

# Year 2 Curriculum

2020 – 2021

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## Year 2 Yearly National Curriculum, Knowledge and Skills Overview

Autumn 1 (1a)	Autumn 1 (1b)	Autumn 2 (2)	Spring 1 (3)	Spring 2 (4)	Summer 1 (5)	Summer 2 (6)
Dangerous Dragons	Marvellous Me	Time Travel		Intrepid Explorers		Minibeasts
<b>Key to understanding this document: Black = National Curriculum objectives</b> <b>Red = Knowledge/Skills to be taught</b> <b>Green = Resources to be used</b>						

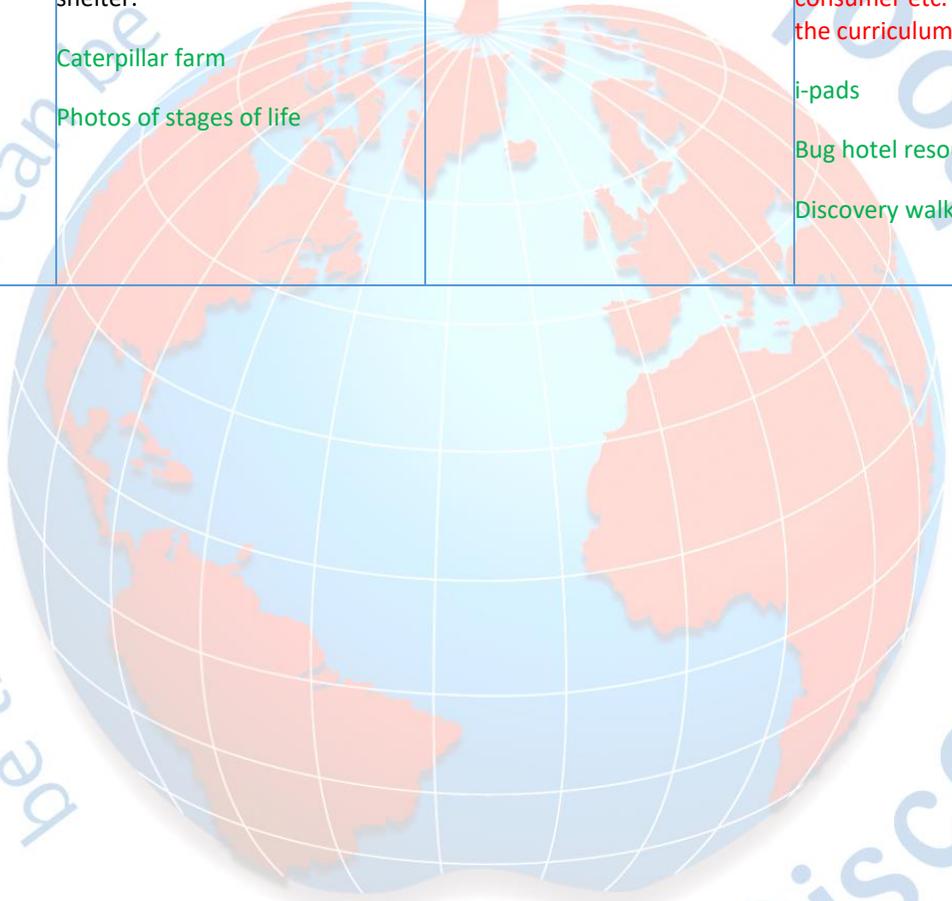
	The Discovery School curriculum this year will look and feel different up until December 2020. There will be initially a stronger focus on English and Maths in order to close any gaps in learning that may have occurred as a result of the national COVID 19 lock down in the previous academic year. This will be done through both discreet and focused teaching. During this time, the foundation subjects of: Science, RE, PSHE, PE must be taught. The other subjects can be touched upon but do not need to be a focus. From January 2021 the full curriculum will resume with the expectation that all subjects will be taught; including the new sex and relationships curriculum from term 5.
<b>English</b>	See English Year 2 progression of skills for reading, writing and SPaG – See also the KS1 Interim framework 2020-2021
<b>Phonics</b>	See Phonics progression of skills
<b>Maths</b>	See Maths Year 2 progression of skills (White Rose) – See also the KS1 Interim framework 2020-2021
<b>PSHE</b>	See PSHE and Sex and Relationships curriculum – Year 2
<b>French</b>	Not applicable at KS1

**Science**  
 (Please see the full science plan for teaching ideas)

<u>Everyday materials</u>	<u>Animals including humans</u>	<u>Plants</u>	<u>Living things and their habitats</u>
<p>Working scientifically:            Performing a simple test. Using observations to answer simple questions.</p> <p>EM1 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses.</p> <p>Working scientifically:            Performing a simple test.            Gathering and recording data.            Using observations to answer questions.</p> <p>EM2 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Working scientifically: To observe closely, using simple equipment and use observations to answer simple questions.</p> <p>AH1 notice that animals including humans have offspring which grow into adults.</p> <p>Working scientifically: To use observations to answer simple questions.</p> <p>AH2 find out about and describe the basic needs of animals including humans for survival (water, food and air)</p> <p>Working scientifically: To identify and classify based on their own observations. To perform a simple test to answer a simple question.</p> <p>AH3 describe the importance for humans of exercising, eating the right amounts of different food and hygiene.</p>	<p>Working scientifically: Using observations and ideas to answer questions.</p> <p>P1 Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Working scientifically: Performing a simple test choosing one variable. Observing closely using simple equipment.</p> <p>P2 Find out and describe how plants need water, light and a suitable temperature to grow healthy.</p>	<p>Working scientifically: identifying and classifying.</p> <p>LT1: Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Working scientifically: Using observations and ideas to suggest answers to questions.</p> <p>LT2: 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.</p> <p>Working scientifically: Observing closely using simple equipment. Gathering and recording data to help in answering questions.</p> <p>LT3: Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Working scientifically: Identifying and classifying.</p> <p>LT4: 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>

	<u>Key Vocabulary and resources</u>	<u>Key Vocabulary and resources</u>	<u>Key Vocabulary and resources</u>	<u>Key Vocabulary and resources</u>	
	<p>Squash, bend, stretch, twist, solid.</p> <p>House materials- Wood, stick, straw, stones, etc. Materials to bend, stretch, twist.</p>	<p>Egg, chick, chicken, caterpillar, pupa, butterfly, tadpole, frog, lamb, sheep, baby, toddler, child, teenager, adult, elderly, exercise, offspring, hygiene, survival and shelter.</p> <p>Caterpillar farm</p> <p>Photos of stages of life</p>	<p>Seeds, bulbs, temperature, mature plants, germination, growth and survival.</p> <p>Seeds, cress, bulbs, cotton wool, trays, soil. Discovery walk.</p>	<p>Dead, Alive, Habitat, Micro-habitat, Food chain, Seashore, Woodland, Ocean, rainforest</p> <p>Note: You do not need to use vocabulary such as producer, consumer etc. This is later on in the curriculum.</p> <p>i-pads</p> <p>Bug hotel resources</p> <p>Discovery walk</p>	

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<u>Invasion games</u>	<u>Tactics</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Yoga</u>	<u>Athletics</u>	<u>Outdoor and Adventurous activities</u>	<u>Feedback</u>
<p>Perform a basic technique for catching and underarm throwing, with consistency from standing and moving. (Invasion games, Striking and fielding)</p> <p>Perform basic skills of striking and kicking a ball with control from standing. (Invasion games, striking and fielding, net games)</p>	<p>Use simple tactics in a small sided game.</p> <p>Show awareness of opponents and team mates during games.</p>	<p>Perform basic gymnastic actions with control and co-ordination.</p> <p>Repeat a sequence of gymnastic actions including transitions and moments of still.</p> <p>Create and perform a short sequence with a clear beginning, middle and end, to include apparatus or partner.</p> <p>Use appropriate language to accurately describe a gymnastic sequence.</p>	<p>Perform basic actions with control and co-ordination.</p> <p>Repeat a sequence of movements to music including transitions and moments of still.</p> <p>Create and perform a short sequence with a clear beginning, middle and end, independently or with a partner.</p>	<p>Describe how their body feels during exercise.</p> <p>Copy, repeat and remember yoga poses and like them together.</p> <p>Can move from one pose to another thinking about their breathing.</p>	<p>Run with a good technique at different speeds.</p> <p>Perform a two footed jump.</p> <p>Show a good throwing technique and extend accuracy and distance.</p> <p>Individually and in pairs solve simple problems in a set period of time.</p> <p>Start to look at simple maps to move around a short course.</p>	<p>Create simple instructions to move a partner around an obstacle.</p> <p>Understand and use key directions (right, left, forward, backwards, turn)</p>	<p>Begin to watch others and focus on specific actions to improve their own skills.</p> <p>Describe the differences in the way their body works and feels when trying different sports.</p> <p><b>Key vocabulary and Resources:</b></p> <p>Invasion Games: Accuracy Striking Inside foot</p> <p>Tactics: Team Mates Feedback Opponents</p> <p>Gymnastics: control Coordination sequence transition perform</p> <p>Athletics: Technique Speed Accuracy Team work Resilience</p> <p>Dance: Control Coordination Sequence Transition Perform</p> <p>Feedback: Actions Specific Improve Differences</p> <p>Yoga: Exercises Movement Sequence Feedback</p> <p>OAA: Period of time Maps Teamwork</p>

<p><b>Geography</b></p>	<p><b><u>Locational Knowledge</u></b> Name, locate and identify characteristics (see human and physical features) of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Villages, towns, cities and famous land marks of each country</p> <p>Simple outline maps of the UK with capital cities and other famous land marks marked with a dot.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Simple outline maps of the world with the seven continents and five oceans.</p>	<p><b><u>Place Knowledge</u></b> 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 non-European country.</p> <p>Arctic ,Kings Hill</p>	<p><b><u>Human and Physical Geography</u></b> Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Compare weather in Kings Hill to weather in the Isle of Struay (Katie Morag book link)</p> <p>Use basic Geographical vocabulary to refer to key physical features (inc. – beach, cliff, coast, forest, mountain, sea, ocean, soil, valley, vegetation,) and human features (including; city, factory, port, harbour) of a contrasting non-European country.</p>	<p><b><u>Geographical Skills and Field work</u></b> Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. (Maths Link)</p> <p>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.</p> <p>Use fieldwork and observational skills to study the key human and physical features of the school's surrounding areas.</p> <p>Kings Hill</p>	<p><b><u>Key Vocabulary</u></b> Village , Town City, Country, Capital City, Sea, Ocean, Continent , Europe, Asia, Africa, North America, South America, Antarctica, Australasia, Landmark, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, Beach, Cliff, Coast, Mountain, Sea, Ocean, Soil, Valley, Vegetation, City, Factory, Port, Harbour, North, South, East, West, Key</p>
<p><b>History</b></p>	<p><b><u>Chronological understanding</u></b> Recount changes in own life over time. Use photos of family to order by age. Spot differences e.g. hair, fashion</p> <p>Order the events of a story – The Great Fire of London</p>	<p><b><u>Knowledge and understanding</u></b> Uses information to describe differences between then and now in history. On a local area walk, identify old and new buildings e.g. phone box, new house. Photograph to order in books</p> <p>Recount main events from a key historical event e.g. The Great Fire of London.</p>	<p><b><u>Interpretation</u></b> Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Compare 2 historical figures from different periods to learn why they did what they did.</p>	<p><b><u>Enquiry</u></b> Looks carefully at pictures or objects to find information about the past.</p> <p>- Asks and answers questions such as: 'what was it like for a ....?'</p> <p>'What happened in the past?'</p> <p>'How long ago did .... happen?'</p> <p>Investigate a significant local person</p>	<p><b><u>Organisation and communication</u></b> Describe people and events.</p> <p>Write own date of birth.</p> <p>Writes simple stories and recounts about the past.</p> <p>Draw and label diagrams and write about them to tell others about people, events and objects from the past.</p> <p><b><u>Key Vocabulary and resources</u></b></p>

Uses words and phrases such as: **recently, before, after, now, later, past and present.**

**Key Vocabulary and resources**

fruit and vegetable names, names of equipment and utensils flesh, skin, seed, pip, core, peeling, grating, healthy diet, ingredients  
 \*cut, fold, join, fix structure, wall, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, circle, triangle, square, rectangle, cuboid, cube, cylinder  
 \*joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish

**DT**

<b>Technical Knowledge</b>	<b>Evaluate Existing Products</b>	<b>Design: understanding contexts, users and purpose</b>	<b>Generating, developing, modelling and communicating ideas.</b>	<b>Make: Planning/ Practical skills and Techniques</b>	<b>Evaluate: Own products and ideas</b>	<b>Nutrition and Healthy Eating: Where food comes from</b>	<b>Food preparation, cooking and nutrition</b>
<p>To build structures, exploring how they can be made stronger, stiffer and more stable.            DWELLING (bridges)</p> <p>That a 3D <b>textile</b> product can be assembled from two identical pieces of fabric.</p> <p>BAGS</p>	<p><b>Briefly explain in writing:</b></p> <p><b>What products are and what they are for.</b></p> <p><b>Who products are for and how they are used.</b></p> <p><b>How products work</b></p> <p><b>What materials products are made from.</b></p> <p><b>What they like and dislike about products</b></p>	<p><b>Design: understanding contexts, users and purpose</b></p> <p>Design purposeful, functional, appealing products for themselves and others based on design criteria: <b>Given a choice of 2 different products (e.g. differently shaped bags) use children's own simple design criteria including what/who the product is for and how it will work. (Paddington Bear, self)</b></p> <p>Work confidently within relevant contexts: local community, school, elderly people, industry, or the wider environment.</p>	<p><b>Generating, developing, modelling and communicating ideas.</b></p> <p>Pupils should be taught through a variety of creative and practical activities.</p> <p>Generate, develop, model and communicate their ideas (drawing on their own experiences and knowledge of existing products) through talking, drawing, mock-ups and templates.</p> <p>Use ICT where appropriate to generate, develop, and communicate ideas.</p> <p>Use Paint to design bags.</p>	<p><b>Make: Planning/ Practical skills and Techniques</b></p> <p>Pupils should:</p> <p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p> <ul style="list-style-type: none"> <li>• Follow procedures for safety and hygiene.</li> <li>• Measure, mark out, cut and shape materials and components: <b>ruler, scissors, pencil, chalk, needle, pins</b></li> <li>• Assemble, join and combine materials and components: <b>thread, split pins, PVA</b></li> </ul>	<p><b>Evaluate: Own products and ideas</b></p> <p>Pupils should be taught to:</p> <p><b>Explain their design ideas and what they are making.</b></p> <p><b>Make simple judgements about their ideas and products against design criteria.</b></p> <p><b>Suggest how their products could be improved.</b></p>	<p><b>Nutrition and Healthy Eating: Where food comes from</b></p> <p>To understand where food comes from.</p> <ul style="list-style-type: none"> <li>• That food must be farmed, grown or caught.</li> </ul>	<p><b>Food preparation, cooking and nutrition</b></p> <p>Select from and use a wide range of ingredients according to their characteristics.</p> <ul style="list-style-type: none"> <li>• Pupils should be taught how to name and sort food into the five groups on the eat well plate.</li> <li>• Pupils should be taught how to prepare food safely and hygienically without a heat source.</li> <li>• Pupils should be taught how to use the techniques <b>peeling and grating</b> to make <b>wraps</b> or a layered springtime salad in a jar.</li> </ul>

					<p>glue, paperclips, sticky tape</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</p> <ul style="list-style-type: none"> <li>•Use finishing techniques</li> </ul>		
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**Key Vocabulary**

Applique Chalks clay Colouring contrast Dye Fabric Fray fringe Irregular knot Malleable Man made Mod rock natural Oil pastels over printing overlap overlay pastel pencils Plait Regular sculpture shades stitch surfaces texture tint Tools twist

<b>Art</b>	<b><u>Drawing</u></b>	<b><u>Colour</u></b>	<b><u>Sculpture</u></b>	<b><u>Printing</u></b>	<b><u>Textiles and collage</u></b>	<b><u>Developing and exploring ideas/evaluating and developing work</u></b>	<b><u>Artist or architect and designer studies</u></b>
	<p>Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils, poster paint - on the playground, fabrics, pastel paper and wood (look at texture and pattern)</p> <p>Draw lines from observations</p>	<p>Describe colours</p> <p>Make as many tints as possible using white poster paint</p> <p>Darken colours using black poster paint to create shades.</p> <p>Collect, sort and match colours to create an image</p> <p>Use colour on a large scale – dye fabric for backgrounds</p>	<p>Explore sculpture of malleable materials and manipulate malleable materials for a purpose - mod rock and pipecleaner sculptures and clay pots</p>	<p>Print with a wide range of objects, man made and natural.</p> <p>Discuss regular and irregular shapes.</p> <p>Experiment with over printing and colour</p>	<p>Cut and shape fabric using scissors</p> <p>Glue and stitch together using large eye needles</p> <p>Use simple applique</p> <p>Knot, fray, fringe, twist or plait threads/fabrics</p> <p>Overlap and overlay materials.</p> <p>Show awareness of contrasts in textures and colours.</p>	<p>Explain what they and others have done.</p> <p>What feelings does it bring?</p> <p>What might they change?</p> <p>Use a sketchbook to collect ideas.</p> <p>Ask and answer questions about starting points, artists etc.</p>	<p>Marvellous Me topic Andy Warhol (pop artist) – portraits.</p> <p>Alberto Giacometti</p> <p>Time Travel topic Amanojaku to Hesomagari (Textile bag artist)</p> <p>Intrepid Explorers: Henri Rousseau</p> <p>Jeannie Baker (writer, artist and illustrator – Where the Forest Meets the Sea)</p> <p>Mini-beasts topic Andy Goldsworthy (environmental artist)</p>

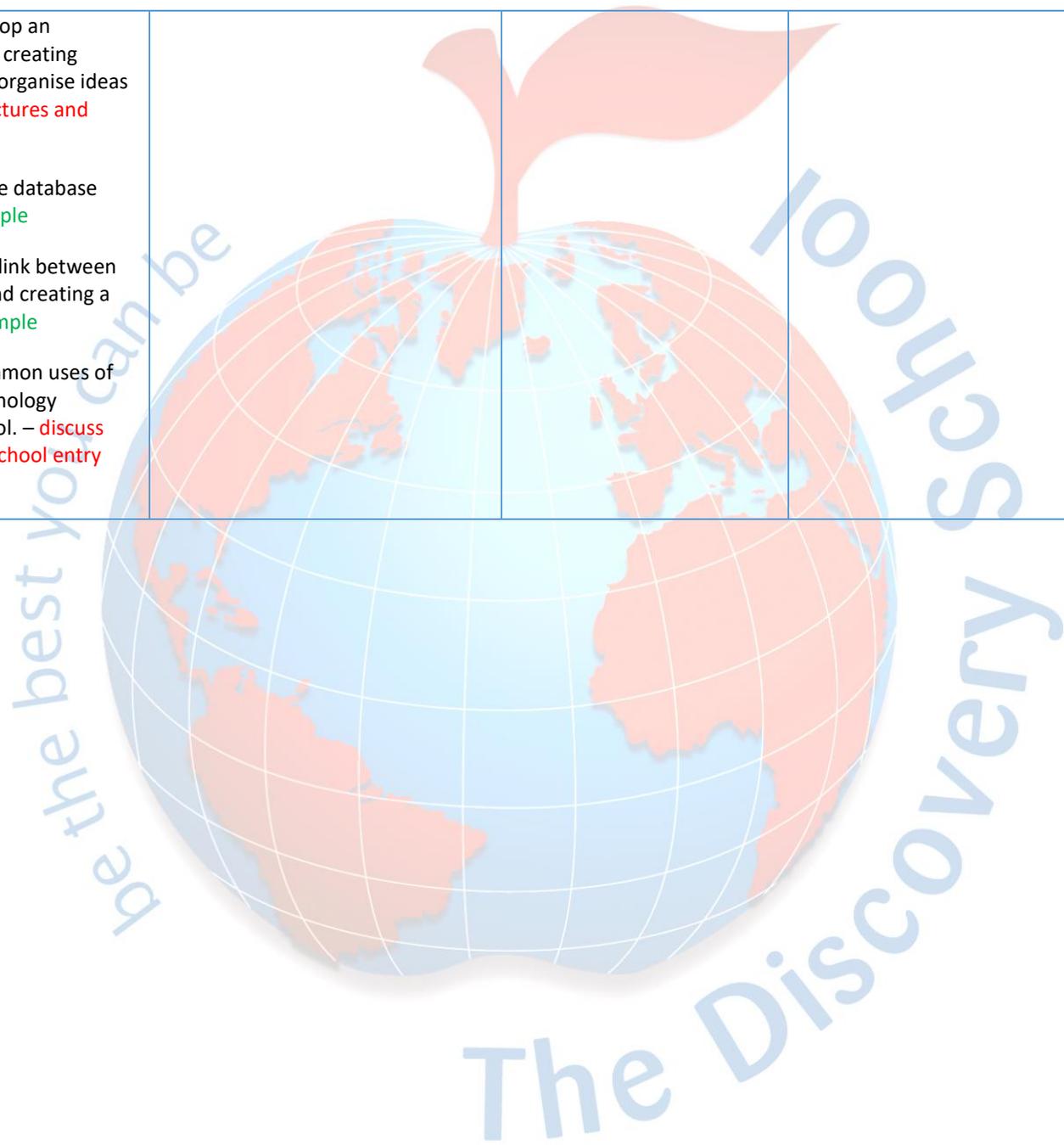
	Draw the gaps ( draw shapes in between objects)						
Computing	<p align="center"><b><u>Using Technology</u></b></p> <p>To confidently access a laptop or iPad and save and print.</p> <p>To begin to develop familiarity of position of letter keys.</p> <p>To understand how to use the shift key.</p> <p>To be able to make choices about which software is most appropriate to use – Compare: 2Simple photo editor, simple editing of photos (this can be cross-curricular and only needs to be in 2Photo program)</p> <p>To independently use a variety of hardware for different purposes – using an iPad, to take photos and add text on piccollage, 2Simple photo editor, simple editing of photos (this can be cross-curricular and only needs to be in 2Photo program)</p> <p>To begin to produce work using a laptop independently, using simple features of programs and tools – italics, bold, underline PowerPoint.</p>	<p align="center"><b><u>Using the Internet</u></b></p> <p>To be able to navigate a simple webpage to find specific information- text/images/video etc. and know that some are more useful than others.</p> <p>To understand a website has a unique web address and how to find menu buttons and links</p> <p>To understand that messages can be sent electronically in varying ways - send own email, discuss text and game chat.</p>	<p align="center"><b><u>Programming &amp; Control</u></b></p> <p>To understand that an algorithm is a set of instructions to achieve a goal on a program.</p> <p>To create and debug (correct errors) in simple programs.</p> <p>To be able to use logical reasoning to predict the behaviour of simple programs.</p> <p><b><i>The above objectives will be covered by complete the following compulsory projects:</i></b></p> <ol style="list-style-type: none"> <li>1) Program a Bluetooth Beebot (a blubot) using the iPad app to move in specific way – use block code to create loops and repeat.</li> <li>2) Follow Lego Wedo Project 8, 15 or 16 to build a physical resource and create a basic algorithm (120 minutes approx.).</li> </ol>	<p align="center"><b><u>Online Safety</u></b></p> <p>To be able to use technology safely and respectfully, keeping personal information private.</p> <p>To have a developed understanding that information communicated online can be public and permanent - sending a text message or chatting on a games console (relevant to your class)</p> <p>To begin to understand the meaning of cyberbullying and know who to tell or what to do if they see something upsetting online e.g. a trusted adult or use block/report features.</p> <p>To understand the need for a safe and secure password.</p> <p>To further understand that people online may not be who they say they are.</p> <p>To demonstrate an age-related understanding of E-safety when communicating online. Ensure that this is appropriate to your class e.g. only video chat when you have asked permission</p>	<p align="center"><b><u>Key Vocabulary</u></b></p> <p>hyperlink navigate record debug algorithm cyberbullying PowerPoint data database webpage website save print search online block report mouse track pad password</p>		

To begin to develop an understanding of creating presentations to organise ideas – PowerPoint, pictures and recording sound

To create a simple database and graph – 2Simple

To recognise the link between collecting data and creating a simple graph 2Simple

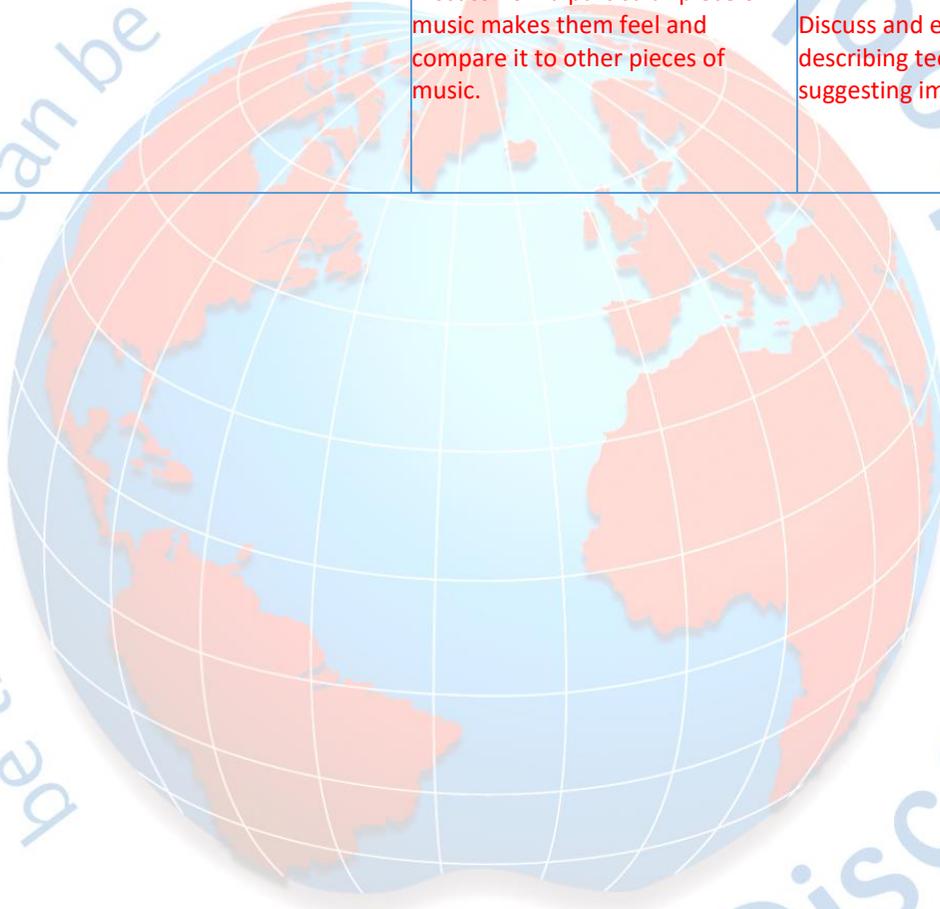
To recognise common uses of information technology including at school. – discuss carpark barrier, school entry fobs



<p><b>RE</b></p> <p>Christianity + Islam</p> <p>*Refer to prior learning of Judaism</p>	<p><b><u>BELIEVING - Understand and know about a range of religions and worldviews</u></b></p> <p>Talk about some simple ideas about Muslim beliefs about God, link to the 99 Names of Allah.</p> <p>Re-tell a story about the life of the Prophet Muhammed.</p> <p>Recognise some objects used by Muslims and suggest why they are important.</p> <p>Re-tell stories from the Christian Bible and other faiths; suggest the meanings of the stories.</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</p> <p>Re-tell Bible stories and stories from other faiths about caring for others and the world.</p>		<p><b><u>EXPRESSING -Express ideas and insights about nature, significance and impacts of religions and worldviews</u></b></p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches and mosques show what people believe.</p> <p>Ask good questions during a school visit about what happens in a church or mosque.</p> <p>Identify ways that some people make response to God by caring for others and the world.</p>	<p><b><u>LIVING -Gain and deploy skills needed to engage seriously with religions and worldviews</u></b></p> <p>Ask and suggest answers to questions arising from stories Jesus told and from other religions.</p> <p>Talk about issues of good and bad, right and wrong arising from stories.</p> <p>Describe some of the ways in which people use music in worship, and talk about the different kinds of music makes them feel.</p> <p>Talk about texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed it more.</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like.</p>	<p><b><u>Key Vocabulary and resources</u></b></p> <p>Christian, Jew, Muslims, believers, Bible, Qu'ran, (Torah), church, mosque, (synagogue), worship,</p> <p>Church: alter, cross, font, candles, light, vicar/priest.</p> <p>Mosque: wudu, prayer mat, prayer bead, imam.</p>
<p><b>MUSIC</b></p>	<p>Use their <b>voices</b> expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Sing a wide range of songs, rhymes and styles clearly, with expression and enthusiasm to different audiences.</p> <p>Sing in parts and rounds, maintaining awareness of what others are doing.</p>	<p><b>Play tuned and untuned instruments</b> musically</p> <p>Order sounds within simple structures such as beginning, middle and end.</p> <p>Rehearse and refine in order to improve skills and quality of work when working individually or in small groups.</p> <p>Create and choose sounds in response to given starting points (e.g a storm or a story)</p>	<p><b>Listen</b> with concentration and understanding to a range of high-quality live and recorded music</p> <p>Listen to a range of stimuli noticing many of the key elements, such as beat, rhythm, instruments playing and musical style.</p> <p>Identify families of instruments from sound and how the sound is made.</p> <p>Identify the beginning, middle &amp; end in a piece and where</p>	<p><b>Experiment</b> with, create, select and combine sounds using the *inter-related dimensions of music.</p> <p>Devise their own musical sequences, taking into account elements such as tempo, dynamics and pulse.</p> <p>Work on performance as a class, in a group and on their own.</p> <p>Represent sounds with symbols, showing an understanding of basic</p>	<p><b><u>Key vocabulary and Resources:</u></b></p> <p>Sing, song, chant, rhyme, pulse, beat, sound, fast, slow, loud, quiet, high, low, long, short, voice, mood, instrument, perform, pulse, rhythm, pitch, mood, theme, layer, expression, part, round, verse, chorus, tempo, dynamics, symbols, notation, technique.</p>

	<p>Realise where different parts fit into the song as a whole.</p> <p>Sing songs that help learning about a particular topic and use these to expand knowledge.</p>		<p>repetition is used (e.g. verses and chorus).</p> <p>Hear differences in music from other cultures when compared and contrasted to more familiar music.</p> <p>Discuss how a particular piece of music makes them feel and compare it to other pieces of music.</p>	<p>graphic notation for rhythm and pitch.</p> <p>Recognise how the musical elements can be used to create different moods and effects and communicate ideas.</p> <p>Discuss and evaluate performance – describing techniques and suggesting improvements.</p>	<p><i>Charanga</i>, a range of tuned and untuned instruments appropriate for KS1.</p>
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