****Year 2 curriculum thinking

Summer term 2019

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| Enquiry questionHow can we be like Frog Belly Rat Bone and look after our planet? | TextsFrog Belly Rat Bone Here We Are | Trips/visitors* Following a map
* Space dome
* Printed art exhibitions
 | Significant moments* Planting seeds and monitoring plants in our classroom
* Making our own healthy food
* Instructions delivered from Mrs Farrell on how to open a special delivery
* Chairs/belongings from classroom stolen
 | Classroom environmentEarth to space environment – green to blue colours  |

Progression of Knowledge, Skills and Understanding

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| Science

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 | **Plants** S26 Can you describe what plants need to survive?S27 Can you observe and describe how seeds and bulbs grow into mature plants? | **Plants** S28 Can you find out & describe how plants need water, light and a suitable temperature to grow and stay healthy? | **Plants**S29 Can you describe what plants need to survive and link it to where you are found?S30 Can you explain that plants grow and reproduce in different ways?  | **Living things and your habitats**S31 Can you describe how plants and animals are suited to your habitat?S32 Can you describe why exercise, balanced diet and hygiene are important for humans? | **Observing closely**S12 Can you use some scientific words to describe what you have seen and measured? | **Performing tests**S8 Can you suggest how to find things out?S9 Can you carry out a simple fair test?S26 Can you say whether things happened as you expected? | **Identifying and classifying**S3 Can you organise things into groups?S27 Can you identify animals by specific criteria? | **Recording findings**S10 Can you measure using simple equipment?S11 Can you use tables to record your observations? |
| History | **Knowledge and interpretation** HI19 Can you recount the life of someone famous from Britain who lived in the past giving attention to what you did earlier and what you did later?

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 | **Chronological understanding**HI20 Can you use a range of appropriate words and phrases to describe the past? | **Chronological understanding**HI21 Can you sequence a set of events in chronological order and give reasons for your order? | **Historical enquiry**HI16 Can you answer questions by using a specific source, such as an information book? | **Chronological understanding** HI18 Can you use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in your historical learning? |  |  |

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| Geography | **Geographical knowledge** G11 Can you name the continents of the world and find them in an atlas?G12 Can you name the world’s oceans and find them in an atlas? | **Geographical knowledge**G13 Can you locate some of the world’s major rivers and mountain ranges? | **Geographical knowledge**G14 Can you point out the North, South, East and West associated with maps and compass? | **Physical geography** G15 Can you describe a place outside Europe using geographical words?G16 Can you describe some of the features associated with an island? | **Human Geography** G17 Do you think that people ever spoil the area? How?G18 Do you think that people try to make the area better? How? | **Human Geography** G19 Can you explain what facilities a town or village might need? | **Geographical knowledge**G2 Can you label a diagram or photograph using some geographical words? |  |
| Art |

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| **Printing** A14 Can you create a print using pressing, rolling, rubbing and stamping?A15 Can you create a print like a designer? |

 | **Use of IT**A16 Can you create a picture independently?A17 Can you use simple IT mark-making tools, e.g. brush and pen tools?A18 Can you edit your own work? | **Use of IT** A19 Can you take different photographs of themselves displaying different moods?A20 Can you change your photographic images on a computer? | **Drawing** A11 Can you show patterns and texture in your drawings? | **Drawing** A3 Can you use three different grades of pencil in your drawing (4B, 8B, HB)?A4 Can you use charcoal, pencil and pastels? | **Drawing** A5 Can you create different tones using light and dark?Can you use a viewfinder to focus on a specific part of an artefact before drawing it? |  |  |
| DT | **Cooking and nutrition**D18 Can you describe the properties of the ingredients you are using? | **Cooking and nutrition**D19 Can you explain what it means to be hygienic? | **Cooking and nutrition**D20 Are you hygienic in the kitchen? | **Developing, planning and communicating ideas**D1 Can you think of ideas and plan what to do next? | **Developing, planning and communicating ideas**D2 Can you describe your design by using pictures, diagrams, models and words? | **Evaluating processes and products**D8 Can you explain what went well with your work?D9 If you did it again, can you explain what you would improve?  |  |

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| Computing | **Communicating** C16 Can you send and reply to messages sent by a safe email partner (within school)?C17 Can you word process a piece of text? | **Communicating** C18 Can you insert/delete a word using the mouse and arrow keys?C19 Can you highlight text to change its format (B, U, I)? | **Data retrieving and organising**C7 Can you find information on a website? | **Data retrieving and organising**C15 Can you experiment with text, pictures and animation to make a simple slide show? | **Online bullying**C20 Can you give examples of bullying behaviour and how it could look online?C21 Can you understand how bullying can make someone feel?C22 Can you talk about how someone can/would get help about being bullied online or offline? | **Health, well-being and lifestyle** C23 Can you say how those rules/guides can help you? | **Managing online information**C24 Can you use keywords in search engines?C25 Can you explain why some information you find online maynot be true? |  |
| Music  | **Performing** M1 Do you sing and follow the melody (tune)?M16 Do you sing accurately at a given pitch? | **Performing** M2 Can you perform simple patterns and accompaniments keeping a steady pulse?M6 Can you perform with others? | **Performing** M7 Can you play simple rhythmic patterns on an instrument?M8 Can you sing/clap a pulse increasing or decreasing in tempo? | **Composing** M9 Can you order sounds to create a beginning, middle and end?M10 Can you create music in response to <different starting points>? | **Composing** M11 Can you choose sounds which create an effect?M12 Can you use symbols to represent sounds?M13 Can you make connections between notations and musical sounds? | **Appraising** M14 Can you improve your own work?M15 Can you listen out for particular things when listening to music? |  |  |
| P.E | **Games**

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| P15 Can you follow rules? |

 | **Gymnastics**P16 Can you plan and show a sequence of movements?P17 Can you use contrast in your sequences?P18 Can you control movements? | **Gymnastics**P19 Can you think of more than one way to create a sequence which follows a set of ‘rules’?P20 Can you work on your own and with a partner to create a sequence? | **Evaluating and improving** P10 Can you talk about what is different between what you did and what someone else did?P11 Can you say how you could improve? | **Acquiring and developing skills** P21 Can you copy and remember actions?P22 Can you repeat and explore actions with control and coordination? |  |  |  |
| PSHE | **Living in the wider world** L1/L2 To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them  | **Living in the wider world** L4 For pupils to learn that they belong to various groups and communities such as family and school ‘them’  | **Living in the wider world** L5 To learn about what improves and harms your local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) Environment •about looking after the local environment  | **Living in the wider world** L8 To recognise ways in which they are all unique; understand that there has never been and will never be another ‘them’  | **Living in the wider world** L9 To understand the ways in which we are the same as all other people; what we have in common with everyone elseRights and responsibilities •about group and class rules and why they are important •about respecting the needs of ourselves and others •about groups and communities that they belong to  |  |  |  |
| RE | **Theme: Community and belonging**Key question: Does going to the mosque give Muslims a sense of belonging?Religion: Islam | **Theme: Hajj**Key question: Does completing Hajj make a person a better Muslim?Religion: Islam |  |  |  |  |  |  |