

All Saints' CEVCP School

Year 2 Curriculum Planning

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
History	Children will: Develop an excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes. Think critically about history and communicate ideas confidently. Think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.					
	Explorers – Christopher Columbus & Neil Armstrong - Children will look at the lives of significant individuals in Britain's past who have contributed to our nation's achievements. Comparison of lives in different periods	Kings and Queens – King Henry VII and Elizabeth I -Children will look at the significant lives of individuals. -Identify how their rulings shaped Britain -Make comparisons between both of them -Understanding why we celebrate significant historical events		Childhood and toys over time – Victorian school - Children will look at significant historical events, people and places in their own locality.		
Geography	Children will: Develop an excellent knowledge of where places are and what they are like. Develop an extensive base of geographical knowledge and vocabulary (ie. beach, coast, forest, mountain, river, ocean, valley, vegetation, city, town, village...) Develop geographical enquiry and the ability to apply questioning skills and the ability to reach conclusions from their findings.					
		Map work -Name and locate countries and capital cities of UK, world's seven continents and five oceans, - compass directions -use of globes, atlases and maps	Geographical skills - 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		Place knowledge - 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	

Science	Children will: Develop the ability to think independently and raise questions about working scientifically. Develop confidence and competence in planning and carrying out scientific investigations. Develop excellent scientific knowledge and understanding when solving problems, giving explanations and reporting their findings.					
	Plants -Observe/describe how seeds/bulbs grow into mature plants -Find out/describe how plants need water, light & suitable temp to grow & stay healthy	Living things and their habitats -Identify characteristics of living things - Sorting & classification -Identify and name a variety of plants and animals in their habitats, including micro habits -Compare characteristics of different animals	Plants -Observe/describe how seeds/bulbs grow into mature plants -Find out/describe how plants need water, light & suitable temp to grow & stay healthy	Uses of everyday materials -Identify/compare uses of a variety of everyday materials, including wood, metal, etc for everyday uses. -Find out how the shapes of solid objects made from some materials can be changed	Plants -Observe/ describe how seeds/bulbs grow into mature plants -Find out/ describe how plants need water, light & suitable temp to grow & stay healthy	Animals including humans -Notice that animals including humans, have offspring which grow into adults -Describe the basic needs of animals, including humans -Describe the importance of exercise, healthy diet and hygiene
ICT/ Computing	Children will: Develop competence in coding for a variety of practical and inventive purposes, including within other subjects. Develop the ability to connect with others safely and respectfully. Develop the ability to collect, organise and manipulate data effectively.					
	'We are Astronauts' - Programming digital devices. -Understand what algorithms are (a set of specific instructions for solving a problem). Implement algorithms on digital devices. Create simple programs. -Using VR or Google	We are photographers' -Taking better photos -Create digital content. -Organise digital content. -Identify where to go for help and support when they have concerns about content.	E-Safety -The wonders of the world. -What's worth trusting or not? -Keeping personal information -Who can help? -Build a rainbow to show how safe they are online.	'We are Reporters' -Researching a topic. -Locate information from one or more relevant websites. -Search for information on a small number of sites using a custom search engine. -Know how to report concerns over content	'We are Advertisers' -Using materials and technology -Recording audio, taking photos. -Explain why it is important to type email addresses correctly. -Read emails Compose and respond to emails.	'We are Investigators' -Collecting data Take digital photographs. -Import photos to a computer or the network. -Create charts to show the data they collect. -Explore Google Maps or Google Earth to find a

	Earth to explore the world.			when searching the web.		familiar location.
Art/DT	<p>Children will:</p> <p>Develop the ability to communicate fluently in visual and tactile form.</p> <p>Develop an impressive knowledge and understanding of other artists, craft makers and designers from a variety of cultural backgrounds.</p> <p>Develop the ability to select materials, processes and techniques skilfully and inventively.</p> <p>Develop the ability to reflect on, analyse and critically evaluate their own work and that of others.</p>					
	<p>Art- 3D Making planets Artist: Aboriginal Art Media: Papier mache -Use a combination of shapes -Include lines, texture and pattern -Use techniques such as rolling, cutting, moulding and carving -To take inspiration from other cultures</p>	<p>DT-Vehicles – Mechanisms including axles and wheels</p>	<p>DT – Perfect Pizzas – Food Technology including planning, preparation and cooking</p>	<p>Art- Printing. Artist: African/ Indian print blocks Media: Clay work, carving, printing. -Building up patterns -Mimic print from the environment/ royal influence -Use found objects to create prints -Press/roll/rub to create prints</p>	<p>DT- Puppets - Textiles – designing and joining materials</p>	<p>Art-Drawing Artists: Georgia O’Keeffe, Rousseau Media: pencil, charcoal, pastels -Draw lines of varying sizes and thickness -Show pattern and texture by adding dots and lines -Show different tones by using coloured pencils -To take inspiration from artists and designers</p>
PE	<p>Children will:</p> <p>Acquire new skills and knowledge exceptionally well and develop an in depth understanding of all aspects of PE.</p> <p>Develop a willingness to practise skills in a wide range of different activities in small groups and in teams and to apply their skills confidently.</p> <p>Develop knowledge of how to improve their own and others’ performance.</p>					
	<p>Gymnastics- Creating sequences. -Link two or more actions to make a sequence</p>	<p>Games -Football - Choose and combine techniques in game situations. -Leads others</p>	<p>Dance -Copy and remember moves and positions -Choose movements to communicate a mood,</p>	<p>Games Rugby -Sports coach in. Yoga -Calming skills, following</p>	<p>Gymnastics -Creating sequences to beats of music. -Link two or more actions to make a</p>	<p>Dance Country Dancing -Link two or more actions to perform a sequence</p>

	-Show contrasts -Hold a position whilst balancing on different points Games Ball skills – sending / receiving, net games.	Dance -Learning routines, understanding what move to apply to a piece of music	feeling or idea. Games -Hockey – learning to control and build up skills	instructions -Balancing positions, stretching, holding, breathing	sequence -Show contrasts Games Ball skills – passing, catching, throwing, refining skills.	-Move with control and coordination Games/Athletics Ball and bat skills – rounders, cricket.
RE	Children will: Develop an outstanding level of religious understanding and knowledge. Develop the ability to ask highly reflective questions about religion. Develop a strong understanding of how beliefs, values, practices and ways of life within any religion cohere together.					
	Believing Judaism - Teshuvah Why do Jewish families talk about repentance at new year?	Believing Christianity – Saviour/Jesus Why was Jesus given the name 'saviour'?	Islam Mercy/Compassion How do some Muslims show Allah is compassionate and merciful?	Symbols and artefacts Christianity- Resurrection/joy What are the best symbols of Jesus' death and resurrection at Easter?	Leaders and Teachers Christianity- Disciple/Faith Why do Christians trust Jesus and follow him?	Leaders and Teachers Judaism- Torah/rabbi Why is the Torah such a joy for the Jewish community?
Philosophy	In Philosophy children will explore a variety of themes through stories. Key communication skills will be developed: - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge -articulate and justify answers, arguments and opinions -maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - participate in discussions and debates - consider and evaluate different viewpoints, attending to and building on the contributions of others					
	'Where the Wild Things Are' Imagination and reality Time		The importance of reasoning.		'Miss Lily's Fabulous Pink Feather Boa' Stealing, forming the wrong idea Feeling good.	
PSHE	Me and My Relationships -Me and My Emotions	Me and My Relationships -Anti-Bullying	Economic Wellbeing -Financial Capability	Healthy and Safer Lifestyles -Safety Contexts	Healthy and Safer Lifestyles -Sex and Relationships	Healthy and Safer Lifestyles -Personal Safety

	-Anti-Bullying	-Managing Change	Citizenship -Rules, Rights and Responsibilities		Education	
Music	Children will: Develop confidence in composing and performing their work. Develop good awareness and appreciation of different musical traditions and genres. Make and combine sounds using tuned and untuned instruments/ their voices.					
	Exploring sounds- Space, Land and Travel	Exploring sounds- Weather	Exploring different musical terminology- medieval music	Exploring/making sounds- Medieval music	Exploring beat- Toys	Exploring sounds- Story time
SMSC	<p>Within our curriculum we will promote and enhance our pupils Spiritual, Moral, Social and Cultural education by:</p> <p>Spiritual development Enabling our pupils to: -be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and actions -have a sense of enjoyment and fascination in learning about themselves, others and the world around them -use their imagination and creativity in their learning -develop a willingness to reflect on their experiences.</p> <p>Moral development Enabling our pupils to: -recognise the difference between right and wrong, readily applying this understanding in their own lives and, in so doing, respect the civil and criminal law of England -understand the consequences of their behaviour and actions -have an interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.</p> <p>Social development Enabling our pupils to: -use of a range of social skills in different in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds -develop a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve</p>					

conflicts effectively

-develop an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; how pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural development

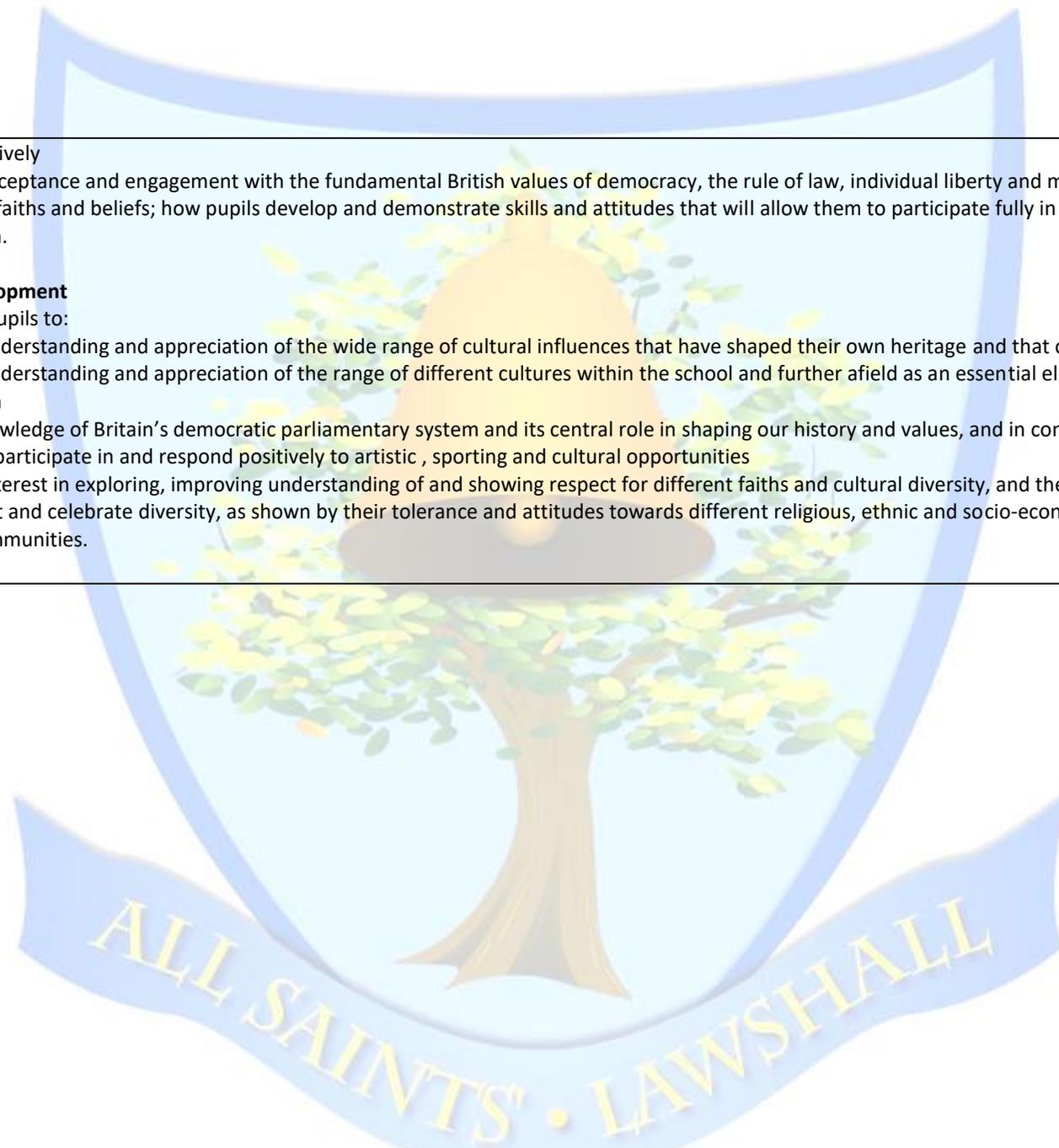
Enabling our pupils to:

-develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

-develop an understanding and appreciation of the range of different cultures within the school and further afield as an essential element of their preparation for life in modern Britain

-develop a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
willingness to participate in and respond positively to artistic , sporting and cultural opportunities

-develop an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.



Motivation Cooperation Creativity Independence Curiosity Stickability