how things move on different surfaces 	<ul style="list-style-type: none"> ● Sorting into categories ● Minibeast hunt and follow up/habitats/look at offspring across a range of animals and humans ● Exploring foods eaten by minibeasts – create a wormery ● Explanation text – T4W ● Material floating and sinking experiment ● Shape – describe how materials can change by twisting, bending, moulding. ● Compare difference with salt water ● Investigate a range of everyday materials and look at change with water/recording results
	T6	Land Ahoy!		
	T3	Muck, Mess and Mixtures		
History	T1	Local Study – Walter Tull	<ul style="list-style-type: none"> ● Changes in living memory Key Individuals ● Lives of significant historical figures, including comparison of those from different periods ● Significant local people 	<ul style="list-style-type: none"> ● Local project – Walter Tull ● Isaambard Brunel ● Explore the life of Grace Darling ● Famous pirates ● Sea Explorer timeline ● Look at castles from different periods, ordering from oldest to newest
	T6	Land Ahoy Towers, Tunnels and Turrets		
	T4/5			

Geography	T6	Land Ahoy	<ul style="list-style-type: none"> ● Name & locate world's continents and oceans ● Compare local area to a non-European country 	<ul style="list-style-type: none"> ● Explore the local area of Northampton- how has the area changed over time.
	T1	Wriggle and Crawl	<ul style="list-style-type: none"> ● Use basic vocabulary to describe a less familiar area Use aerial images and other models to create simple plans and maps, using symbols ● Use simple fieldwork and observational skills to study the immediate environment 	<ul style="list-style-type: none"> ● Explore great towers from around the world/comparison to the local community ● Structures – tunnels, bridges (Brunel) – compare to local community. Structures from around the world. ● RLNI ● Identifying the seas UK – simple sketches ● Compass directions ● Treasure maps – Captain Cook's journey/looking at North and South Pole ● Locating places on world map and creating keys ● Minibeast hunt, create map of school/local area ● Rosy Tree letter- human impact on an environment- alternatives of building- how can the environment be saved ● Look at a video of traffic in the local area at different times throughout the day- children describe patterns in traffic- looking at colour, type of vehicle- suggest reasons why
Art & design	T1	Wriggle and Crawl	<ul style="list-style-type: none"> ● Techniques of texture, shape and line 	<ul style="list-style-type: none"> ● Make an army of ants ● Detailed sketches of collected Minibeast using pencils
	T3	Muck, Mess and Mixtures	<ul style="list-style-type: none"> ● Use a range of materials ● Use drawing, painting and sculpture ● Develop techniques of colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> ● Experiment with a range of different materials, mixed media collages. Mixing colours. ● Clay modelling.

	T4/T5	Towers, Tunnels and Turrets	Learn about range of artists, craftsmen and designers	<ul style="list-style-type: none"> ● Exploring Kandinsky and techniques ● Food landscapes - Carl Warner
Music	T1	Christmas play	<ul style="list-style-type: none"> ● Sing songs ● Play tuned & untuned instruments musically ● Listen & understand live and recorded music ● Make and combine sounds musically 	<ul style="list-style-type: none"> ● Sea shanties ● Christmas play ● Add percussion to a poem, creating minibeast sounds
	T6	Land Ahoy		
	T1	Wriggle and Crawl		
Design & technology	T1	Wriggle and Crawl	<ul style="list-style-type: none"> ● Design purposeful, functional & appealing products ● Generate, model & communicate ideas ● Use range of tools & materials to complete practical tasks Evaluate existing products & own ideas ● Build and improve structure & mechanisms ● Understand where food comes from 	<ul style="list-style-type: none"> ● Understand where food comes from – taste honey – make flapjacks ● Building towers – link to Rapunzel story ● Build model castles ● Taste a range of food and drink around the world. ● Looking at healthy foods/food wheel
	T4/5	Towers, Tunnels and Turrets		
	T3	Muck, Mess and Mixtures		
Physical Education	All	Ongoing throughout all topics	<ul style="list-style-type: none"> ● Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination ● Participate in team games ● Perform dances using simple movement 	<ul style="list-style-type: none"> ● Whole school dance – cha cha ● Life in a castle – dancing the waltz
	T4/5	Towers, Tunnels and Turrets		

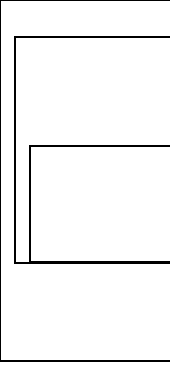
Computing	T1	Wriggle and Crawl	<ul style="list-style-type: none"> ● Understand use of algorithms ● Write & test simple programs ● Use logical reasoning to make predictions ● Organise, store, retrieve & manipulate data ● Communicate online safely and respectfully Recognise uses of IT outside of school ● To understand that they should never give out private information on the Internet 	<ul style="list-style-type: none"> ● Life cycle algorithms – rewrite the hungry caterpillar ● Webcam footage of colony of bees ● Bee programming – Bee-bots – get the bee from the flower to the hive etc ● Online safety lesson - Keep it private
	T2	Local Study - Walter Tull	<p>To identify that not everything online is real</p> <p>To know to ask for help when going online</p>	Online safety lesson - Sites that are right for me
	T4/5	Towers, Tunnels, Turrets	<ul style="list-style-type: none"> ● organise, store, manipulate and retrieve data in a range of digital formats. ● To understand that being safe when they visit websites is similar to staying safe in real life 	<ul style="list-style-type: none"> ● Drawing castles using drawing software. To take a virtual tour of the castle looking at the key features. ● Online safety lesson - Making decisions/staying safe online
	T3	Muck, mess and mixture	<ul style="list-style-type: none"> ● organise, store, manipulate and retrieve data in a range of digital formats. ● To compare how staying safe online is similar to staying safe in the real world ● To devise rules for travelling safely on the Internet 	<ul style="list-style-type: none"> ● To create a dough ball animation using video editing software (Movie Maker). Adding sound effects, dialogue, and narration. ● Online safety lesson - My online world

	T6	Land Ahoy	<ul style="list-style-type: none"> ● Use logical reasoning to predict the behaviour of simple programs. ● Use technology purposefully to create, organise, store, manipulate and retrieve digital content ● To compare and contrast how they are connected to different people and places, in person and on the Internet ● To consider what online behaviour would be upsetting ● To think of ways to deal with an upsetting situation and who to go to for help when you feel upset online 	<ul style="list-style-type: none"> ● Use floor robot to navigate around a large map. To prevent a ship from crashing into the rocks. ● Online safety lesson - Digital citizens/online community ● Online safety lesson - Online friends/screen out the mean
RE	T1	Wriggle and Crawl	<p>To explore big questions. (Introduction to RE in Year Two).</p> <p>To be able to talk about Jesus and say who he was.</p> <p>To know that Jesus is special to Christians.</p> <p>To know that Jesus was a historical person. To Know that stories about Jesus can be found in the Bible.</p> <p>To be able to name and retell stories about Jesus and stories he told.</p> <p>To be able to name/ retell stories connected to Christmas and Easter and the importance of these for Christians.</p>	Who was Jesus? How do we know who Jesus was?

	T2	Local Study	<p>To understand that Jesus was Jewish.</p> <p>To understand that centuries ago Jewish people used to live in the Middle East as a nomadic nation.</p> <p>To be able to say what it means to be Jewish.</p> <p>To be able to name people that are important for Jews.</p> <p>To be able to name things that are important to Jews.</p> <p>To be able to name special times in the church year for Jews.</p> <p>To be able to name and talk about jewish festivals.</p> <p>Know that there are many important moments in a Jewish person's life: birth, coming of age, marriage and death.</p> <p>To know that the Jewish calendar is different to the secular calendar, and the Jewish Year starts in Autumn.</p> <p>To be able to talk about the Chanukah miracle when a small jug of oil used to light the Menorah is believed to have lasted for 8 days.</p> <p>To become familiar with the Pesach story, when Moses brought the Jews out of Egypt, out of</p>	<p>Jesus was Jewish - What does it mean to be Jewish? What is important for Jewish families?</p>
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T3	Muck, Mess and Mixtures	<p>To know where Jesus grew up.</p> <p>To know what life was like for Jesus growing up.</p> <p>To know how can we find out about Jesus. To know that the Bible is a special book for Christians because of its message about God and Jesus. Know that the bible comes in two parts (Testaments) and that one part is also special to Jews. To be able to talk about new and old stories from the Bible (Creation, Moses, David and Goliath, Daniel in the lion’s den, Jonah). To know that reading the Bible can help Christians think about their behaviour e.g. being thankful, saying sorry, forgiveness.</p> <p>To know what book is special for Jewish people.</p> <p>To know how the Torah influence the lives of Jewish people.</p> <p>To be able to compare with what life is like for Christians in Great Britain today.</p>	What was Jesus like as a child ?
T4	Towers, Tunnels and Turrets ?	To now that the Torah is the holiest document for every Jewish person.	What book is special for Jewish people?

		<p>To know that the Torah is traditionally regarded as having been given to the Jewish people by Moses.</p> <p>To know how Torah scrolls are made.</p> <p>To know that the Torah includes the 10 Commandments.</p> <p>To know that the stories in the Torah are known to Christians as the Old Testament.</p> <p>To be able to retell some stories from the Torah: the story of Abraham and Isaac, of Jacob and Esau and the story of Moses receiving Torah from God.</p>	
T5	Towers, tunnels turrets	<p>To be able to name practices that a Christian family would take part in.</p> <p>To be able to name special events that Christian families take part in.</p> <p>To learn some stories about historical Christian figures.</p> <p>To know how Christians celebrate the festivals of Harvest, Christmas, and Easter.</p>	What does it mean to be a Christian? Who is important to Christians?
T6	Land Ahoy	<p>To know that Shabbat is the most important Jewish Festival.</p> <p>To know that Shabbat has been celebrated by the Jewish people for thousands of years.</p>	What special times do Jewish families celebrate?

			<p>To know what Jewish people are supposed to do/ not during Shabbat.</p> <p>To know that Shabbat songs and blessings are recited and sung in Hebrew.</p> <p>To know that a Synagogue is a meeting place, a studying place and a place where Jewish people celebrate most of their Festivals.</p> <p>To recognise Jewish symbols and some ceremonial clothing.</p> <p>To visit a local Synagogue. To locate all important features of the Synagogue: Mezuzah, Bimah, Eternal Light and the Ark with the Torah scrolls.</p>	
PSHE 	T3 On going	Muck, Mess and Mixtures	<ul style="list-style-type: none"> ● Know that all household products, including medicines, can be harmful if not used properly 	<ul style="list-style-type: none"> ● Look at range of harmful liquids, create poster ● Rainbow classes – diversity week activities, Anti-bullying week activities and other themes.
	T1	Being Me in My World	<ul style="list-style-type: none"> ● I can identify some of my hopes and fears for this year ● I know how to use my Jigsaw Journal ● I recognise when I feel worried and know who to ask for help ● I understand the rights and responsibilities for being a member of my class and school ● I recognise when I feel worried and know who to ask for help ● I understand the rights and responsibilities for being a member of my class ● I can help to make my class a safe and fair place ● I can listen to other people and contribute my own ideas about rewards and consequences 	

			<ul style="list-style-type: none"> ● I can help make my class a safe and fair place ● I understand how following the Learning Charter will help me and others learn ● I can work cooperatively
			<ul style="list-style-type: none"> ● I am choosing to follow the Learning Charter
	T2	Celebrating Difference	<ul style="list-style-type: none"> ● I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) ● I understand some ways in which boys and girls are similar and feel good about this ● I understand that bullying is sometimes about difference ● I can tell you how someone who is bullied feels ● I can be kind to children who are bullied ● I can recognise what is right and wrong and know how to look after myself ● I know when and how to stand up for myself and others ● I know how to get help if I am being bullied ● I know some ways to make new friends ● I know how it feels to be a friend and have a Friend ● I can tell you some ways I am different from my friends ● I understand these differences make us all special and unique
	T3	Dreams and Goals	<ul style="list-style-type: none"> ● I can choose a realistic goal and think about how to achieve it ● I can identify my successes and achievements and know how this makes me feel (proud) ● I can persevere even when I find tasks difficult ● I can tell you some of my strengths as a Learner ● I can recognise who it is easy for me to work with and who it is more difficult for me to work with ● I understand how working with other people can help me to learn ● I can work cooperatively in a group to create an end product ● I can work with other people to solve problems ● I can explain some of the ways I worked cooperatively in my group to create the end product ● I can express how it felt to be working a part of this group ● I know how to share success with other people ● I know how contributing to the success of a group feels and I can store those feelings in my internal treasure chest (proud)

	T4	Healthy Me	<ul style="list-style-type: none"> ● I know what I need to keep my body healthy ● I am motivated to make healthy lifestyle choices ● I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed ● I can tell you when a feeling is weak and when a feeling is strong ● I understand how medicines work in my body and how important it is to use them safely ● I feel positive about caring for my body and keeping it healthy ● I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy ● I have a healthy relationship with food and know which foods I enjoy the most ● I can decide which foods to eat to give my body energy ● I have a healthy relationship with food and I know which foods are most nutritious for my body ● I can make some healthy snacks and explain why they are good for my body ● I can express how it feels to share healthy food with my friends
	T5	Relationships	<ul style="list-style-type: none"> ● I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate ● I accept that everyone's family is different and understand that most people value their family ● I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not ● I know which types of physical contact I like and don't like and can talk about this ● I can identify some of the things that cause conflict with my friends ● I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends ● I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret ● I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this ● I recognise and appreciate people who can help me in my family, my school and my community ● I understand how it feels to trust someone ● I can express my appreciation for the people in my special relationships ● I am comfortable accepting appreciation from others
	T6	Changing Me	<ul style="list-style-type: none"> ● I can recognise cycles of life in nature

			<ul style="list-style-type: none"> ● I understand there are some changes that are outside my control and can recognise how I feel about this ● I can tell you about the natural process of growing from young to old and understand that this is not in my control ● I can identify people I respect who are older than me ● I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old ● I feel proud about becoming more Independent ● I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private ● I can tell you what I like/don't like about being a boy/girl ● I understand there are different types of touch and can tell you which ones I like and don't like ● I am confident to say what I like and don't like and can ask for help ● I can identify what I am looking forward to when I am in Year 3 ● I can start to think about changes I will make when I am in Year 3 and know how to go about this
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Memorable Experiences

Topics	Wow experiences	Express Events
Wriggle and Crawl	Minibeast hunt	Open classroom – sharing work/performing a poem
Local Study	Hook – objects in room	Christmas Play
Muck, Mess and Mixtures	Messy morning/afternoon	Art gallery
Towers, Tunnels and Turrets	Trip to a castle	Performing a Waltz/work share
Land Ahoy!	Pirate dress up day/treasure hunt	Pirate dress up day/treasure hunt with parents