

Year 2 Curriculum						
Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Theme	<u>Castles</u>	<u>Africa</u>	<u>The Great Fire of London</u>		<u>Mission to the Moon!</u>	<u>Amazon Adventure</u>
Lead Subject	<i>History</i>	<i>Geography</i>	<i>History</i>		<i>History</i>	<i>Science</i>
Line of Enquiry	<i>How did castles prevent invasion?</i>	<i>How is Africa different to the UK?</i>	<i>How could the Great Fire of London have been avoided?</i>	<i>Why was the Great Fire of London significant?</i>	<i>How and what was discovered in the mission to the moon?</i>	<i>How do different living things survive in their habitats?</i>
<b>Science</b>	<p><b><u>Suitability of materials</u></b></p> <p>Objects can be made from different materials -wood, metal, plastic, glass, brick, rock, paper and cardboard. Different objects are made from different materials A solid object can be changed by squashing, bending, twisting and stretching Identify and compare the suitability of a variety of everyday materials.</p>	<p><b><u>Animals, including humans</u></b></p> <p>Explore that animals, including humans have offspring which grow into animals. Explore and describe the basic needs of an animal, including humans for survival- water, food and air. Describe food types, exercise and hygiene for humans. Explore the process of reproduction and growing for animals e.g., butterfly cycle.</p>	<p><b><u>Scientific enquiry- parachute enquiry linked to suitability of materials.</u></b></p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</p>	<p><b><u>Scientific enquiry- The Life cycle of a Butterfly</u></b></p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</p>	<p><b><u>Plants</u></b></p> <p>Observe and describe how bulbs grow into mature plants. Investigate and describe how plants need water, light and a suitable temperature to grow and stay healthy. Introduce the requirements of plants for germination, growth and survival and reproduction (life cycle of a plant). Investigation- observe and record the growth of a variety of plants as they change from a seed/bulb.</p>	<p><b><u>Living things and their Habitats</u></b></p> <p>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're suited. Describe how different habitats provide for the basic needs for 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 microhabitats. Describe how animals obtain their food from plants and animals using the idea of a simple food chain and identify and name different sources of food.</p>
<b>History</b>	<p><b>Castles and their features. Why were castles built?</b></p> <p>Explore the features of a castle-home and workplace. Explore and name the parts of a castle- motte and bailey, moat and keep. Castle had a main tower. Explore why castles were used- prevent invasion. Explore the design of a castle- shapes of walls and turrets. Explore what castles were made out of.</p>		<p><b>Looking at the cause of The Great Fire of London. Discussions about how The Great Fire of London could be avoided.</b></p> <p>The Great Fire of London started on Sunday 2<sup>nd</sup> September 1666. King Charles II was in charge People who lived in London lacked access to clean water. It was cramped and unhygienic. The fire started in a bakery on Pudding Lane and burned until Thursday 6<sup>th</sup> September 1666. It spread quickly because houses were dry from the summer and made from wood and straw; it was also windy. St Paul's cathedral was destroyed. Buildings were pulled down to stop the fire spreading and they used leather buckets, axes and fire squirts to fight the fire.</p>	<p><b>Look at the implications and effects of The Great Fire of London.</b></p> <p>6 people died but 100,000 were made homeless After the fire, all houses had to be made from brick or stone. Sir Christopher Wren was hired to rebuild the city. Sir Christopher Wren rebuilt St Paul's Cathedral and changed aspects of the design. Learning from Samuel Pepys diary entries extracts, we can find specific information about the Great Fire. Key events of the GFoL- put into chronological order.</p>	<p><b>The lives of significant individuals</b></p> <p>Neil Armstrong, Buzz Aldrin and Michael Collins were the astronauts that were part of Apollo 11 mission to the Moon's surface. Apollo 11 had 3 parts: the command module, the lunar module and the service module Neil Armstrong and Buzz Aldrin landed on the Moon on 20<sup>th</sup> July 1969. Neil Armstrong was the first person in history to walk on the moon's surface The mission was broadcast on television around the world Neil Armstrong's life- born 1930, went to war 1949, joins Nasa 1955.</p>	
<b>Geography</b>	Use aerial photos to recognise landmarks/ devise a map Explore use of a map.	Compare geographical similarities between UK and non-European country	Locating London on a map. Name and locate the countries of the UK and major cities.			Locate the equator on a world map.

	Explore and identify the 4 countries of the UK. Explore several castles located in the UK- Edinburgh, Lancaster, Dover and Bamburgh. Explore aerial photos.	Explore Africa as a continent- locate on a map. Explore Kenya as a country- climate, human/physical features, capital city. Compare Kenya to United Kingdom- human/physical features. Identify and name the oceans and seas of the world.	Explore and teach the 4 compass points.			Locate the Amazon Rainforest on a world map. Explain what the equator is and explore the northern and southern hemisphere- link to weather and climate. Explore climate zones.
<b>Art</b>	<b>Unit: Formal elements: Review and then have the main focus on pattern and texture.</b>  Drawing: Teach the formal elements of pattern and texture; use a range of media e.g. graded pencils, crayons, felt tips, chalk  Create observational/detailed drawings of dragon eyes applying the formal elements.	<b>Unit: Painting</b>  Explore Tinga Tinga art through drawing first.  Painting: Learn how to mix more variation of colours and study the colour wheel; explore pattern, line and shades with paint.  <b>Style of Art- (Tinga Tinga Art)</b>		<b>Unit: Mixed media and printing</b>  Printing: Learn and experiment with the process of relief printing using foam printing blocks (imprint into) to create repeated patterns.  Explore with tone/shades of paint for printing.  Draw using charcoal to give the effect of texture.		<b>Unit: Sculpture (form and space)</b>  Sculpture (salt dough): Learn about the process and techniques of working with salt dough.  Children to make their own sculpture of an Amazon creature/animal and paint.  <b>Key Artist- Andy Goldsworthy (form and space)</b>
<b>DT</b>		<b>Textiles: To design and create a decoration, using stitching techniques.</b>  Investigate a range of decorations and their features. Practise cutting skills. Work with fabric to create a decoration. Develop and practice sewing skills- running stitch or cross stitch. Design, create and evaluate own decoration.	<b>Mechanisms: Using mechanisms in products to design and build a vehicle.</b>  Explore a range of moving vehicles. Investigate wheels and axels. Design a moving vehicle. Make and evaluate own moving vehicle.		<b>Design food and nutrition: Design a health snack.</b>  Explore different fruits. Explore cutting different fruits. Making and cooking a simple flapjack recipe. Design a healthy flapjack (in small groups), choosing from a limited range of fruits to add. Make and cook flapjack recipe. Evaluate product.	
<b>Computing (Purple Mash)</b>	Coding (6 lessons)	Creating pictures (5 lessons) Art link	Effective Searching (3 lessons)	Making music (3 lessons)		Spreadsheets (6 lessons)
<b>Online Safety (Project Evolve)</b>	<b>Online Safety- Project Evolve</b>  <b>Privacy and Security</b> <b>Copyright and Ownership</b>  Explore how passwords are there to protect information, accounts and devices. Explain/give examples of what is meant by 'private'. Explore rules for keeping personal information private- passwords. Explore devices in the home which connect to the internet.	<b>Online Safety- Project Evolve</b> <b>Health, wellbeing and lifestyle</b>  Explore guidance for using technology in different environments. Explore rules/guides for support accessing online technology.	<b>Online Safety- Project Evolve</b>  <b>Self-Image and Identity</b> Describe how other people may look and act differently online and offline. Explore issues online that might make someone feel sad.  <b>Online Reputation</b> Explain how information online can last a long time. Describe ow anyone's online information can be seen by others.	<b>Online Safety- Project Evolve</b>  <b>Managing Online Information</b>  Explore simple keywords and search engines. Describe how to navigate a simple webpage to get the information that I need.	<b>Online Safety- Project Evolve</b>  <b>Online Relationships</b>  Give examples of how someone might use technology to communicate with others and explain who I should ask before sharing things online. Explain why I have a right to say no when I feel under pressure. Identify who can help me when something happens online. Explain how it might make others feel if I do not ask permission. Explain why I should always ask a trusted adult.	<b>Online Safety- Project Evolve</b>  <b>Online Bullying</b>  Explain what bullying is and how people may bully others and how bullying can make someone feel. Explain why anyone who experiences bullying is not to blame. To talk about how anyone experiencing bullying can get help.
<b>Music (Charanga)</b>		<b>Charanga: Afropop- Southern African</b> Hands, Feet, Heart.		<b>Charanga: Rock</b> I wanna play in the band		<b>Charanga: Reggae</b> Zootime

<b>PSHE (myHappyMind)</b>	myHappyMinds scheme: myHappyMind- Meet your Brain (x5 lessons)	myHappyMinds scheme: myHappyMind- Celebrate (x4 lessons) myHappyMinds+- Places (4 lessons)	myHappyMinds scheme: myHappyMind-Appreciate (x3 lessons)  +keeping safe (x2 lessons) +media literacy and digital resilience (1 lesson)	myHappyMinds scheme: myHappyMinds- Relate (x3 lessons) +Friendships (x2 lessons)	myHappyMinds scheme: myHappyMind- Engage (x4 lessons) +safe relationships (x2 lessons)	myHappyMinds scheme:  +economic wellbeing (x2 lessons) +Ourselves, Growing and changing- transition (x1 lesson)
<b>PE (PE Passport)</b>	FMS- Bouncing FMS- Kicking	Gymnastics FMS- Throwing/Catching	FMS- Playground games FMS- Gymnastics	Net and wall games Dance	Athletics Striking and Fielding	Athletics- jumping for distance FMS assessment
<b>RE (SACRE)</b>	<b>Hindu Dharma</b>  <b>Teach discrete lesson on Christianity- Harvest</b>	<b>Christianity: Jesus</b>  Why do Christians say that Jesus is the light of the world? (Christingle)	<b>Christianity: God</b>  The creation story (Genesis) and how to look after the world.	<b>Christianity: Church</b>  What unites a Christian community?	<b>Islam</b>  Why do Muslims believe it is important to obey God?	<b>Judaism</b>  What aspects of life really matter?