

## Year 2 – Science

KS1 Statutory requirements (suggestions in square brackets are non-statutory)

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions

gathering and recording data to help in answering questions.

Autumn	Spring	Summer
<p><b>Living Things</b></p> <ul style="list-style-type: none"> <li>• How do we stay alive?</li> <li>• What helps us stay alive?</li> <li>• Can you explore and compare differences between living and dead?</li> <li>• Can you distinguish between living and never being alive?</li> <li>• Can you ask questions about life processes?</li> <li>• Can you discuss similarities between living things?</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>▪ identify and name a variety of plants and animals in their habitats, including micro-habitats</li> </ul>	<p><b>Animals (inc. humans)</b></p> <ul style="list-style-type: none"> <li>• What do animals need to survive?</li> <li>• Why is exercise and nutrition important?</li> <li>• How do animals reproduce and grow?</li> <li>• Can you observe and record the growth of a tadpole, caterpillar and chick?</li> <li>• Can you describe the basic needs of animals and their survival?</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ notice that animals, including humans, have offspring which grow into adults</li> <li>▪ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>▪ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>▪ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>	<p><b>Use of Everyday Materials</b></p> <ul style="list-style-type: none"> <li>• What are different materials used for?</li> <li>• Can you describe the different materials?</li> <li>• How could you clarify/group them?</li> <li>• What sort of surface makes a toy car travel the furthest?</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>▪ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>

<p><b>Plants</b></p> <ul style="list-style-type: none"><li>• Can you observe how plants grow?</li><li>• Can you explore plant requirements for growth and survival?</li><li>• Can you observe plants in the local environment and group them?</li><li>• Can you observe and record plant growth?</li><li>• Can you find out about plant seeds and bulbs and why they are different?</li></ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>▪ observe and describe how seeds and bulbs grow into mature plants</li><li>▪ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li></ul>	<p><b>Habitats</b></p> <ul style="list-style-type: none"><li>• Where do animals live?</li><li>• Can you describe their habitats?</li><li>• What is the habitat like for woodlice?</li><li>• Can you identify all the living things in a habitat?</li><li>• How do animals support habitats?</li><li>• How are habitats similar and different?</li></ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• 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</li></ul>	
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## Year 2 – Art & Design

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Autumn	Spring	Summer
<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Make tones of colour adding white to primary colour</li> <li>• Darken colours using black</li> <li>• Mix colours to match those in natural world</li> <li>• Use colour large scale</li> <li>• Apply colour using different techniques (pointillism)</li> </ul> <p><b>Medium: paints, inks, pastels, dyes</b></p> <p><b>Tools: brushes, sponges</b></p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Experiment with tools and surfaces</li> <li>• Draw to record experiences/feelings</li> <li>• Discuss use of shadow/light and dark sketch</li> <li>• Work out ideas through drawing</li> </ul> <p><b>Medium: pencil, wax, chalk , ink</b></p>	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• Add objects to weaving (e.g. buttons, twigs, dried flowers)</li> <li>• Use large eyed needles to make different stitches</li> <li>• Use colour to express an idea in weaving (e.g. Seasons, moods etc.)</li> </ul> <p><b>Medium: collage, weaving, threads, fabric, surfaces, wood, clay</b></p>

## Year 2 – Computing

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Using a search engine/Book marking/filing</b> <ul style="list-style-type: none"><li>• Manipulate and retrieve digital content</li></ul>	<b>Hardware to Software</b> <ul style="list-style-type: none"><li>• Health kit – pulse rates and stepometer</li></ul>	<b>Film Making</b> <ul style="list-style-type: none"><li>•</li></ul>
<b>Art Software –</b> <ul style="list-style-type: none"><li>• e.g. photographic collage</li></ul>	<b>Data and Information</b> <ul style="list-style-type: none"><li>• 3D presentation of data graphically</li></ul>	<b>Internet Services</b> <ul style="list-style-type: none"><li>• Send and retrieve emails</li></ul>

# Year 2 – Design & Technology

## Statutory requirements

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 [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

### **Design**

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### **Make**

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### **Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

### **Technical knowledge**

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

### **Cooking and nutrition**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes

understand where food comes from.

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Cooking</b> <ul style="list-style-type: none"> <li>• Design and prepare a cooked food item</li> </ul>	<b>Product</b> <ul style="list-style-type: none"> <li>• Design and make a construction product</li> </ul>	<b>Moving Mechanism</b> <ul style="list-style-type: none"> <li>• Design and make a product to include wheels/axis</li> </ul>

# Year 2 – Geography

## KS1 Statutory requirements

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

### **Locational knowledge**

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### **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

### **Human and physical geography**

- 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
- use basic geographical vocabulary to refer to:
  - key physical features, 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

### **Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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
- 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
- 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.

Autumn	Spring	Summer
<p><b>Human and Physical Geography</b> – <i>Identify seasonal and daily weather patterns in the UK. (N.B. Location knowledge and vocabulary, Geographical skills and field work – on going)</i></p> <p><b>Aspect:</b> Deserts</p> <p><i>Experiences:</i></p> <ul style="list-style-type: none"> <li>• Make power points of environments</li> <li>• Sand study / art</li> <li>• Map and globe work</li> <li>• Use aerial photographs to devise maps</li> </ul>	<p><b>Geographical Skills and Fieldwork</b> – <i>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. (N.B. Location knowledge and vocabulary, Geographical skills and field work – on going)</i></p> <p><b>Aspect:</b> Conservation</p> <p><i>Experiences:</i></p> <ul style="list-style-type: none"> <li>• Surveys</li> <li>• Questionnaires</li> <li>• ‘Save our Planet’ challenge</li> <li>• Visit recycling centre</li> <li>• Positive/negative environments locally</li> <li>• Improve recycling systems in schools</li> </ul>	<p><b>Place Knowledge</b> – <i>Understand geographical similarities and difference through studying the human and physical geography of a small area of the UK. (N.B. Location knowledge and vocabulary, Geographical skills and field work – on going)</i></p> <p><b>Aspect:</b> The 4 countries of the UK – Inc. Capitals</p> <p><i>Experiences:</i></p> <ul style="list-style-type: none"> <li>• Powerpoints</li> <li>• Films/programmes with Scottish/Welsh/English/Irish settings</li> <li>• Skype schools in Scotland/Wales/England/Ireland</li> <li>• Interview someone from Scotland/wales/England/Ireland</li> </ul>

## Year 2 – History

### **KS1 Statutory requirements (suggestions in square brackets are non-statutory)**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Autumn	Spring	Summer
<p><b>Events beyond living memory that are significant nationally or globally</b></p> <p><b>Aspect:</b> Bonfire Night</p> <p><i>Experiences:</i></p> <ul style="list-style-type: none"> <li>• Mini bonfire party</li> <li>• Guy Fawkes</li> <li>• Gunpowder plot</li> </ul>	<p><b>The lives of significant individuals in the past who have contributed to national and international achievements – Some should be used to compare aspects of life in different periods.</b></p> <p><b>Aspect:</b> Famous person related to topic</p>	<p><b>The lives of significant individuals in the past who have contributed to national and international achievements – Some should be used to compare aspects of life in different periods.</b></p> <p><b>Aspect:</b> Famous person related to topic</p>

## Year 2 – Music

### KS1 Statutory requirements

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Autumn	Spring	Summer
<p><b>Through topic related activities, children are taught and given opportunities to:</b></p> <ul style="list-style-type: none"><li>• <b>Perform Music</b> - <i>Children learn to sing and use their voices</i></li><li>• <b>Appreciate Music</b> – <i>Listen to, review and evaluate genres, styles and traditions</i></li><li>• <b>Compose Music</b> – <i>Pitch, duration, tempo, timbre, texture and structure</i></li></ul>	<p><b>Through topic related activities, children are taught and given opportunities to:</b></p> <ul style="list-style-type: none"><li>• <b>Perform Music</b> - <i>Children learn to sing and use their voices</i></li><li>• <b>Appreciate Music</b> – <i>Listen to, review and evaluate genres, styles and traditions</i></li><li>• <b>Compose Music</b> – <i>Pitch, duration, tempo, timbre, texture and structure</i></li></ul>	<p><b>Through topic related activities, children are taught and given opportunities to:</b></p> <ul style="list-style-type: none"><li>• <b>Perform Music</b> - <i>Children learn to sing and use their voices</i></li><li>• <b>Appreciate Music</b> – <i>Listen to, review and evaluate genres, styles and traditions</i></li><li>• <b>Compose Music</b> – <i>Pitch, duration, tempo, timbre, texture and structure</i></li></ul>

# Year 2 – Physical Education

## KS1 Statutory requirements

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending

perform dances using simple movement patterns.

<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>
Dance (Val Sabin)	Gymnastics (Val Sabin)	Dance (Val Sabin)	Dance (Val Sabin)	Gymnastics (Val Sabin)	Dance (Val Sabin)
<b>Skills – running, jumping, throwing and catching</b>	Team Games (Val Sabin)	<b>Skills – running, jumping, throwing and catching</b>	<b>Skills – running, jumping, throwing and catching</b>	Team Games (Val Sabin)	<b>Skills – running, jumping, throwing and catching</b>