

Curriculum Overview for Year 2

Art		
Autumn	Spring	Summer
<p>to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Make a silhouette painting of the African Savannah colour wash and silhouette of animals. Use a variety of paper and other media to make a lion mask having looked at ancient African animal masks (DT) To make a mini shoe box rainforest using a variety of papers. Look at the work of the Aboriginal artists and the meanings Make own picture using techniques. Christmas art work.</p>	<p>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Looking at the work of Turner reflecting on his seascape works of art. Colour mixing sea and sky having looked at primary and secondary colours and mixing shades. Make own Turner style stormy sea collage.</p>	<p>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Look at sketching techniques to add tone and shade. Study the work of Cezanne reflect on his use of shade and focus on still life. Draw apples. Make a pastel drawing of a still life of fruit. Looking at colour, shade and space.</p>

DT		
Autumn	Spring	Summer
<p>Design ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Make a labelled drawing of lion mask. Use different techniques and media to shape and finish mask.</p>	<p>Design ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable Look at different types of puppets Make a simple finger and stick puppet. Design a sea character puppet. Make a design plan. Test different joining techniques. Learn different sewing techniques. Make a hand puppet and add finishing using a range of media. Evaluate puppet.</p>	<p>use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from. Look at healthy eating and trace where our food comes from. Design a healthy sandwich. Prepare a healthy sandwich.</p>

Music		
Autumn	Spring	Summer
Pitch and rhythm	Recorders Percussion instruments.	

PSHE		
Autumn	Spring	Summer
Recognise the importance of rules. Staying safe at home, school and road safety Making choices	Rights and responsibilities. Rights and wrong the importance of telling the truth and consequences.	Communities belonging and how our behaviour affects others. Feelings and emotions. Celebrating diversity

PE		
Autumn	Spring	Summer
Invasion Games Dance	Net and wall games Gymnastics	Athletics Striking and fielding.

Science		
Autumn	Spring	Summer
explore and compare the differences between	notice that animals, including humans, have offspring which grow into	identify and compare the suitability of a variety of everyday
	identify and compare the suitability of a variety of everyday	observe and describe how seeds and bulbs grow into mature plants ♣ find out
		describe the importance for humans of exercise,



<p>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 microhabitats ♣ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Look at living and non living.</p>	<p>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 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) Identify how animals/plants are adapted to hot and cold habitats Looking at animal adaptations to hot environments (deserts) And how animals/plants adapt to cold environments (Arctic)</p>	<p>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 Sorting materials by their properties. Looking at manmade/natural materials. Identifying the use of materials. Identify how the properties of materials make them suitable/unsuitable to different purposes.</p>	<p>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 investigate the effect of forces such as pull, pull and twisting on different materials. Investigate the absorbency of different papers. Predict, test and draw conclusions. Investigate the waterproof properties of different materials... Predict, design a test, test and draw conclusions.</p>	<p>and describe how plants need water, light and a suitable temperature to grow and stay healthy. Identify the different parts of plants and their function. Look at different parts of a plant and identify examples: seeds, leaves, fruit, roots and flowers. Identify the different stages of a flowering plant the life cycle. Investigate what plants need to grow experiment, predict, test and draw conclusions.</p>	<p>eating the right amounts of different types of food, and hygiene. Look at healthy eating. Identify different food groups. Design a healthy meal. Learn about teeth and different types and their function. Learn about dental hygiene. Investigate how to stay healthy and the effect of exercise in staying healthy. Look at healthy and unhealthy choices including diet, smoking and medicines and their effect on the body.</p>
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<p>Identify the life processes of living things.</p> <p>Sort animals into groups.</p> <p>Look at carnivores, omnivores and herbivores and relate to teeth and diet.</p> <p>Look at food chains</p> <p>Identify the main stages of the human life cycle and relate to other animals.</p>			
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Topic History & Geography		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • name and locate the world's 7 continents and 5 oceans • the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, 	<ul style="list-style-type: none"> • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map 	<ul style="list-style-type: none"> • use 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 • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment • changes within living memory – where appropriate, these should be used to reveal aspects of change in national life

continents and oceans studied at this key stage

Identifying the different continents of the world using world maps and atlases.

Identify different climate zones in the world and why some places are hot and others cold.

Focus on the climate, animals, plants in different climate zones and the people that live there and how they adapt to that climate.

African Savannah

The deserts of Australia

The tropical rainforests of the Amazon

The cold Arctic

Look at the effects of human behaviour on the environments eg deforestation and melting of the Arctic

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life

the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.

Learn the names of the main oceans of the world. Revise the 7 continents.

Look at how humans exploration on the seas has developed over a period of time from early canoes, galleons, clippers, steam boats to modern cruise liners and why people travel by sea.

Look at the Darwin and his explorations on the HMS Beagle.

Investigate his exploration of the Galapagos Islands and their importance in the origin of species.

Learn about life on board the HMS Beagle.

Learn about a historical event the Titanic

- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria

Learn about our environment Codsall and look at the reasons why Codsall has developed over history.

Learn about the importance of school and life in the Victorian times and compare school now and then relating to St. Nicholas First School.

Look at the facilities a community needs.

Field work to investigate the facilities in Codsall and map out the local area making simple sketch maps of our journey to school and of Codsall square and immediate area around the school using keys.

What facilities does Codsall have? What facilities would you like to see in Codsall? Questionnaires to parents and discussions. Designing a new facility.

Making a model of Codsall village from shoe boxes

Computing		
Autumn	Spring	Summer
use technology purposefully to create, organise, store, manipulate and retrieve digital content	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	