

Year 2

Curriculum

Subject	Learning Objectives	Essential Skills for Progress
Science	<p>To work scientifically</p> <p>Biology:</p> <ul style="list-style-type: none">• To understand plants • To investigate living things and their habitats	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Ask simple questions• Observe closely, using simple equipment• Perform simple tests• Identify and classify• Use observations and ideas to suggest answers to questions• Gather and record data to help in answering questions <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• observe and describe how seeds and bulbs grow to mature plants• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>All living things: Investigate differences</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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 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 micro-habitats• Describe how animals obtain their food from plants and

- **To understand animals and humans**

Chemistry:

- **To investigate materials**

Physics:

- **To investigate sound and hearing**

- **To understand movement, forces and magnets**

- **To understand electrical circuits**

other animals, using the idea of a simple food chain, and identify and name different sources of food.

Pupils should be taught to:

- 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, air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Pupils should be taught to:

- Identify and compare the suitability of a variety of everyday materials, including wood, plastic, glass, metal, rock, brick, 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.

Pupils should be taught to:

- Observe and name a variety of sources of sound, noticing that we hear with our ears.

Pupils should be taught to:

- Notice and describe how things move, using simple comparisons such as faster and slower
- Compare how different things move
- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

Pupils should be taught to:

- Identify common appliances that run on electricity

		<ul style="list-style-type: none">• Construct a simple series electrical circuit
History	<p>Look at:</p> <ul style="list-style-type: none">• The lives of significant individuals in Britain's past who have contributed to our nations achievements – scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.• Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.• Significant historical events, people and places in their own locality <ul style="list-style-type: none">• To investigate and interpret the past <ul style="list-style-type: none">• To build and overview of world history	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Observe or handle evidence to ask questions and find answers to questions about the past.• Ask questions such as: What was it like for people? What happened? How long ago?• Use artefacts, pictures, stories, online sources and databases to find out about the past.• Identify some of the different ways the past has been represented. <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Describe historical events• Describe significant people from the past• Recognise that there are reasons why people in the past acted as they did

	<ul style="list-style-type: none"> • To understand chronology • To communicate historically 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line • Label time lines with words or phrases such as: past, present, older and newer • Recount changes that have occurred in their own lives • Use dates where appropriate <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time • Show an understanding of the concept of nation and a nation's history • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace
<p>Geography</p>	<p><i>Pupils should be given opportunities to:</i></p> <ul style="list-style-type: none"> • <i>Investigate the world's continents and oceans.</i> • <i>Investigate the countries and capitals of the United Kingdom.</i> • <i>Compare and contrast a small area of the United Kingdom with that of a non-European country.</i> • <i>Explore weather and climate in the United Kingdom and around the world.</i> • <i>Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</i> • <i>Use world maps, atlases and globes.</i> • <i>Use simple compass directions.</i> • <i>Use aerial photographs.</i> • <i>Use fieldwork and observational skills.</i> <ul style="list-style-type: none"> • To investigate places 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).

- **To investigate patterns**

- **To communicate geography**

- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans.

Pupil should to taught to:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Identify land use around the school.

Pupils should be taught to:

- Use basic geographical vocabulary to refer to:
- **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
- **key human features**, including: city, town, village, factory, farm, house, office and shop.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Art and Design

Pupils should be given opportunities to:

- *Use experiences and ideas as the inspiration for artwork.*
- *Share ideas using drawing, painting and sculpture.*
- *Explore a variety of techniques.*
- *Learn about the work of a range of artists, artisans and designers.*

- **To develop ideas**

- **To master techniques**

Painting

Drawing

Textiles

Pupils should be taught to:

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.

Pupils should be taught to:

- Use thick and thin brushes.
- Mix primary colours to make secondary.
- Add white to colours to make tints and black to colours to make tones.
- Create colour wheels

Pupils should be taught to:

- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.
- Show pattern and texture by adding dots and lines.
- Show different tones by using coloured pencils.

Pupils should be taught to:

- Use weaving to create a pattern.
- Join materials using glue and/or a stitch.
- Use plaiting.
- Use dip dye techniques.

	<p>Print</p> <p>Digital Media</p> <ul style="list-style-type: none"> • To take inspiration from the greats (classic and modern) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces
<p>Design and Technology</p>	<p><i>Pupils should be given opportunities to:</i></p> <p><i>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, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.</i></p> <p><i>When designing and making, pupils should be taught to:</i></p> <p>Design</p> <ul style="list-style-type: none"> • <i>design purposeful, functional, appealing products for themselves and other users based on design criteria.</i> • <i>generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</i> <p>Make</p> <ul style="list-style-type: none"> • <i>select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</i> • <i>select from and use a wide range of materials and components, including construction materials, textiles and</i> 	

	<p><i>ingredients, according to their characteristics.</i></p> <p>Evaluate</p> <ul style="list-style-type: none"> • <i>explore and evaluate a range of existing products.</i> • <i>evaluate their ideas and products against design criteria.</i> <p>Technical knowledge</p> <ul style="list-style-type: none"> • <i>build structures, exploring how they can be made stronger, stiffer and more stable.</i> • <i>explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</i> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • <i>use the basic principles of a healthy and varied diet to prepare dishes.</i> • <i>understand where food comes from.</i> <ul style="list-style-type: none"> • To master practical skills <p>Textiles</p> <p>Mechanics</p> <p>Construction</p> <p>Computing</p> <p>Electricals and electronics</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Model designs using software. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).
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	<ul style="list-style-type: none"> • To design, make, evaluate and improve • To take inspiration from design throughout history 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.
<p>Computing</p>	<ul style="list-style-type: none"> • To code Motion Looks Sound Draw Events Control Sensing • To connect • To communicate 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Control motion by specifying the number of steps to travel, direction and turn • Add text strings, show and hide objects and change the features of an object • Select sounds and control when they are heard, their duration and volume • Control when drawings appear and set the pen colour, size and shape • Specify conditions to trigger events • Specify the nature of events (such as a single event or a loop) • Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?) <ul style="list-style-type: none"> • Participate in class social media accounts • Understand online risks and the age rules for sites <ul style="list-style-type: none"> • Use a range of applications and devices in order to

	To collect	<p>communicate ideas, work and message</p> <ul style="list-style-type: none"> • Use simple databases to record information in areas across the curriculum
Religious Education	<p><i>Pupils should be given opportunities to:</i></p> <ul style="list-style-type: none"> • <i>Study the main stories of Christianity</i> • <i>Study at least one other religion.</i> • <i>Study other religions of interest to pupils</i> 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • An introduction to the Bible <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Christmas and Jesus' early life • Jesus the story teller • Easter customs and celebrations <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Judaism – Jewish stories, Jewish life and celebrations • Jewish beliefs about God
Music	<p><i>Pupils should be given opportunities to:</i></p> <ul style="list-style-type: none"> • <i>Use their voices expressively by singing songs and speaking chants and rhymes.</i> • <i>Play tuned and untuned instruments musically.</i> • <i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i> • <i>Make and combine sounds using the inter-related dimensions of music.</i> <ul style="list-style-type: none"> • To Perform <ul style="list-style-type: none"> • To compose 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms.

	<ul style="list-style-type: none"> • To transcribe • To describe music 	<ul style="list-style-type: none"> • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.
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