

Year 2 Curriculum Overview

	Paddington's Adventures	Explorers!	Around the World in 80 days
<p>Science Cycle A</p> <p>No Cycle B as pure Year 2 group.</p>	<p>NC objectives</p> <p>Animals, inc. Humans</p> <ul style="list-style-type: none"> - Notice that animals, including humans, have offspring which grow into adults (chicken, frog, human, caterpillar) - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ☐ - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Eat well plate, types of food, carbohydrate, diary, protein, fat, fruit and vegetables.) <p>Skills</p> <p>Describe what animals need to survive.</p> <p>Explain that animals grow and reproduce.</p> <p>Explain why animals have offspring which grow into adults.</p> <p>Describe the life cycle of some living things. (e.g. egg, chick, chicken)</p> <p>Explain the basic needs of animals, including humans for survival? (water, food, air)</p> <p>Describe why exercise, balanced diet and hygiene are important for humans.</p> <p>Famous Scientist – Rosalind Franklin</p> <p>Knowledge-</p>	<p>NC Objectives</p> <p>Uses of Everyday Materials</p> <ul style="list-style-type: none"> - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ☐ - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Uses of everyday Materials - Skills</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of materials based on their simple physical properties.</p> <p>Explore how the shapes of solid objects can be changed (squashing, bending, twisting, stretching)</p> <ul style="list-style-type: none"> - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Explain how things move on different surfaces. <p>Knowledge- The difference between a material and it's properties. The vocabulary to describe the properties of materials. (Rough, smooth, absorbent, waterproof etc.)</p> <p>NC Objectives</p> <p>Plants</p> <ul style="list-style-type: none"> - observe and describe how seeds and bulbs grow into mature plants ☐ 	<p>NC Objectives</p> <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> - explore and compare the differences between things that are living, dead, and things that have never been alive ☐ - 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 ☐ - identify and name a variety of plants and animals in their habitats, including microhabitats ☐ - 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. <p>Skills</p> <p>Match certain living things to the habitats they are found in.</p> <p>Explain the differences between living and non-living things.</p> <p>Describe some of the life processes common to plants and animals, including humans.</p> <p>Decide whether something is living, dead or non-living.</p> <p>Describe how a habitat provides for the basic needs of things living there.</p> <p>Describe a range of different habitats.</p> <p>Describe how plants and animals are suited to their habitat.</p> <p>Name some characteristics of an animal that help it to live in a particular habitat.</p> <p>Describe what animals need to survive and link this to their habitats.</p>

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	<p>Who she was, when she was born and why she is famous. The term DNA and a basic understanding of what it does and where it is.</p> <p>Working scientifically</p> <ul style="list-style-type: none"> - Observe closely Ask simple questions and recognise they can be answered in different ways. - Performing tests Perform simple tests and discuss the level of fairness involved - Recording findings - Use observations and ideas to suggest answers to questions. - Gather and record data to help answer questions. 	<ul style="list-style-type: none"> - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Plants - Skills</p> <p>Describe what plants need to survive.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out & describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Describe what plants need to survive and link it to where they are found.</p> <p>Knowledge-</p> <p>Plants need water, light and a suitable temperature</p> <p>Equipment needed to grow plants</p> <p>Vocabulary of parts of a plant (seed, roots, stem, leaf, flower) to describe how they grow.</p> <p>Working scientifically</p> <ul style="list-style-type: none"> - Observe closely Use some scientific words to describe what they have seen and measured. - Performing tests Say whether things happened as they expected and if not why not. - Recording findings Use text, diagrams, pictures, charts, tables to record their observations. <p>Famous Scientist – Thomas Edison</p> <p>Knowledge- Who he was and his contributions towards inventions.</p>	<p>Knowledge-</p> <p>Knowledge of the characteristics that make something living – MRSGREN.</p> <p>Be aware of the following main habitats: forest, grassland, desert, mountains, polar and aquatic.</p> <p>Be able to identify and name common animals from each of the main habitats: forest, grassland, desert, mountains, polar and aquatic.</p> <p>Knowledge of microhabitats: leaf litter and logs.</p> <p>The needs of animals and how they change.</p> <p>Know and understand the terms, carnivore, herbivore and omnivore</p> <p>Working scientifically</p> <ul style="list-style-type: none"> - Observe closely Suggest ways of finding out through listening, hearing, smelling, touching and tasting - Performing tests Explain why it might not be fair to compare two things - Recording findings Measure using simple equipment. <p>Famous Scientist – Louis Pasteur</p> <p>(made milk safe to drink) Edward Jenner (found a way to stop smallpox)</p> <p>Knowledge-</p> <p>Who he was, when he was born and why he is famous.</p>
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<p>History</p>	<p>Paddington's Adventures</p> <ul style="list-style-type: none"> • Past and Present London • Local History Study – The Gunpowder Plot/Holbeache House/Guy Fawkes <p>NC Objectives:</p> <ul style="list-style-type: none"> – Changes within living memory – Significant historical events, people and places in their own locality <p>Key Skills and Knowledge: <i>Chronological understanding</i></p> <ul style="list-style-type: none"> - use the words 'past' and 'present' accurately - sequence a set of events in chronological order and give reasons for their order - use a range of appropriate words and phrases to describe the past <p><i>Knowledge and interpretation:</i></p> <ul style="list-style-type: none"> - Recount some interesting facts from an historical event, such as 'The Gunpowder Plot'. - Recount the life of someone famous from Britain (Guy Fawkes) who lived in the past giving attention to what they did earlier and what they did later. - Explain how their local area was different in the past. - Focus on the part Kingswinford played in the Gunpowder Plot (Holbeache House). <p>History Enquiry</p> <ul style="list-style-type: none"> - Research the life of someone who used to live in their area using the Internet and other sources to find out about them? <p>Can they recognise the we celebrate certain events, such as bonfire night, because of what happened may years ago? Knowledge and Understanding</p>	<p>Explorers!</p> <ul style="list-style-type: none"> • Exploring changes in the local area • Significant Historical Explorers <p>NC Objectives:</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 <p>Key Skills and knowledge: <i>Chronological understanding</i></p> <ul style="list-style-type: none"> - Sequence a set of events in chronological order and give reasons for their order - Use words and phrases like: before I was born, when I was younger? - Try to work out how long ago an event happened? <p><i>Knowledge and interpretation</i></p> <ul style="list-style-type: none"> - Explain how their local area was different in the past. - Give examples of things that are different in their life from that of their grandparents when they were young. <p><i>Historical enquiry</i></p> <ul style="list-style-type: none"> - Research the life of someone who used to live in their area using the Internet and other sources to find out about them? 	<p>Around the World in 80 days Ibn Battuta Ernie Shackleton</p> <p>NC objectives</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. <p>Key Skills and knowledge <i>Chronological understanding</i></p> <ul style="list-style-type: none"> - Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning. - Sequence events about the life of a famous person. - Try to work out how long ago an event happened. <p>Knowledge: Know that both Ibn Battuta and Ernie Shackleton were explorers in the past; and that Ernie Shackleton explored more recently than Ibn Battuta.</p> <p><i>Knowledge and interpretation</i></p> <ul style="list-style-type: none"> - Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later. - Explain why someone in the past acted in the way they did. <p>Knowledge: Be able to recall who Ibn Battuta was, and where he explored. Be able to recall who Ernie Shackleton was and where he explored.</p> <p><i>Historical enquiry</i></p> <ul style="list-style-type: none"> - Research the life of a famous Briton from the past using different resources to help them. <p>Be able to recall who Ernie Shackleton was and where he explored.</p>
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	Black History Month 'Proud to Be' – Focus on Sir Mo Farah		
Geography	<p>Paddington's Adventures</p> <p>NC objectives</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. - Identify seasonal and daily weather patterns in the United Kingdom. - 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) <p>Key skills and knowledge</p> <p><i>Geographical enquiry</i></p> <ul style="list-style-type: none"> - Find out about a locality by asking some relevant questions to someone else <p><i>Physical geography</i></p> <ul style="list-style-type: none"> - Describe some physical features of their own locality. - Describe some places which are not near the school. - Find the longest and shortest route using a map. <p><i>Human geography – N/A</i></p> <p><i>Geographical knowledge</i></p> <ul style="list-style-type: none"> - Name the major cities of England, Wales, Scotland and Ireland. - Name the major cities of England, Wales, Scotland and Ireland. - Point out the North, South, East and West associated with maps and compass <p>Knowledge:</p>	<p>Explorers</p> <p>NC objectives</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 -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. <p>Key Skills and knowledge</p> <p><i>Geographical enquiry</i></p> <ul style="list-style-type: none"> - Find out about a locality by asking some relevant questions to someone else - Say what they like and don't like about their locality and another locality like the seaside? <p><i>Physical geography</i></p> <ul style="list-style-type: none"> - Describe some physical features of their own locality. - Describe some places which are not near the school. - Find the longest and shortest route using a map. <p><i>Human geography</i></p> <ul style="list-style-type: none"> - Explain what facilities a town or village might need. - Positively and negatively evaluate the impact humans have upon an area. <p><i>Geographical knowledge</i></p> <ul style="list-style-type: none"> - Find where they live on a map. 	<p>Around the World in 80 days! Italy (Europe), Australia (Australasia), USA (North America), Brazil (South America), Ghana (Africa), China (Asia), Antarctica.</p> <p>NC objectives</p> <ul style="list-style-type: none"> - 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 - 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 - Name and locate the world's seven continents and five oceans - 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 - The location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p>Key skills and knowledge</p> <p><i>Geographical enquiry</i></p> <ul style="list-style-type: none"> - Label a diagram or photograph using some geographical words. - Find out about a locality by using different sources of evidence - Say what they like and don't like about their locality and another locality.

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	<p>Naming 4 countries in the UK (England, Northern Ireland, Scotland, Wales). Naming 4 capital cities of these countries (London, Edinburgh, Cardiff, Belfast). Naming the seas and oceans that surround the UK (Atlantic Ocean, North Sea, English Channel, Celtic Sea and the Irish Sea) Locating these areas on a map.</p> <p>Can they find out about a locality by using different sources of evidence? E.g., photographs, films, maps, books, the internet. PK Can they find out about a locality by asking some relevant questions? GE</p>	<p>- Continue to discuss North, South, East and West using maps.</p> <p>Knowledge: Name local landmarks Use a map to find local landmark.</p> <p>Can they find out about a locality by using different sources of evidence? E.g., photographs, films, maps, books, the internet. PK Can they find out about a locality by asking some relevant questions? GE</p>	<p>Knowledge: Know the meanings of different geographical words; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; city, town, village, factory, farm, house, office, port, harbour and shop <i>Physical geography</i> - Explain what makes a locality special. - Describe some places which are not near the school. - Describe a place outside Europe using geographical words. - Describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley. <i>Human geography</i> - Explain how the jobs people do may be different in different parts of the world. Knowledge: Differences in farming from UK to China (rice farming predominately) <i>Geographical Knowledge</i> - Name the continents of the world and find them in an atlas. - Name the world's oceans and find them in an atlas.</p> <p>Global Goals - 15 – Life on land Knowledge: Europe, Africa, Asia, North America, South America, Oceania/Australasia, Antarctica. Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean</p> <p>Can they find out about a locality by using different sources of evidence? E.g., photographs, films, maps, books, the internet. PK Can they find out about a locality by asking some relevant questions? GE</p>
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Computing	<p>NC objectives</p> <ul style="list-style-type: none"> - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. - Use logical reasoning to predict the behaviour of simple programs. <p>Key skills and knowledge</p> <p><i>Computer Science</i></p> <ul style="list-style-type: none"> - Predicting outcomes of coding - Repeated instructions to gain desired outcome - Code right angle turns <p><i>Knowledge;</i> Use Espresso Coding to code repeated instructions and to make things move given an instruction.</p> <p><i>IT- Creating content, save and retrieve</i></p> <ul style="list-style-type: none"> - Christmas lists, London pictures (geography link), Christmas cards <p><i>Can they experiment with drawing tools, text, pictures and animation to create content (e.g., presentation, eBook)? · Can they create content (e.g., presentation, video, animation) in a small group and record the narration?</i></p> <p><i>Digital Literacy</i></p> <ul style="list-style-type: none"> - <p><i>Keeping safe</i></p> <ul style="list-style-type: none"> - Internet safety rules - Use of passwords for TT Rockstars, Mathletics, Spelling Shed etc. - Understand different forms of communication (emails, online forums) 	<p>NC objectives</p> <ul style="list-style-type: none"> - Create and debug simple programs. - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - 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>Key skills and knowledge</p> <p><i>Computer Science</i></p> <ul style="list-style-type: none"> - Understand that an algorithm is a list of instructions that must be done in the right order. - Create a list of instructions to make things happen consistently (eg on device or App) <p><i>Knowledge; Use Espresso Coding to ensure instructions are clear and can be repeated.</i></p> <p><i>IT- Creating content, save and retrieve</i></p> <ul style="list-style-type: none"> - Save and load (retrieve) my work on a range of devices (eg laptops and tablets). - Change what is in my work and the look of my work (ie change the format) <p><i>Knowledge; Use Microsoft Word to input information, save and retrieve.</i></p> <p><i>Digital Literacy (link to research)</i></p> <ul style="list-style-type: none"> - Select appropriate buttons to navigate web sites or stored information. - Begin to understand that computers use icons, menus, hyperlinks to provide information and instructions. - I can begin to understand that not all the content on web sites is true (eg spoof websites). 	<p>NC objectives</p> <ul style="list-style-type: none"> - 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. <p>Key skills and knowledge</p> <p><i>Computer Science</i></p> <ul style="list-style-type: none"> - Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous of instructions. <p><i>Knowledge; Use the language of algorithm to describe their code in Espresso Coding.</i></p> <p><i>IT - creating content, save and retrieve.</i></p> <ul style="list-style-type: none"> - Save and load (retrieve) my work, linked to Espresso Coding, on a range of devices (eg laptops and tablets). - Change what is in my work and the look of my work <p><i>Knowledge; Change the format of the created work from last half term by changing the font, size and colour in Microsoft Word.</i></p> <p><i>Digital Literacy (link to research)</i></p> <ul style="list-style-type: none"> - Find information on a website - Click links in a website - Print a web page to use as a resource

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	<p>- Understanding pop-ups may take them away from a main site. Knowledge; Be able to log on and off using their username and password confidently. Be able to log on and off to school subscription sites such as TT Rockstars, Mathletics and Spelling Shed using their personal username and password. Understand that there are different forms of online communication.</p>	<p>Knowledge; Navigate websites and copy information to Microsoft Word (link to saving and retrieving above).</p> <p><i>Keeping safe</i></p> <ul style="list-style-type: none"> - Use search engine agreed by the school. - Use the internet for learning and retrieving information. - Know that bookmarking is a way to find safe sites again. - Know it's not always possible to copy pictures and text from protected sites. <p>Knowledge; Use search engines to research countries related to topic. Bookmark www.netgeokids.com/uk/.</p> <p><i>Can they communicate safely online (e.g., reply to email, respond to tweet)?</i></p>	<ul style="list-style-type: none"> - Experiment with text, pictures and animation to make a simple slide show - Word process a piece of text - Insert/delete a word using the mouse and arrow keys - Highlight text to change its format (B, U, I)? <p>Knowledge; Use Microsoft PowerPoint to create a simple slideshow. Use bold, italics and underline to create headings and subheadings to slides.</p> <p><i>Keeping safe</i></p> <ul style="list-style-type: none"> - Keeping safe online agenda. - Understand some of the dangers of the online world. - Understand that personal information should not be shared online. - Act if they find or see something inappropriate - Recognise advertising on websites and learn to ignore it. <p>Knowledge: Know why we should never share our username and password with strangers. Know that online profiles are not a true reflection of who a person is.</p>
Art and Design	<p>NC objectives</p> <ul style="list-style-type: none"> -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. <p>Tasks/Knowledge</p> <p>Creating a colour wheel using paint. Children add red, blue, yellow.</p>	<p>NC objectives</p> <ul style="list-style-type: none"> -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. <p>Tasks/Knowledge</p> <p>Colour wheel, children independently mix primary colours to create secondary colours.</p>	<p>NC objectives</p> <ul style="list-style-type: none"> -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. <p>Tasks/Knowledge</p>

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	<p>Knowledge: Primary and secondary colours. How to mix effectively.</p> <p>London Landscapes using paint (mixing colours to create shades of orange)</p> <p>London Landscape using chalk</p> <p>London landscape using paint and chalk</p> <p>Knowledge: Geographical knowledge of London and the Great Fire.</p> <p>Diva lamps using salt dough/ clay</p> <p>Knowledge: How Diwali is celebrated and what Diva lamps are for.</p> <p>LS Lowry</p> <ul style="list-style-type: none"> - Landscapes – finish his drawing - Colours - Matchstick People - Buildings <p>Knowledge: Who LS. Lowry is and pieces of his work. 1. Coming from the Mill (1930), 2. Industrial Landscape (1955), 3. Going to Work 4. A Cricket Match</p> <p>Stained Glass Window collage</p> <p>Knowledge: Understanding of a Christian place of worship and key features.</p> <p>Christmas cards and calendars</p> <p>Key skills</p> <p>Mix paint to create all the secondary colours.</p> <p>Make a clay pot.</p> <p>Create individual and group collages</p> <p>Say how other artist/craft maker/designer have used colour, pattern and shape.</p> <p>Create a piece of work in response to another artist's work.</p> <p>Show patterns and texture in their drawings.</p>	<p>Knowledge; Know that the primary colours are red, blue and yellow; and that the secondary colours are orange, green and purple.</p> <p>Monet</p> <ul style="list-style-type: none"> - All about him and his work - Recreating the other half of Water Lilies and Japanese Bridge - using pencil - Impressionist style crayon drawing of Water Lilies and Japanese Bridge - Impressionist finger painting- Water Lilies and Japanese Bridge - Children use finger painting method to create their own garden. <p>Key Skills</p> <p>Mix paint to create all the secondary colours</p> <p>Make tints by adding white</p> <p>Make tones by adding black</p> <p>Knowledge; Know that white and black can be added to both primary and secondary colours to create different tints, tones and shades.</p> <p>Create different tones using light and dark when drawing.</p> <p>Use three different grades of pencil in their drawing (4B, 8B, HB).</p> <p>Say how other artist/craft maker/designer have used colour, pattern and shape.</p> <p>Create a piece of work in response to another artist's work.</p> <p>Famous Artists – Monet</p> <ul style="list-style-type: none"> - Mix paint to create all the secondary colours <p>Mix and match colours, predict outcomes</p> <p>Mix their own brown</p> <p>Explorers collage</p>	<p>Local Landscape</p> <ul style="list-style-type: none"> - Begin to demonstrate their ideas through photographs and in their sketch books. - Set out their ideas, using 'annotation' in their sketch books. - Keep notes in their sketch books as to how they have changed their work <p>Knowledge; Know that great works of art are not achieved first time, and that artists will go through many drafts before completing a final piece.</p> <p>RRSA collage</p> <ul style="list-style-type: none"> - Create individual and group collages - Link colours to natural and man-made objects - Create a piece of work in response to another artist's work <p>Key Skills</p>
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		<ul style="list-style-type: none"> - Use different kinds of materials on their collage and explain why they have chosen them - Use repeated patterns in their collage 	
Design and technology	<p>NC objectives</p> <p><i>Design</i></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><i>Make</i></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, textiles and ingredients, according to their characteristics <p><i>Evaluate</i></p> <ul style="list-style-type: none"> - Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria <p><i>Technical knowledge.</i></p> <ul style="list-style-type: none"> - Build structures, exploring how they can be made stronger, stiffer and more stable. - Explore and use mechanisms in their products. <p><i>Cooking</i></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. <p>Tasks/Knowledge Paddington's adventures London Landmarks <ul style="list-style-type: none"> - Joining materials in different ways </p>	<p>NC objectives</p> <p><i>Design</i></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><i>Make</i></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, textiles and ingredients, according to their characteristics <p><i>Evaluate</i></p> <ul style="list-style-type: none"> - Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria <p><i>Technical knowledge.</i></p> <ul style="list-style-type: none"> - Build structures, exploring how they can be made stronger, stiffer and more stable. - Explore and use mechanisms in their products. <p><i>Cooking</i></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 <p>Tasks/Knowledge Explorers – local areas Pop-up book</p>	<p>NC objectives</p> <p><i>Design</i></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><i>Make</i></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, textiles and ingredients, according to their characteristics <p><i>Evaluate</i></p> <ul style="list-style-type: none"> - Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria <p><i>Technical knowledge.</i></p> <ul style="list-style-type: none"> - Build structures, exploring how they can be made stronger, stiffer and more stable. - Explore and use mechanisms in their products. <p><i>Cooking</i></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 <p>Tasks/knowledge Around the world in 80 days Bug hotels.</p>

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	<p>Diva Lamps – R.E link</p> <ul style="list-style-type: none"> - Developing own ideas from initial starting points <p>Can they generate ideas through comparing existing products?</p> <p>Knowledge; Know that salt dough/clay is a good material for a candlelight, as it can withstand low levels of heat.</p> <p>Making Bread – linked to the Great Fire of London topic</p> <p>Key Skills</p> <p>Can they measure an amount of a textile?</p>	<ul style="list-style-type: none"> - Plan and analyse the best materials to make an item. - Joining things in different ways <p>Can they bond fabrics together?</p> <ul style="list-style-type: none"> - Evaluate and explain what went well around the project and what they would change next time. - Add some kind of design to their product. <p>Knowledge; Know that spilt pins and paper clips are good ways of joining materials so that other parts can still move.</p> <p>Key Skills</p> <p>Can they build an image using fabrics?</p> <p>Dehydrated food – linked to topic of explorers</p>	<ul style="list-style-type: none"> - Describe their design by using pictures, diagrams models and words. <p>Can they create an innovative product?</p> <ul style="list-style-type: none"> - Make sensible choices as to which material to use for their constructions. - Develop their own ideas from initial starting points. - Incorporate some type of movement into models. - Consider how to improve their construction. <p>If they did it again, can they explain what they would improve?</p> <p>Knowledge; Know that a pulley can be created by adding tension to something,</p> <p>Key Skills</p> <p>Can they create a large-scale textile or sculpture piece through class collaboration?</p> <p>Stir fry/fried rice</p> <ul style="list-style-type: none"> - Discuss and plan principles of a healthy diet - Prepare and cook a variety of savoury dishes using a range of cooking techniques. <p>Knowledge; Know that fresh food often has to be prepared before it can be cooked.</p>
Music	<p>All year groups will follow the Charanga scheme with units that have been adapted to suit our school. National curriculum objectives will be covered throughout each unit. Skills and knowledge are used, applied and built on across the units. Each class will spend time with a music specialist from DPA.</p> <p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<p><u>Key skills and knowledge</u></p> <p><u>Musicianship: Understanding Music</u></p> <p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major and A minor.</p> <p>Find and keep a steady beat.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups with a copy back option to use Solfa.</p> <p>Sing short phrases independently.</p>	<p><u>Key skills and knowledge</u></p> <p><u>Listening: Respond/Analyse</u></p> <p>Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music.</p> <p>Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</p> <p>Move and dance with the music confidently.</p> <p>Talk about how the music makes you feel.</p> <p>Find different steady beats. Describe tempo as fast or slow. Describe dynamics as loud or quiet.</p> <p>Join in sections of the song, eg call and response.</p>

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	<ul style="list-style-type: none"> 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. 		<p>Start to talk about the style of a piece of music. Recognise some band and orchestral instruments. Start to talk about where music might fit into the world.</p>
	<p><u>Key skills and knowledge</u></p> <p><u>Singing</u></p> <p>Sing as part of a choir. Demonstrate good singing posture. songs from memory and/or from notation. Sing to communicate the meaning of the words.</p> <p>Sing in unison and sometimes in parts, and with more pitching accuracy. Understand and follow the leader or conductor.</p> <p>Add actions to a song.</p> <p>Move confidently to a steady beat. Talk about feelings created by the music/song.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow. Join in sections of the song, eg chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to talk about and understand the style of the music. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause)</p>	<p><u>Key skills and knowledge</u></p> <p><u>Notation</u></p> <p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, E A, B, C, D, E</p> <p>Identify hand signals as notation, and recognise music notation on a staff of five lines.</p>	<p><u>Key skills and knowledge</u></p> <p><u>Playing Instruments</u></p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</p> <p><u>Playing the recorder</u></p> <p>Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B, Bb, C, E and F.</p>
	<p><u>Key skills and knowledge</u></p> <p><u>Creating: Improvising</u></p> <p>Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>	<p><u>Key skills and knowledge</u></p> <p><u>Creating: Composing</u></p> <p>Explore and create graphic scores:</p> <p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Create a story, choosing and playing classroom instruments.</p> <p>Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>	<p><u>Key skills and knowledge</u></p> <p><u>Performing</u></p> <p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</p> <p>Talk about what the song means and why it was chosen to share. Talk about the difference between rehearsing a song and performing it.</p>

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		Use notation if appropriate: Create a simple melody using crotchets and minims: G Start and end on the note C (C major) Start and end on the note G (Pentatonic on G) Start and end on the note F (Pentatonic on F)	
	Charanga Units Autumn 1 – Exploring simple patterns. How does Music help us to make friends? Autumn 2 – Focus on dynamics and tempo. How does Music teach us about the past?	Charanga Units Spring 1- Exploring feelings through Music. How does Music make the world a better place? Spring 2 – Inventing a Musical story. How does Music teach us about our neighbourhood?	Charanga Units Summer 1 – Music that makes you dance. How does Music make us happy? Summer 2 – Exploring improvisation. How does Music teach us about looking after our planet?
Physical Education	NC objectives - 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. - perform dances using simple movement patterns. Key skills and knowledge Dance (Interpretive dance/Haka) - Performing actions with control and co-ordination - Choose movements to make a dance phrase - Link actions to repeated patterns to create own performance Gymnastics - Plan and perform a sequence of movements - Create contrast in sequence - Create an independent and paired sequence Locomotion – Dodging (Aut 1) Explore dodging and learn how to dodge effectively. Develop pupils' dodging technique applying this into games.	NC objectives - 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 Key skills and knowledge Multi-skills (football and basketball) Develop hand to eye co-ordination through games and begin to deploy tactics in team games. Large apparatus exercises Develop core strength and stability. Develop spatial awareness and risk awareness skills. Know how to keep yourself safe during a sporting activity. Dance – Explorers (Spr 1) Respond to the stimulus using a range of different, controlled movements.	NC objectives - 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. Key skills and knowledge Games (handball) - Use hitting, kicking and/or rolling in a game - Stay in a 'zone' during a game - Decide where the best place to be is during a game - Use one tactic in a game - Follow rules Athletics (variety of races) - Show how to exercise safely. - Describe how their body feels during different activities. - Explain what their body needs to keep healthy. Ball skills – Hands 2 Ball skills – Feet (Sum 1)

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	<p>Develop an understanding of why it is important in to dodge in games.</p> <p>Apply pupils' knowledge of how, where and why to dodge, into game situations.</p> <p>Learn the roles of attacking and defending and start to understand when we attack and when we defend.</p> <p>Apply pupils' knowledge of how, where and why to dodge in game situations working as a team.</p> <p>Apply pupils' knowledge of how where and why to dodge, into a level 1 competition.</p> <p>Add Knowledge</p> <p><u>Gymnastics – Linking</u> Apply 'champion gymnastics' to explore different movements that pupils can link together.</p> <p>Develop the different movements that pupils can link together on apparatus.</p> <p>Explore different ways pupils can perform the sequence. Jump, Roll, Balance</p> <p>Develop the different ways pupils can perform a sequence on apparatus, jump, roll and balance.</p> <p>Apply 'champion gymnastics' to create pupils own sequences.</p> <p>Perform completed sequences.</p>	<p>Show how to control and co-ordinate their bodies to perform movements that represent an explorer preparing for an expedition.</p> <p>Develop our character work, adding movements, expression and emotion to our motif.</p> <p>Create a 'frozen' position showing a reaction creating an emotion.</p> <p>Develop motifs with a partner including some different elements of choreography.</p> <p>Explore a variety of movements in a character (explorer and jungle animal) with a partner.</p> <p>Extend their sequences developing their characters to add drama and emotion to their dance performance.</p> <p>Bring together their sequences exploring the relationship between the explorer and wild animal.</p> <p>Develop their characters to add drama and emotion to their dance performance.</p> <p>Perform a sequence with extended movements.</p> <p>Add Knowledge</p> <p><u>Health and Wellbeing (Spr 2)</u> Consolidate our understanding of agility and when this is applied during sport.</p> <p>Develop different ways of moving at speed and will understand the consequences of not being agile.</p>	<p>Develop pupils' execution of an underarm throw and to extend their understanding of why we need to be accurate when we throw.</p> <p>Experience a competition which requires underarm throwing against other pupils, developing their ability to collaborate.</p> <p><u>Work</u> in a team, applying their understanding of underarm throwing and the basic principles of attack vs defence to win a game.</p> <p>Apply their understanding of underarm throwing to beat their opponent.</p> <p>Introduce overarm throwing and apply their understanding of overarm throwing to win a game.</p> <p>Apply the principles of attack vs defence in a competition that requires throwing.</p> <p>Develop dribbling using our feet in order to keep control and possession of the ball.</p> <p>Develop passing and receiving using our feet in order to keep possession of the ball.</p> <p>Combine dribbling, passing and receiving using our feet in order to keep possession of the ball.</p> <p>Develop dribbling using our feet in order to keep possession and score a point.</p> <p>Combine dribbling, passing and receiving using our feet, in order to keep possession and score a point.</p>
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	<p>Experience performing their work to an audience.</p> <p>Add knowledge</p>	<p>Develop ways of balancing on apparatus.</p> <p>Explore different ways of balancing with a partner and understand which sports require more than one person to balance together to be successful.</p> <p>Understand what feet eye coordination means and will start to develop their kicking and dribbling skills to develop their feet eye coordination skills.</p> <p>Understand why we need to have good feet eye coordination when playing sport.</p> <p>Perform a circuit to develop their application and understanding of agility.</p> <p>Perform the circuit with a partner and understand how motivation can help enhance their performance.</p> <p>Understand the importance of being balanced.</p> <p>Understand the importance of being coordinated.</p> <p>Add Knowledge</p>	<p>Apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.</p> <p>Add Knowledge</p> <p><u>Attack vs Defence</u> <u>Games for understanding (Sum 2)</u></p> <p>Create and understand simple attacking principles applying them as a team into a game.</p> <p>Develop their understanding of what 'attacking' means and when and why we attack as a team during a game.</p> <p>Create and understand simple defending principles, applying them as a team into a game.</p> <p>Develop their understanding of what 'defending' means and when and why we defend as a team during a game.</p> <p>Understand the transition from defence into attack.</p> <p>Learn that during a game their role will change (from defence to attack) and that they need to keep adapting their role to meet the needs of the game.</p> <p>Develop their understanding of how their role changes from defence to attack.</p> <p>Create and understand simple attacking tactics applying them as a team into a game.</p>
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			<p>Refine their understanding of what 'attacking' means and when, where and why we attack as a team during a game.</p> <p>Create and understand simple defending tactics applying them as a team into a game.</p> <p>Refine their understanding of what 'defending' means and when, where and why we defend as a team during a game.</p> <p>Apply pupils' knowledge and understanding of attacking and defending, into mini games.</p> <p>Create simple defending and attacking tactics (continuing to understand the transition from defence to attack) applying them as a team into a game.</p> <p>Add knowledge</p>
Religious Education	AT1 - Hinduism Unit 1: Diwali Hindu beliefs about one God, who is seen in different ways and represented through different forms (deities). The Ramayana is the source of stories about Rama. The story of Rama and Sita is recalled at Diwali. Worship in the Temple (Mandir): Festival of Diwali. Festival foods. Worship of Lakshmi and Ganesh. Respect is shown during worship by removing shoes and sitting on the floor. This is the first Unit of Hinduism in the Primary phase. It introduces pupils to Hindu beliefs about God through the story of Rama and Sita and to the worship of God as Rama in the home and temple, especially at Diwali.	SP1 - Judaism Unit 2: Celebrations in the Jewish Home The Torah. The mezuzah signifies the Jewish home. Festivals celebrated at home – Hannukah and Sukkot. An introduction to the Synagogue. This unit builds on work covered in Unit 1 and further develops pupils' knowledge about the importance of the home in Judaism. It develops pupils' knowledge about the Torah and introduces pupils to the Synagogue. <u>Key Knowledge & Skills:</u> <ul style="list-style-type: none"> Do they know about the festival of Sukkot? 	SU1 - Hinduism Unit 2: Living as a Hindu What does it mean to be a Hindu? Respect for other people (shown through Namaste) and respect for all living things because God is in everything. Stories about Krishna: The story of Krishna the butter thief; the story of Krishna and Sudhama. Values: The importance of caring for others. Belief that God is seen in different ways and represented through different forms, such as Krishna. Worship in the home: The shrine; The Arti ceremony; Prasad (food offered, blessed and served after prayer). The Festival of Raksha Bandhan demonstrating love and loyalty between members of the extended family.

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	<p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> • Can they recall festivals and celebrations that they have enjoyed? • Can they understand that some festivals are special to particular religions? • Do they know ways that people celebrate, e.g. sharing food, sending cards and telling stories? • Do they know some of the ways that Hindus celebrate at the festival of Diwali? • Do they know that the story recalled at Diwali is set in India, a hot country where the forest contains plants and creatures very different from the UK? • Do they know the story of Rama and Sita? • Do they know that Hindus worship Rama? • Can they identify the feelings of characters in the story and the qualities they demonstrate? • Do they know why a diva is a symbol associated with Diwali? • Do they know that Diwali is a New Year festival? • Do they know some ways that Hindus celebrate Diwali? • Do they know about the Festival of Dussehra? • Do they know some Hindu symbols associated with this festival and with deities? • Can they consider ways that members of different cultures welcome people? • Can they consider ways that people are welcomed into school or home and know that hospitality is important to Hindus? • Do they know how Hindus might worship in their homes or the Temple at Diwali? • Do they know that Arti is a welcoming ceremony and recognise some of the artefacts used? 	<ul style="list-style-type: none"> • Can they consider why it is important to remember and learn about people from the past? • Do they know how and where a Sukkah is made? • Do they know that Jews believe that God is everywhere? • Can they consider the importance of sharing with others? • Do they know that in the Jewish home the Mezuzah contains the Shema written on parchment? • Do they understand why the mezuzah is placed on the door posts of Jewish homes? • Do they know that the Torah, the sacred book of the Jews, is also hand-written on parchment? • Do they know that the Synagogue is the Jewish place of worship? • Do they know that the Torah scrolls are kept in a special cupboard called an Ark? • Do they know about the festival of Hanukkah? <p><u>Key Vocabulary:</u> Mezuzah, Shema, Hanukkah, dreidel, latkes, doughnuts, oil, miracle, Sukkot, sukkah, willow, synagogue, Ark, Torah, myrtle, palm, Hebrew</p> <hr/> <p>SP2 - Christianity Unit 5: Jesus' life, friends, enemies, life, death & afterwards Further details about the life and ministry of Jesus linked to the story in the Bible. Jesus' friends and followers. The story of Zacchaeus and how Jesus showed him the way to live. Jesus' death and resurrection.</p>	<p>This is the second Unit of Hinduism in the Primary phase. It develops pupils' knowledge and understanding of Hindu beliefs about God from unit 1 by introducing them to a second avatar of Vishnu.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> • Do they know that Hindus greet each other by saying 'Namaste'? • Do they know that Hindus respect all life – humanity and all living things? • Can they consider the needs of babies and compare to dangers surrounding Krishna at his birth? • Do they know that Hindus believe that God visited earth as Krishna and that Krishna tells human beings about the soul, God and nature? • Do they know that Hindus believe that God has visited earth at different times for different purposes? • Do they know Hindus believe that through Krishna God tells us that he, like us, enjoys fun; and in his fun there is never any selfishness or bad feeling towards others? • Can they understand Hindu attitudes to cows through the story of Krishna? • Do they know that Hindus believe that Krishna shows humans what it is to be a good friend? • Do they know the story of Krishna and Sudhama? • Do they know how Hindus worship Krishna as God in their temples on his birthday at a festival called Janmashtami? • Do they know that at Raksha Bandhan Hindus celebrate the special bond between brothers and sisters? • Do they know about Hindu family life? • Do they know that Hindus worship at home as well as in the temple?
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	<p><u>Key Vocabulary:</u> Hinduism, Hindu, God, Diwali, Rama, Sita, Hanuman, Ravana, Lakshman, Ramayana, Temple, Mandir, festival, good, evil, diva, forest, celebrate, celebration, greet, greetings, Toran, Rangoli, Lakshmi, Ganesh</p> <hr/> <p>AT2 - Christianity Unit 4: The Church – Place and People The church or chapel is a place where Christians usually meet to worship. Special ceremonies take place there, e.g. weddings. Prayer and worship is often led by a priest, minister or pastor. Sunday is often the special day for worship. Christians read the Bible and believe Jesus is special.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> • Can they talk about a local Christian place of worship? What it looks like outside? What it looks like inside? How it got its name? Who goes there? • Do they know that special ceremonies e.g. baptisms, weddings, prayer and worship are often led by a priest, minister or pastor? • Do they know that Sunday is often the special day for Christian worship? <p><u>Key Vocabulary:</u> pastor, minister, wedding, Bible, Church, chapel, hymn, Priest, worship, Sunday, service, welcome</p>	<p>The unit introduces pupils to the Christian belief that Jesus' teaching changed people's lives. The unit uses friendship as a theme to introduce children to the friends of Jesus. Pupils are introduced to Jesus' disciples and are encouraged to explore their own thoughts and feelings about friendships in and out of school. They consider how Jesus changed people's lives through the story of Zacchaeus. They also find out how Jesus' friends ran away when he was in trouble.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> • Can they consider the qualities that make someone a friend? • Do they know that Jesus chose special friends, (disciples) to be his helpers? • Do they know how a visit from Jesus changed the life of Zacchaeus? • Do they know that Christians believe that God cares for people even when they behave badly? • Do they know that Christians believe that Jesus showed people how to live their lives? • Do they know that Christians read the Bible to find out how God wants them to live their lives? • Do they know some of the events which led to Jesus being arrested? • Do they know that Jesus was executed but that Christians believe that he came back to life three days later? • Do they know that at Easter hot cross buns help people to recall the story? <p><u>Key Vocabulary:</u> Christian, Jesus, disciples, tax collector, deny, Peter, Zacchaeus, cheat, change, friend, Gethsemane, fisherman</p>	<p><u>Key Vocabulary:</u> Hinduism, Hindu, God, belonging, Namaste, Krishna, Sudhama, respect, honesty, truthfulness, worship, shrine, adoption, foster, Arti, prasad, prayer, Raksha, Bandhan, Janmashtami</p> <hr/> <p>SU2 - Sikhism Unit 2: The Sikh Gurus Guru Har Gobind and the story celebrated by Sikhs at Diwali. Guru Gobind Singh the last human Guru The 5 Ks. Festival of Baisakhi. Sikh names. Sikh beliefs in action - story of the Guru and the Water carrier. This unit builds on work covered in Unit 1 and further develops pupils' knowledge about the importance of equality in Sikhism. It fills in the historical detail about the Gurus who followed Nanak and how they developed Sikh beliefs in equality. It introduces pupils to the key festival of Baisakhi. Through this unit pupils begin to learn about Sikh symbols of identity.</p> <p><u>Key Knowledge & Skills:</u></p> <ul style="list-style-type: none"> • Do they know that there were 10 Sikh human Gurus, the first one being Guru Nanak? • Do they know that the Guru Granth Sahib is the final Guru? • Do they know that Guru Har Gobind was another Sikh Guru? • Do they know how Guru Har Gobind put his Sikh beliefs into practice when he rescued the 52 Hindu Princes? • Do they know that this story is retold and remembered every year at the festival of Diwali?
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			<ul style="list-style-type: none"> • Can they consider how members of the class have been helped by others in times of difficulty? • Can they appreciate that the clothes people wear tell others about them? • Do they know about the 5 Ks and understand the symbolism of the kara and the kesh? • Do they know when and how Guru Gobind Singh introduced the 5 Ks to Sikhs? • Do they know some ways that Baisakhi is celebrated in the Gurdwara? • Do they know the significance of the names Singh and Kaur? • Do they know how the names of Sikh babies are chosen? • Do they know the Sikhs follow the teachings of the Gurus in the way that they behave? • Can they consider the lessons they can learn from the actions of Bhai Ganahya and the message of the Gurus? <p><u>Key Vocabulary:</u> Sikh, Singh, Khanda, unique, Guru, Sikhism, Diwali, Kaur, Kangha, equal, Guru Har Gobind, Kara, Kacchera, Baisakhi, Guru Gobind Singh, Kirpan, Gurdwara</p>
PSHE	<p>PoS Refs: R6, R7 R8, R9, R24</p> <p>Making friends; feeling lonely and getting help</p> <ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • Strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends 	<p>PoS Refs: L2, L4, L5, L6</p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups 	<p>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p> <p>Safety in different environments; risk and safety at home; emergencies</p> <ul style="list-style-type: none"> • how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as

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	<ul style="list-style-type: none"> • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else <p>PoS Refs: R11, R12, R14, R18, R19, R20</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>how to recognise hurtful behaviour, including online</p> <ul style="list-style-type: none"> • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use <p>PoS Refs: R23, R24, R25</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people 	<ul style="list-style-type: none"> • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community <p>PoS Refs: L8, L9</p> <p>The internet in everyday life; online content and information</p> <ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true <p>PoS Refs: L10, L11, L12, L13, L15</p> <p>What money is; needs and wants; looking after money</p> <ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants 	<p>in school, online and 'out and about'</p> <ul style="list-style-type: none"> • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say <p>Key skills-</p> <p>Can they explain how rules contribute to a positive learning environment?</p> <p>Can they link the compliments that they give to their learning?</p> <p>Can they recognise a broader range of feelings (e.g., hopeful, disappointment) within themselves and others?</p> <p>Can they use their 'problem solving skills' independently to resolve issues associated with their feelings as they arise (e.g., embarrassment, expectations and disappointments)?</p> <p>Greater depth ~</p> <p>Do they know how compliments contribute to the well-being of people within our society?</p> <p>Do they display empathy in dealing with situations with greater independence?</p>
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	<ul style="list-style-type: none"> • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views <p>Key skills- Can they explain how rules contribute to a positive learning environment? Can they link the compliments that they give to their learning? Can they recognise a broader range of feelings (e.g., hopeful, disappointment) within themselves and others? Can they use their 'problem solving skills' independently to resolve issues associated with their feelings as they arise (e.g., embarrassment, expectations and disappointments)? Greater depth ~ Do they know how compliments contribute to the well-being of people within our society? Do they display empathy in dealing with situations with greater independence?</p>	<p>Key skills- Can they explain how rules contribute to a positive learning environment? Can they link the compliments that they give to their learning? Can they recognise a broader range of feelings (e.g., hopeful, disappointment) within themselves and others? Can they use their 'problem solving skills' independently to resolve issues associated with their feelings as they arise (e.g., embarrassment, expectations and disappointments)? Greater depth ~ Do they know how compliments contribute to the well-being of people within our society? Do they display empathy in dealing with situations with greater independence?</p>	
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