



## Curriculum Coverage Year 2

**2021-2022**

<b><u>Autumn 1</u></b>		<b><u>Autumn 2</u></b>	
Geography	<p><b>At the farm</b>  <b>What goes on 'Down on the farm?'</b>            Different types of farm and crops, seasons, comparing countryside to city.</p>	History	<p><b>The Great Fire of London</b>  <b>Why did London burn?</b> - Samuel Pepys            Comparing cities then and now. Looking at the circumstances that led to the fire and timeline of events.</p>
Science	<p><b>Living in habitats</b>            Identifying global and local habitats and what lives in them. Understanding life processes and things necessary for life.</p>	Science	<p><b>Exploring everyday materials</b>            Investigating the properties of materials. How they can be identified and used.</p>
Art	<p><b>Collage</b>            Creating art inspired by farms and Antarctica using a variety of colours and textures to create collage.</p>	Art	<p><b>Drawing</b>            Using line and shape to create art based on the Great Fire of London.</p>
Computing	<p><b>We are photographers</b>            Find, take, evaluate and compose photographs using digital devices.</p>	Computing	<p><b>We are detectives</b>            Use word and excel to find, organise and evaluate data/clues to solve a crime.</p>
PHSE	<p><b>Relationships</b>  <b>Families and friendships</b> – making friends and resolving arguments.  <b>Safe relationships</b> – managing secrets, resisting pressure and getting help, recognising hurtful behaviour.  <b>Respecting ourselves and others</b> – recognising things in common and differences, playing and working cooperatively. Sharing opinions.</p>	PHSE	<p><b>Relationships</b>  <b>Families and friendships</b> – making friends and resolving arguments.  <b>Safe relationships</b> – managing secrets, resisting pressure and getting help, recognising hurtful behaviour.  <b>Respecting ourselves and others</b> – recognising things in common and differences, playing and working cooperatively. Sharing opinions.</p>
Music	<p>Music express – <b>What's the score?</b>            Introduction to musical scores, using symbols to represent sounds of different instruments.</p>	Music	<p><b>Historical era</b> – The great fire of London learn, rehearse and perform songs which tell the story of the Great Fire. Explore using instruments to accompany. Compose own songs.</p>
RE	<p><b>Who are Muslims and what do they believe?</b>            Explore stories from Islam, understand some similarities and differences between major religions.</p>	DT	<p><b>Puppets</b>            Develop skills to join and decorate fabric to create puppets. Evaluate different methods of joining. Decorate using a range of materials including embroidery thread, beads etc to create a character.</p>
Outdoor PE	<p>TWINKL: <b>Throwing and catching</b>            Rolling, bouncing, throwing and catching, developing underarm and overarm techniques.</p>	Outdoor PE	<p>TWINKL: <b>Invasion games</b>            Develop passing and receiving skills throwing, kicking and trapping. Develop attacking and defending skills including dodging and marking.</p>
Indoor PE	<p>TWINKL: <b>Gym – landscapes and cityscapes</b> Shapes with their bodies, move weight onto hands, rolling, jumping, building sequences. Develop balance and co-ordination. Evaluate their own work.</p>	Indoor PE	<p>TWINKL: <b>Dance - The Gunpowder Plot</b>            Use expressions, gestures or movements to communicate ideas and feelings. Follow a path, create a sequence. Create a dance motif, use a wider space to work in. Evaluate their own work.</p>

<u>Spring 1</u>		<u>Spring 2</u>	
Geography	<p><b>Let's go on Safari</b>  <b>What is special about a safari?</b>            Comparing weather and landscape features of Kenya and the UK. Looking at different animals and related aspects such as tourism.</p>	History	<p><b>Florence Nightingale</b>  <b>Why was Florence Nightingale famous?</b>            Thinking about what Florence Nightingale achieved and the impact she had on modern medicine.</p>
Science	<p><b>Growth and survival</b>            Investigating what things plants and animals need to survive and thrive.</p>	Science	<p><b>Growing plants</b>            Investigating what things, a plant needs to grow healthily. Identifying and naming the parts of a plant.</p>
Art	<p><b>Painting</b> – Create animal heads of animals on safari. Painting thinking about the colour and shape of the head.</p>	DT	<p><b>Vehicles</b>            Explore the moving parts of a wheeled vehicle and evaluate different ways of fabricating these. Use learnt skills to plan, create and evaluate a wheeled vehicle.</p>
Computing	<p><b>We are games testers</b>            Use Scratch projects to play and evaluate games safely using the Scratch platform</p>	Computing	<p><b>Espresso Coding / We are researchers</b>            Coding – Use espresso coding resources to plan and create code to perform control functions.</p>
PHSE	<p>Living in the wider world  <b>Belonging to a community</b> - Belonging to a group. Roles and responsibilities. Being the same and different in the community.  <b>Media literacy and digital resilience</b> – the internet in everyday life. Online content and information.</p>	PHSE	<p><b>Living in the wider world</b>  <b>Belonging to a community</b> - Belonging to a group. Roles and responsibilities. Being the same and different in the community.  <b>Media literacy and digital resilience</b> – the internet in everyday life. Online content and information.</p>
Music	<p><b>History and music – Henry VII to John Logie Baird</b>            Songs based on the lives of famous people through history. learn, rehearse and perform songs which tell the story of the Great Fire. Explore using instruments to accompany. Compose own songs.</p>	Music	<p><b>BBC schools radio – Little Red Riding Hood</b>            Explore tuned and untuned instruments, compose, rehearse, perform and evaluate musical performances. Sing songs in unison and in two parts.</p>
Outdoor PE	<p>TWINKL: <b>Attacking and Defending</b>            Developing on passing and receiving, control, spacial awareness and techniques such as dodging and marking.</p>	RE	<p><b>1.8 How should we care for others and the world, and why does it matter?</b>            Ways in which we can look after others and our world and how religions encourage people to do this.</p>
Indoor PE	<p>TWINKL: <b>Circuit training</b>            Personal goals. Developing jumping and throwing skills. Selecting skills to complete a task. Repeat modelled techniques. Evaluate their own work.</p>	Outdoor PE	<p>TWINKL: <b>Bat and Ball Games</b>            Develop and extend techniques using a tennis racket and cricket bat. Develop under arm and over arm throwing techniques.</p>
		Indoor PE	<p>TWINKL: <b>Dance – Plants</b>            Copy, repeat, combine and create movements in response to input. Create sequences and work with a partner in unison and cannon. Evaluate their own work.</p>
<u>Summer 1</u>		<u>Summer 2</u>	
History	<p><b>Seaside holidays</b>  <b>What were seaside holidays like in the past?</b>            Looking at holiday destinations in the UK and identifying how they have changed over time. Comparing activities from a</p>	Geography	<p><b>My world and me</b>  <b>What shapes my world?</b>            Comparing the UK to other countries, case study – Ecuador. Looking at differences and similarities in people, jobs, buildings, landscape and wildlife.</p>

Science	Victorian seaside holiday to those of a modern one. <b>Growing plants</b> Investigating what things a plant needs to grow healthily. Identifying and naming the parts of a plant.	Science	<b>Super scientists/ Staying healthy</b> Looking at a variety of famous Scientists and their contributions to the world of Science and every day life.
DT	<b>Perfect pizzas</b> Explore tastes, textures and flavours. Plan create and evaluate pizzas	Art	3D art - take inspiration from African art-make baskets with symbolic patterns for use in the rainforest to collect the brazil nuts.
Computing	<b>We are researchers</b> Use Powerpoint, Espresso and wikipedia to research, plan and present learning around an agreed topic.	Computing	<b>We are astronauts</b> Using Scratch to programme a sprite to move around the screen
PHSE	<b>Health and wellbeing</b> <b>Physical health and mental wellbeing</b> – why sleep is important. Medicines and keeping healthy. Keeping teeth healthy. Managing feelings and asking for help. <b>Growing and changing</b> – Growing older. Naming body parts. Moving class or year. <b>Keeping safe</b> – safety in different environments. Risk and safety at home. Emergencies.	PHSE	Health and wellbeing <b>Physical health and mental wellbeing</b> – why sleep is important. Medicines and keeping healthy. Keeping teeth healthy. Managing feelings and asking for help. <b>Growing and changing</b> – Growing older. Naming body parts. Moving class or year. <b>Keeping safe</b> – safety in different environments. Risk and safety at home. Emergencies.
Music	BBC schools radio – <b>Jack and the Beanstalk</b> singing – breathing, posture, articulation and projection. High and low pitch. Phrase and expression, singing in unison and call and response. Rehearsing and performing songs.	Music	<b>Taking off</b> Exploring pitch using musical notation and the notes within an octave.
Outdoor PE	TWINKL: <b>Sending and receiving – target games</b> Developing control over power and direction. Improving control and coordination	RE	<b>Judaism – beliefs and practices</b> Explore some Jewish celebrations and artefacts including passover and sukkot.
Indoor PE	TWINKL: <b>Gym – Under the sea</b> Shapes with their bodies, move weight onto different body parts, rolling, jumping, building sequences. Develop balance and co-ordination. Evaluate their own work.	Outdoor PE	TWINKL: <b>Athletics - Animal Olympics</b> Develop teamwork, resilience and courage within athletics. Develop running and jumping techniques including different take offs and safe landings.
		Indoor PE	TWINKL: <b>Dance: Toys.</b> Fast and slow, High and low, Light and heavy. Pretend to move with/be and object. Copy and repeat movements, roll in different ways. Evaluate their own work.