



Year 2 Curriculum 2019-2020

Subject	Autumn	Spring	Summer
<p style="text-align: center;">ART</p> <p>Autumn Self portraits School painting Stocking</p> <p>Spring Wallpaper – William Morris Black/white photographs</p> <p>Summer Fire collage Clay - Brazil</p>	<p>Painting</p> <p>-I can paint things I have seen, remembered or imagined. I can mix a range of colours (e.g. secondary)</p> <p>Textiles</p> <p>-I can develop techniques to join fabrics and apply decorations such as a running or over stitch.</p>	<p>Printing</p> <p>-I can use different techniques like carbon printing, relief, press and fabric printing and rubbings e.g. relief printing with string and card.</p> <p>Digital Media</p> <p>Self portraits, up-loading pictures, cropping, changing orientation, self-portraits</p> <p>-I can record visual information using digital cameras, video recorders</p> <p>-I can use basic selection and cropping tools</p> <p>-I can use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas</p> <p>-I can shape using the eraser, shape and fill tools</p> <p>-I can use colours and texture using simple filters to manipulate and create images</p>	<p>Collage</p> <p>-I can make collages by folding, crumpling and tearing materials</p> <p>3D</p> <p>-I can experiment with rigid tools on rigid and flexible materials e.g.</p>
<p>Drawing</p> <p>I can try out making tones using pencils, chalk pastels or charcoal. I can use a range of tones using a single pencil I can work from direct observation and imagination I can try out different activities and make sensible choices about what to do next. I can choose the right materials to use for my artwork and use them well. I can give reasons for my opinions when I look at art/craft or design work. I can understand that different artistic works are made by craftspeople from different cultures and times</p>			

<p>COMPUTING</p> <p>Autumn Term</p> <p>Invitation or recipe using Microsoft Word</p> <p>Spring term</p> <p>-photographs of children using beebot. -photographs of children using online beebot programming to draw 2d shapes (different sized squares and rectangles, circles using quarter turns) and program online beebot to draw numbers 1-5 and photos of algorithms created.</p> <p>Summer term</p> <p>Research a topic and present work as a fact sheet in Microsoft word, with colourful borders, text boxes and imported pictures.</p> <p>-Use ipads or digital cameras to take Photograph of themselves imported into Microsoft word with speech bubble, introducing themselves.</p>	<p><u>E-safety</u> TT: use technology safely and keep personal information private (see long term planning for detailed objectives and resources)</p> <p><u>Digital Literacy</u> TT: Use technology purposefully to create, manipulate and retrieve digital content comparing the benefit of different programs</p> <p>(see long term planning for detailed objectives and resources)</p> <p><u>Keyboarding skills</u></p> <p>Use 2type to practice speed typing home row, bottom row and top row.</p>	<p><u>E-safety day (February)</u> TT: use technology safely and keep personal information private (see long term planning for detailed objectives and resources)</p> <p><u>Computer science</u> TT: -use logical reasoning to predict the behaviour of simple programs</p> <p>- create simple programs</p> <p>-Debug simple programs</p> <p>-Understand that programs execute by following precise and unambiguous instructions</p> <p>(see long term planning for detailed objectives and resources)</p>	<p><u>Digital Literacy</u> TT: Use technology purposefully to create, manipulate and retrieve digital content comparing the benefit of different programs</p> <p>(see long term planning for detailed objectives and resources)</p> <p>TT: recognises common uses of information technology beyond school</p> <p>(see long term planning for detailed objectives and resources)</p>
<p>DESIGN TECHNOLOGY</p> <p>Autumn</p> <p>-A selection of photos from cooking sessions to be uploaded onto Target Tracker)</p> <p>-Christmas Stocking, designs to be kept in children's curriculum folder and a selection of photographs uploaded to Target Tracker.</p> <p>Variety of stitching practising strips to be placed in curriculum folders</p> <p>Spring</p> <p>Design Victorian peg dolls</p> <p>Summer</p> <p>Fire engines</p>	<p>Food <i>(Healthy meals and snacks)</i></p> <p>I can use the basic principles of a healthy and varied diet to prepare dishes</p> <p>I understand where food comes from</p> <p>Textiles <i>(Sew a Christmas Stocking)</i></p> <p>I can design purposeful, functional and appealing products for myself and other users based on design criteria</p>	<p>Processes (dolls)</p> <p>I can measure, mark out, cut and shape materials</p> <p>Assess against a design criteria</p>	<p>Mechanisms (Vehicles)</p> <p>I can explore and use mechanisms eg levers, sliders, wheels and axles in my products</p>
<p>ENGLISH</p>	<p>Stories with familiar settings</p> <p>Poetry – Diamante poems</p> <p>Instructions</p> <p>Picture Book</p> <p>Communication texts – E-mails and Letters</p>	<p>Traditional Tales</p> <p>Poetry – Haiku</p> <p>Explanations</p> <p>Picture Book</p> <p>Non-chronological reports</p>	<p>Different stories by the same author</p> <p>Stories in Fantasy Worlds</p> <p>Information Texts</p> <p>Persuasive writing</p>
<p>GEOGRAPHY</p> <p>Autumn</p> <p>-Simple map devised by the child to be collated in child's curriculum folder</p>	<p>Local Area</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks, devise a simple map and construct basic symbols in a key.</p>		<p>Brazil</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country</p>

<p>Summer Geographical information collected in a fact-file and stored on year 2's computer file. A printed copy to be kept in child's curriculum folder</p>	<p>I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment</p>		
<p>HISTORY</p> <p>Autumn Posters on significant person in child's curriculum folder.</p> <p>Summer Piece of writing about The Great Fire of London.</p>	<p>Map Skills <i>(Look at celebrations from around the world)</i> I can use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied I can 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 I can communicate findings in appropriate ways I can explain about weather conditions/patterns around the UK and parts of Europe I can name and place the world's seven continents and five oceans</p>		
<p>MATHS</p>	<p>Number/Calculation Know 2, 5, 10x tables Begin to use place value (T/U) Count in 2s, 3s, 5s & 10s Identify, represent & estimate numbers Compare / order numbers, inc. < > = Write numbers to 100 Know number facts to 20 (+ related to 100) Use x and ÷ symbols Recognise commutative property of multiplication</p>	<p>Geometry & Measures Know and use standard measures Read scales to nearest whole unit Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds Tell time to the nearest 5 minutes Identify & sort 2-d & 3-d shapes Identify 2-d shapes on 3-d surfaces Order and arrange mathematical objects Use terminology of position & movement</p>	<p>Fractions Find and write simple fractions Understand equivalence of e.g. $\frac{2}{4} = \frac{1}{2}$</p> <p>Data Interpret simple tables & pictograms Ask & answer comparison questions Ask & answer questions about totalling</p>
<p>MUSIC</p> <p>Key Stage 1 Nativity Annotated music planning to be kept in planning file -Recordings of music created wherever appropriate. Saved to Year 2s curriculum file</p>	<p>I can use my voice creatively by singing songs and speaking in chants and rhymes I can play tuned and untuned instruments musically I can listen with concentration and understanding to a wide range of recorded and live music I can explore the inter-related dimensions of music: timbre, volume, pitch</p>		
<p>PE</p> <p>1x video of dance 1x video of gymnastics in small groups. Assessments carried out by Premier Sport. Golden mile records.</p>	<p>Multi-skills (Agility, Balance, Co-ordination) Gymnastics (Key Steps 1)</p>	<p>Dance Games (Invasion / applying multi-skills)</p>	<p>Athletics Games (net / striking)</p>
<p>PSHE (Personal, Social, Health Education)</p> <p>Circle time record sheets and annotated planning.</p>	<p>New beginnings Getting on and falling out Say no to bullying</p>	<p>Going for goals Good to be me</p>	<p>Relationships Changes</p>

<p style="text-align: center;">RE</p> <p>Spring -A detailed picture of Luke v v17-26 with an explanation underneath explaining how this shows care. (In curriculum folder). -An annotated outline of their friend saying what makes them unique (Curriculum folder). Summer Labelled picture of a person who inspires them</p>	<p>I know what Muslims believe and the values they follow</p>	<p>I know what it means to be a Christian I can show care for other people and discuss how many ways this can be done</p>	<p>I can talk about people who inspire me and makes someone an inspiration</p>
<p style="text-align: center;">SCIENCE</p> <p>Autumn -Record of science experients on hygienein science books. -cut and stick animals and their babies charts in science books. Spring 1x activity to identify the characteristics of living things (<i>book</i>) 1x investigation into animals and their habitats (<i>book</i>)1x diagram of a food chain (<i>book</i>)Changing state experiment to be carried out and recorded in Science books. -sorting and calssifying activities to be photographed and recorded in Science books. Summer -children will conduct planting experiment to be recorded in Science books. -Photographs and seed diary to be kept in Science books.</p>	<p>Animals, inc humans I can explain that animals, including humans, have babies which grow into adults. I can explain the needs of animals, including humans, for survival. I can explain the importance of exercise, eating healthily and keeping clean</p>	<p>Uses of everyday material I can say why I would choose a material for a particular job. I can explain how objects made from some materials can be changed.</p>	<p>Plants I can explain how seeds and bulbs grow into plants. I can describe how plants need water, light and a suitable temperature to grow and stay healthy. Living things and their habitats I can explain the differences between things that are living, dead, and things that have never been alive. I can explain that most living things live in habitats which suit them and depend on each other. I can name some plants and animals in their habitats including micro-habitats. I can explain how animals get their food from plants and other animals using a simple food chain.</p>
<p>I can ask questions and know they can be answered in different ways. I can watch closely using equipment. I can do tests. I can name and group. I can use my observations and ideas to suggest answers to questions. I can collect and record data to help answer questions.</p>			