

Year 2 National Curriculum Coverage

	Autumn	Spring	Summer
History	<p>The Great Fire of London and Newcastle and Gateshead</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally, [the Great Fire of London]. Significant historical events, people and places in their own locality, [the Great Fire of Newcastle and Gateshead]. 	<p>Significant People – Grace Darling, Lord Armstrong, Joseph Swan.</p> <ul style="list-style-type: none"> 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. Significant historical events, people and places in their own locality. 	<p>Holidays in the past</p> <ul style="list-style-type: none"> To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Geography	<p>What's it like in Rajasthan India</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> 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. <p><u>Human and Physical Geography</u></p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> 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. 	<p>Weather</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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 <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> 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. 	<p>Climate Around the World</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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 <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> 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.

Year 2 National Curriculum Coverage

<p>Computing</p>	<p>Writing In Different Styles</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school 	<p>An Introduction to Animation</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • use technology safely and respectfully 	<p>Keeping Safe and Exploring Technology</p> <ul style="list-style-type: none"> • 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.
<p>Design Technology</p>	<p>Mechanisms Wheels and Axles – Design and Make a Moving Vehicle</p> <p><u>Design</u></p> <ul style="list-style-type: none"> • 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 <p><u>Make</u></p> <ul style="list-style-type: none"> • 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 and textiles. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> • 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 	<p>Building Freestanding Structures – Design and Make Homes from around the world</p> <p><u>Design</u></p> <ul style="list-style-type: none"> • 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 <p><u>Make</u></p> <ul style="list-style-type: none"> • 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 and textiles. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms [for example, 	<p>Cooking and Nutrition Preparing fruit and vegetables. Design and Make a Healthy Salad, Using Ingredients From Around the World and Home Grown</p> <p><u>Design</u></p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking. <p><u>Make</u></p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks. • Select from and use a wide range of ingredients. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from.

Year 2 National Curriculum Coverage

	products.	levers, sliders, wheels and axles], in their products.	
Art	<p>Painting / Textiles Artist Study Maria Prymachenko Indian folk art</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, and painting to develop and share their ideas, experiences and imagination, making creative choices. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of Maria Prymachenko and making links to their own work. 	<p>3D Sculpture Architecture</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use 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. Manipulate materials to create a form and shape. 	<p>Drawing/painting/collage – Abstract Various artists and techniques including Picasso and Georges Braque</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. 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, describing the differences and similarities between different practices and disciplines, and making links to their own work. Develop how to make creative choices and be able to discuss these.
Music	<p>Glockenspiels</p> <p><u>Play Instruments</u></p> <ul style="list-style-type: none"> Play tuned and un-tuned instruments musically. <p><u>Experiment and Create Sounds</u></p> <ul style="list-style-type: none"> To experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Round and Round - Charanga</p> <p><u>Play Instruments</u></p> <ul style="list-style-type: none"> Play tuned and un-tuned instruments musically. <p><u>Experiment and Create Sounds</u></p> <ul style="list-style-type: none"> To experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Charanga – Minibeasts</p> <p><u>Use of Voice</u></p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <p><u>Experiment and Create Sounds</u></p> <ul style="list-style-type: none"> To experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	<p><u>Fundamental Movements</u> Movement, direction, awareness of own body Begin to master basic movements.</p> <p><u>Multi skills</u> running, jumping, throwing and catching,</p>	<p><u>Dance</u> perform dances using simple movement patterns.</p> <p><u>Team games</u> developing simple tactics for attacking and defending</p> <p><u>Gymnastics – movement</u> developing balance, agility and co-ordination</p>	<p><u>Invasion games</u> developing simple tactics for attacking and defending</p> <p><u>Gymnastics – apparatus</u> developing balance, agility and co-ordination</p> <p><u>Dance</u> perform dances using simple movement patterns.</p> <p><u>Net and wall games</u> Balance, coordination throwing and catching,</p> <p><u>Striking and fielding</u> Balance, coordination throwing and catching</p> <p><u>Athletics</u> running, jumping, throwing and catching</p>



Year 2 National Curriculum Coverage

PSHE	Health and wellbeing – me, my body and health, emotional wellbeing and attitudes	Relationships- personal relationships and keeping safe and people who can help me	Created to live in community - living in the wider world and economic wellbeing, money and aspirations, work and career.
------	--	---	--