

## Year 2 Curriculum Outline Plan.



Music, PE, and Computing are discreet subjects – these objectives are listed at the end of the Curriculum plan. Elements of these subjects are also covered within some topics.

Term	Topics Brief outline	2014 Curriculum objectives. <i>Pupils should be taught about:</i>	Resources Trip and Visitors.	English and Maths Links.
<i>Throughout the year.</i>	<p><b>Celebration of British National Days.</b></p> <ul style="list-style-type: none"> <li>• St George's Day – April 23<sup>rd</sup></li> <li>• St Patrick's Day – March 17<sup>th</sup></li> <li>• St Andrew's Day – November 30<sup>th</sup></li> <li>• St David's Day – March 1<sup>st</sup></li> </ul> <p>Celebration / information day in all classes North. Starting or finishing with an assembly.</p>	<p>Geography</p> <ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries.</li> </ul> <p>PSHCE Links Be a good citizen</p>		
<i>Throughout the year.</i>	<p><b>Quadblogging.</b></p> <ul style="list-style-type: none"> <li>• Develop links with 1 class in UK and 1 class in a non European country.</li> </ul>	<p>Geography</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries,</li> </ul> <p>PSHCE Links Be a good citizen</p>		
<i>Throughout the year.</i>	<p><b>Cultural Celebrations.</b></p> <p>Celebration / information day in all classes North. Starting or finishing with an assembly.</p> <ul style="list-style-type: none"> <li>• Sikh – Vaisakhi or Divali</li> <li>• Hindu – Holi or Diwali</li> <li>• Muslim – Eid Ul Fitr or Eid Ul Adha</li> <li>• Chinese New Year.</li> </ul>	<p>Geography</p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• 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</li> </ul> <p>RE Links PSHCE Links</p>		

		Be a good citizen		
Throughout the year.	Whole School involvement in <b>Charity Days.</b> <ul style="list-style-type: none"> <li>Children in Need</li> <li>Sports Relief / Red Nose Day</li> <li>Fund raising for Tong Len</li> </ul>	Geography PSHCE Be a good citizen		
	Whole School / Phase Enrichment days. <ul style="list-style-type: none"> <li>World Book Day – March 5<sup>th</sup> 2015</li> <li>World Maths Day – 14<sup>th</sup> October 2015</li> </ul>			
Throughout the year.	<b>Working Scientifically</b> Weekly science lesson. Science scheme to support.  Topics also extend the Science learning. Everyday materials – not covered in topics.	<ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions.</li> </ul>		
Autumn 1	<b>BEE BRILLIANT</b> SEAL – New Beginnings. Establishing routine. Learning Hive Facts about Bees. Be brainy – How our brain works.  <b>DAVID HOCKNEY</b> 25 trees and iPad art (ongoing photography to record changes in the environment and use of iPad to create art)	SEAL – New Beginnings  Establishing rules and expectations. Working with a Growth Mindset. ART 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. HISTORY <ul style="list-style-type: none"> <li>significant people and places in their own</li> </ul>	Trip to Farsley Library & Maths Trail  Visit from Bee Keeper.  Salts Mill exhibition.	<b>Information texts</b> about Bees. labelling diagrams features of non fiction  <b>Narrative texts</b> Settings and characterization Using a text we know to write a simple story.

	<p><b>FOOD GLORIOUS FOOD</b> Nutrition and Healthy Eating Preparing healthy food.</p>	<p>locality.</p> <p>SCIENCE describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. DT use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>Toby Carvery</p>	<p><b>Maths</b> shopping &amp; measures</p> <p><b>Instructions –</b> Following and writing recipes</p>
<p>Autumn 2</p>	<p><b>GUY FAWKES</b> The history of Guy Fawkes and the Gun Powder Plot.</p> <p><b>REMBRANCE DAY</b> Understanding the significance of the day.</p> <p><b>ROUND THE WORLD IN (less than) 80 DAYS</b> Where would we choose to visit if we went round the world? Family links to different countries. How many languages can we say 'Hello' in. Flags on our blog. Independent learning – choosing to study and present work about a country of their choice.</p> <p>Christmas around the World. – Christmas Performance</p> <p><b>CREATIVE CHRISTMAS</b> Design and create a Christmas gift / decoration.</p>	<p>SEAL – Getting on and falling out / Anti Bullying</p> <p>HISTORY</p> <ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality.</li> <li>events beyond living memory that are significant nationally or globally</li> </ul> <p>GEOGRAPHY</p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p>DT</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</li> </ul>	<p>Walk - Visit to Farsley War Memorial.</p> <ul style="list-style-type: none"> <li>Local area</li> <li>Map work</li> </ul>	<p><b>Historical Fiction</b> 'Where the poppies now grow.' Hilary Robinson. (Yorkshire author) Diary entry</p> <p><b>Poetry</b> Guy Fawkes Fireworks</p> <p><b>Traditional Tale</b> Aladdin Changing roles Changing plots Comparing characters</p> <p><b>Maths text –</b> My granny went to Market</p> <p><b>Maths – symmetry</b> , arrays and fractions – folded Xmas card</p>

<p>Spring 1</p>	<p><b>Going for Goals – How are brain works.</b></p> <p><b>TIME OF OUR LIVES</b></p> <p>Finding out information in a variety of ways. Gathering information by interviewing family members. Creating our own exhibition. Online show. Visiting a museum.</p> <p>Significant people and events. Neil Armstrong – Moon Landing</p> <p>Andy Warhol – Pop Art Beatles</p>	<p>SEAL – Going for Goals</p> <p>HISTORY</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>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 (comparison can be made between 1960s / 70s and present day)</li> </ul> <p>ART – Andy Warhol 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>Visit to York Castle Museum- self guided.</p>	<p><b>Speaking and listening</b> <b>Engaging an audience.</b> Motivation speech using a Growth Mindset</p> <p><b>Information texts/ Leaflets</b> <b>Newspaper reports</b></p> <p><b>Poetry-</b> Painting a picture with words (linked to art work)</p>
<p>Spring 2</p>	<p><b>ALL THINGS BRIGHT AND BEAUTIFUL</b></p> <p>Food chains <b>Birds</b> – linked to the story 'Follow the Swallow' by Julia Donaldson</p> <p><b>Julia Donaldson Author Study</b></p> <p><b>SmALL CREATURES</b> Mini Beasts and their habitats Design and create a mini beast hotel.</p>	<p>SEAL – Good to be me.</p> <p>SCIENCE</p> <ul style="list-style-type: none"> <li>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</li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify</li> </ul>	<p>Rodley Nature reserve</p> <p>Skelton Grange</p> <p>Studies in school conservation area.</p>	<p><b>Narrative</b> Julia Donaldson – Stories with creatures and a range of settings – including wood and gardens.</p> <p><b>Comparing fiction and non fiction</b></p> <p><b>Recounts</b> Based on trips. Letter writing</p> <p><b>Explanation writing</b> Linked to science /DT</p>

		<p>and name different sources of food.</p> <p>DT (designing mini beast hotels)</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> </ul>		(overlaps into Summer 1)
Summer 1	<p><b>Dragons</b> linked to work on <b>George and the Dragon</b> and St George's Day.</p> <p><b>Julia Donaldson Author Study</b> Continued – ZOG - character writing.</p> <p><b>MINI-BEASTS</b></p> <p><b>NOCTURNAL ANIMALS</b></p>	<p>SEAL – Relationships</p> <p>SCIENCE</p> <p>-also continuation of objectives from Spring 2.</p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>		<p>Julia Donaldson – <b>Character description</b></p> <p><b>Non chronological report writing.</b> Mini-beasts Nocturnal animals</p>
Summer 2	<p><b>WHERE DOES OUR FOOD COME FROM</b></p> <p><b>The journey of our lunchbox.</b></p> <p>From a seed to bread. Fruit Chocolate</p>	<p>SEAL – Changes</p> <p>GEOGRAPHY</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p>SCIENCE</p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p>DT</p> <ul style="list-style-type: none"> <li>understand where food comes from.</li> </ul>	Trip to Co op Farm.	<p><b>Poetry</b> All the wild wonder: – Poems of our earth</p> <p><b>Extended text</b> Charlie and the Chocolate factory</p> <p><b>Instruction</b> <b>Speaking to an audience</b></p>

	<b>Cardboard Arcades</b>	<ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> </ul>		
DT (process)	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.</p> <p>Design</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<p>Make</p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>	<p>Evaluate</p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p>Mini-beast hotels, Healthy Sandwiches, Honey Biscuits, Arcade games, folded / simple origami Christmas cards</p>	
COMPUTING	<p>While links will be made across all subjects to use ICT, Computing will be taught as a separate subject.</p> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> </ul>	<ul style="list-style-type: none"> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> </ul>	E - SAFTEY	<ul style="list-style-type: none"> <li>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.</li> </ul>
MUSIC	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> </ul>	<ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	Cross Curriculum Links	<p>1960s music, Beatles. (Spring 1) Songs to reinforce SEAL / PSHCE &amp; Growth Mindset, positive messages.</p>

PE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns</li> </ul>	Cross curriculum link - Dancing through the ages. (Spring 1)
ART	<ul style="list-style-type: none"> <li>▪ to use a range of materials creatively to design and make products</li> <li>▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<ul style="list-style-type: none"> <li>▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>▪ 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</li> </ul>	Examples - Clay Gruffalos Clay Dragons PopArt Observation drawing Water colour, pastels – poppy field paintings.
RE- Based on Leeds Syllabus	<p>Autumn Year 2 – Christianity and Sikhism</p> <p>How do Sikh people express their faith in practice? Celebrations</p>	<p>Spring</p> <p>Why did Jesus tell stories? What is the Guru Granth Sahib and why is it important to Sikh people?</p>	<p>Summer</p> <p>Visiting a place of worship Gurdwara</p>