

## Year 2 Curriculum Overview (2019-20)

BIG questions are to promote effective lifelong learning inventory (ELLI) skills

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Primary focus	Science	Geography	Art	History	Science	Geography
Secondary focus	Geography/PSHE/DT	Art/ science	PSHE/history/computing	DT/Music	Geography/RE/art	Computing (Microsoft)/music
The BIG question:	<b>How does perseverance help me to stay healthy?</b>	<b>What questions can I ask about hot and cold places in the world?</b>	<b>How has creative design changed throughout history?</b>	<b>How does the past connect to how we protect ourselves now?</b>	<b>What adaptations do I need to survive in a changing environment?</b>	<b>What connects SW England to SW China?</b>
Wow moments	Events to measure how physically active we are each day. Record number of steps, measure heart rate, look at food we eat	Journey to a planet Role play, drama. Consider what you would take with you VR headsets - space	Create artwork based on Bristol Landmarks	Fire brigade visit  Make Tudor houses		Class international day – food, clothes, maps. A day of culture with food tasting, traditions and festivals. Listen to music, watch traditional dances and learn some simple phrases.
Trips/ Bristol links	Link with Bristol University science department	Visit religious building (Christian church)	Bristol Museum and art gallery Brunel (Victorian).John Cabot/Princess Campbell). Suspension bridge, docks, SS Great Britain, floating harbour	Local fire brigade	Visit to the Wild place	<b>M Shed?</b> Invite Chinese families to come and share their experiences
Celebration	Parent taster session healthy snacks for lunchboxes	World geography report using IT skills	Art exhibition/display	Exhibition of houses before they burn	How to save our planet presentation to other class and/or parents	Display of learning – differences and similarities
High quality texts.....Pie Corbett, Power of reading	Amazing Grace (PC) The flower (PC) Lila and the secret of the rain (PoR)	Dr Xargles book of earthlets (PC) Bob the man on the moon The great explorer	Traction man (PC) Who's afraid of the big bad book? (PC)	Vlad and the great fire	How to hide a lion Wolves Growing good Tuesday (PC) Gorilla (PC) Bog baby	Emily Browne and the thing (PC)
Linked enquiry texts/stimulus ...topic books	Hearts and lungs (TB)			The great fire of London (TTS) Samuel Peeps Diary entry. Toby and the great fire of London.	Dinosaurs and all that rubbish 100 ways to save my planet	

				Literacy Shed –La Luna & walk through pudding lane		
Science	<p><b>The Human body &amp; Health</b></p> <p><b>The human body and systems</b></p> <ul style="list-style-type: none"> <li>* Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Germs, Diseases and preventing illness:</li> <li>*Taking care of your body: exercise, cleanliness, healthy foods, rest</li> <li>*Vaccinations</li> </ul> <ul style="list-style-type: none"> <li>*Identify basic parts of the following body systems: - Skeletal system: skeleton, bones, skull - Muscular system: muscles - Digestive system: mouth, stomach - Circulatory system: heart and blood - Nervous system: brain and nerves</li> </ul>	<p><b>The Earth and its place in the solar system</b></p> <ul style="list-style-type: none"> <li>*Sun: Source of energy light, heat</li> <li>*Moon: phases of the moon (full, half, crescent, new)</li> <li>*The eight planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune) o Note that, in 2006, Pluto was classified as a dwarf planet.</li> <li>*Stars o Constellations: the Plough o The sun is a star.</li> <li>*Earth and its place in the solar system: -The Earth moves around the Sun; the sun does not move - The Earth revolves (spins); one revolution takes one day (24 hours)</li> <li>- Sunrise and sunset - When it is day where you are, it is night for people on the opposite side of the Earth</li> </ul> <p><a href="#">Links to geography</a></p>		<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>*Static electricity</li> <li>*Basic parts of simple electric circuits (for example, batteries, wire, bulb or buzzer, switch)</li> <li>*Conductive and non-conductive materials</li> <li>*Safety rules for electricity (for example, never put your finger or anything metallic in an electrical outlet, never touch a switch or electrical appliance when your hands are wet or when you're in the bathtub, never put your finger in a lamp socket, etc.)</li> </ul>	<p><b>Living things and their habitats environments (skulls)</b></p> <p><b>Habitats</b></p> <ul style="list-style-type: none"> <li>*Living things live in environments to which they are particularly suited.</li> <li>*Find out about and describe basic needs of animals, including humans, for survival (water, food and air).</li> <li>*Specific habitats and what lives there, for example: Forest (for example: oak trees, squirrels, foxes, badgers, snails, mice); Meadow and plains (for example: wildflowers, grasses, prairie dogs); Underground (for example: fungi, moles, worms) o Desert (for example: cacti, lizards, scorpions); Water (for example: fish, oysters, starfish)</li> <li>* The food chain: a way of picturing the relationships between living things; Animals: big animals eat little ones, big animals die and are eaten by little ones; Plants: nutrients, water, soil, air, sunlight</li> </ul>	<p><b>Matter, properties and measurements</b></p> <ul style="list-style-type: none"> <li>*Basic concept of atoms</li> <li>*Names and common examples of three states of matter: Solid (for example, wood, rocks), Liquid (for example, water) , Gas (for example, steam)</li> <li>*Water as an example of changing states of matter of a single substance</li> <li>*Units of measurement: Length: centimetre, metre; Volume: millilitre, litre ; Temperature: degrees Celsius</li> </ul>

					<p><u>Environmental change and Habitat destruction:</u></p> <p>*Environments are constantly changing, and this can sometimes pose dangers to specific habitats, for example: Effects of population and development; Rainforest clearing, pollution, litter</p> <p><u>Special classification of animals:</u></p> <ul style="list-style-type: none"> <li>* Herbivores: plant-eaters (for example, elephants, cows, deer)</li> <li>*Carnivores: flesh-eaters (for example, lions, tigers)</li> <li>④*Omnivores: plant and animal eaters (for example, bears) *</li> <li>Extinct animals (for example: dinosaurs) <a href="#">Links to geography</a></li> </ul>	
History			<p><b>Beyond living memory era. Changes in locality in the Victorian era (AD 1837 1901)</b></p> <p><b>Queen Victoria</b></p> <p><b>Isambard Kingdom Brunel</b></p> <ul style="list-style-type: none"> <li>*People: Queen Victoria, Isambard Kingdom Brunel</li> <li>*Events: Landmarks: Bristol Suspension Bridge, Bristol Temple Meads, S Great Britain, Floating Harbour,</li> <li>*Religious: Cultural:</li> <li>*Technological: Social and economic:</li> <li>*Hierarchy:</li> </ul>	<p><b>Beyond living memory period study:</b></p> <p><b>The restoration (AD 1660 – 1714)</b></p> <p>*The Restoration is an era that followed the Tudors (1485-1603), the Stuarts (1603-1649), The Commonwealth (No monarchy 1649 – 1649)</p> <p>People: Samuel Pepys, Thomas Farriner, Events: The Plague, The Great Fire of London started on 2nd September 1666.</p> <p>Landmarks: London, St Paul's Cathedral, River Thames</p>		

			<p>*Meanwhile: globally:</p> <p>*Religious: King Charles II outlawed other forms of worship other than the Church of England (Christian) - 1660 Act of Uniformity Cultural: Technological: Buildings were mostly made of wood, straw and pitch; in 1668, rules were put in place that said that buildings had to be made of stone and brick to stop a similar fire happening again. Social and economic: Samuel Pepys' diary is one of the most important sources of information about the fire; The fire brigade was set up to stop fires spreading like this again. Hierarchy: Monarchy restored after English civil war (1642); King Charles II (1660-1685)</p> <p>*Meanwhile: locally: globally:</p>		
Geography	<p><b>Locational knowledge of England</b></p> <ul style="list-style-type: none"> <li>* know the location of the school and home within UK region (South-west)</li> <li>*know the regions of the UK (North-east, North-west, Yorkshire &amp; Humber, East Midlands, West Midlands, East Anglia, London, South-east, South-west).</li> </ul>	<p><b>Locational knowledge of the world</b></p> <ul style="list-style-type: none"> <li>*Know the world's seven continents (Europe, North America, South America, Africa, Asia, Oceania, Antarctica)</li> <li>*know the world's five oceans (Indian, Pacific, Atlantic, Southern, Antarctic)</li> <li>* location of hot and cold areas of the world in relation to the Equator</li> </ul>		<p><b>Changing environments – Local or regional studies</b></p> <p><a href="#">Links to science</a></p> <ul style="list-style-type: none"> <li>*Environmental change and Habitat destruction</li> </ul> <p>Environments are constantly changing, and this can sometimes pose dangers to specific habitats, for example: effects of population and development; deforestation, pollution, litter.</p>	<p><b>Contrasting study local area (South West England and non-European area – Guizhou, South West China)</b></p> <ul style="list-style-type: none"> <li>*Understand geographical similarities and differences through studying the human and physical geography;</li> <li>* use basic geographical vocabulary to refer to: - key physical features,</li> </ul>

	<ul style="list-style-type: none"> <li>*Know major waterways in the region (South-west: Avon, Severn Estuary).</li> </ul>	<p>and the North and South Poles            *The shape of the Earth, the horizon</p> <p><a href="#">Links to science</a></p>				<p>including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>*Understand the difference between weather and climate - Weather is day to day atmospheric conditions - Climate is the average weather conditions measured over years</p>
Geography skills, techniques & application  Geography skills	<p>Use a range of maps at various scales, atlases and globes</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map using 'compass language'.</p> <p>use aerial photographs and plan perspectives ('bird's eye view') to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic simple-plan-view symbols in a key</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (asking questions including asking people, photographs, plan view annotations, collecting data e.g. tally charts)</p>					
DT	<b>Food DT</b> (healthy eating) <ul style="list-style-type: none"> <li>*Think of ideas and plan what to do next</li> <li>*Explain what I am making and why my audience will like it</li> <li>*Describe what went well with my work</li> <li>*Evaluate their own product against a set criteria</li> </ul>			<ul style="list-style-type: none"> <li>*Select from a wide range of components based on a criteria</li> <li>*Design purposeful and functional product for themselves</li> <li>*Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>*Select from a range of tools &amp; equipment to complete practical tasks</li> </ul>		<p>Explore and use mechanisms in their products</p>
Art	Explore how much colour there is in the natural environment?		Use 2d shape to create abstract designs and discuss what I have created? (Patrick Heron)		Look at symmetrical patterns in nature? (Folding prints)	Create rubbings from natural and manmade forms?

	Mix primary colours independently and show which colours are complimentary? Discuss why artists have chosen certain colours and copy colours from a famous artwork? (Joan Miro pastiche) Make solid 3d shaped and use them in junk modelling, discussing the shapes I've used? Make 3d models and figures in relation to each other?	Understand position in 2d art? (Henri Rousseau – e.g. in front, behind, things that are out of view) Make a piece of work with just one colour using the vocabulary of hue and tint? (Mark Rothko) Make copies of black and white drawings that show tonal contrast? (Charcoal, ink, pastels and tracing) Create repeating line patterns with overlapping direction? (Hatching, cross hatching and squirkling)	Create printed patterns adding colour? (Potato printing) Use textured paint and/or scratch and mark techniques to create textured paintings? (Jackson Pollock) Use art vocabulary to explain texture in art? (hard, smooth, rough, soft, scratchy)
Music	<b>Start with Singing</b> -Pitch – Chronology	<b>Winter Concert</b> <b>'Start with Singing'</b> -Pitch – Chronology	<b>'Air'</b> - The Inter-related Dimensions of Music <b>'Air'</b> - The Inter-related Dimensions of Music
Computing	Introduction to ProBots, program more complex sequences. Continue to use digital cameras and MS Paint. E-Safety KS1 Lesson 1		
Microsoft computing	Present findings by Joan Miró. Title using WordArt Insert pictures Add textbox to type the children's likes and dislikes	Present research findings on famous person using PowerPoint or word. Title using WordArt Insert pictures Add textboxes to insert text on their findings	Copy and paste/insert diagram of weather Add labels and text boxes to write the weather report Use diagram as a backdrop and act out the weather report filming it.
R.E.	Unit 5 -How do we celebrate our journey through life? Festival: Christmas		Unit 6 -How should we live our lives?
PSHE	Being me in my world	Celebrating difference	Dreams and goals      Healthy me
French	Portraits		Les quatre amis (Four friends)
Real PE	Unit 1 – Personal	Unit 2 - Social	Unit 3 – Cognitive      Unit 4 – Creative
			Unit 5 – Physical      Unit 6 – Health and Fitness