



Woodlands Park Primary and Nursery School

Year Two Curriculum Overview



Term	History/ Geography	Science	PSHCE	RE	Art and Design/ DT	Computing	PE	Music
1 and 2	<p><u>Term 1 History - The Great Fire of London</u> Knowledge of facts about the GFoL Reasons why it spread How do we know about it? Eyewitness – sources of evidence and which are most useful Present information about the event in different ways Why would it not happen again in modern times? – compare now and then</p> <p><u>Term 2 Geography - Life in The City</u> What makes a city a city? Difference between a city and a farm/country town. Physical and human features in cities around the world. Compare two cities. Aerial maps. Use symbols and keys to create a map.</p>	<p><u>Term 1 Growth and Survival</u> Find out about the offspring of a variety of different animals. Find out about the different ways in which animals reproduce. Explore how humans grow as they get older. Find out what animals, including humans, need to survive. Explore the environment as a factor of survival for animals, including humans. Find out how to eat a healthy balanced diet. Find out why exercise is important to keep our bodies healthy. <u>Term 2 Living in Habitats</u> Be able to identify things that are living, things that are dead and things that have never been alive. Understand that living things need to live in suitable habitats. Explore the plants and animals that live in seaside and unfamiliar habitats. Explore and describe a micro-habitat. Explore food chains in a habitat.</p>	<p>Term 1 PSHE LI: I can explain why my behaviour can impact on other people in my class. SED LI: I can compare my own and my friends' choices and can express why some choices are better than others Term 2 PSHE LI: I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. SED LI: I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p><u>Term 1 What do Hindus Celebrate?</u> find out what Hindus believe. find out about special occasions in a Hindu childhood samskaras find out what happens at a Hindu wedding. Find out about the Hindu festival of Divali. Find out about the Hindu festival of Raksha Bandhan.</p> <p><u>Term 2 Christmas Celebrations</u> Think about what we celebrate and how we celebrate. Able to recount the Christmas story. Explore how Christians celebrate Christmas. Investigate how Christmas is celebrated by Christians around the world. recap and summarise what we have learnt about Christmas.</p>	<p><u>Term 1 Art - Sparks and Flames</u> Identify areas of light and dark, blend with chalks, Cognidescribe colours and shapes, manipulate paper to create a collage, using layering. Describe colour, texture, shape and form. Use materials to create effects, follow instructions Make choices about appropriate materials and methods.</p> <p><u>Term 2 DT - Wacky Windmills</u> Explore what windmills are and how they are used. Explore ways of making strong bases Explore how to make sails for windmills. Design own windmill and follow a plan to make a windmill. Evaluate a finished windmill.</p>	<p><u>Programming Turtle Logo and Scratch</u> Creating an algorithm to move or rotate a turtle, use repeated command, add sound, use green flag, change backdrop and add sprites</p> <p><u>Online Safety</u> To understand that information I put online leaves a digital footprint, recognise appropriate websites for children, kind and unkind behaviour online</p>	<p><u>Indoor – Personal</u> -Begin to set personal challenges. Trying several times and asking for help when appropriate. Follow instructions, practice safely and work on simple tasks alone <u>Outdoor – Throwing and catching</u> -explain why our bodies feel different after exercise: keep balance when pushed, bounce a ball with control changing hands, run along a line -jump to catch a ball</p> <p><u>Indoor – Social</u> -Show patience and support others. Show and tell own ideas. Help praise and encourage others in their learning. Work sensibly with others, taking turns and sharing <u>Outdoor – Invasion games</u> -begin to use the terms attacking and defending -perform learnt skills with some control -throw and catch a ball with a partner using different techniques -work effectively as part of a team</p>	<p><u>Hands, Feet, Heart – Afro-pop, South African</u> Find the pulse, copy a rhythm, pitch copy vocal. Instrumental notes: EFGABC</p> <p><u>Ho Ho Ho – Rapping</u> Instrumental notes - GAB</p>

3 and 4	<p><u>Term 3 History - Famous Queens</u> What is a monarch? Recall facts about monarchs Differences in time periods Changes over time Similarities and differences between Queens Use knowledge to create a piece of written work</p> <p><u>Term 4 Geography - Let's Go To The Arctic</u> Locate Arctic Circle on a map/globe. Understand weather changes in the Arctic. Use senses to describe landscapes and their features. List animals found in the arctic. Human and physical features of the arctic. Similarities and differences between two places.</p>	<p><u>Term 3 Growing Plants</u> Understand that different seeds grow into different plants and to describe them. Plants from bulbs. Understand why seeds need to be dispersed. Ask questions that can be investigated. Plan and carry out an investigation, making sure it is a fair test. Evaluate results and draw conclusions. Use technical vocabulary such as germination, growth, disperse.</p> <p><u>Term 4 Exploring Everyday Materials</u> Identify and sort according to criteria Recognise natural and man-made materials. Identify that some materials can change shape temporarily and others cannot change shape at all. Explain why a particular material is chosen to make into an object. Different products/materials made from same source material eg wood Understand purpose of product affect material that is used. Identify material inventions</p>	<p><u>Term 3 PSHE LI: I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</u> SED LI: I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p> <p><u>Term 4 PSHE LI: I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</u> SED LI: I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p><u>Term 3 What do Sikhs believe?</u> Find out about the origins of Sikhism, core Sikh beliefs. Significance of the 5 Ks. Find out why Sikhs meditate</p> <p><u>Term 4 Christian Rites of Passage</u> Understand what a rite of passage is. Understand what happens at a Baptism ceremony. Learn about Holy Communion. Explore a Christian marriage ceremony. Explore the death and funeral ceremony of a Christian person.</p>	<p><u>Term 3 – Art Pablo Picasso</u> Explore the work of Picasso Understand what Cubism is Create a Picasso Sketching a portrait Colour portraits using pastels Evaluating work</p> <p><u>Term 4 – DT Puppets</u> Investigate a range of puppets and their features. Work with fabric to create a finger puppet. Develop and practise sewing skills. Design a glove puppet. Follow a design to make a puppet. Evaluate a finished product.</p>	<p><u>Presentation Skills</u> Use basic computer skills, use a folder, organise ideas for a presentation, add an image, search and print</p> <p><u>Using the Internet</u> Search the internet, stay safe, follow links safely, create content, use a camera to take safe photos to use online, use online blog safely</p>	<p><u>Indoor – Cognitive</u> -Understand simple tactics of attacking and defending -Explain own strengths and begin to identify areas for improvement -Begin to order instructions, movements and skills. With help can recognise similarities and differences in performance and explain why someone is working or performing well - Understand and follow simple rules and name things individuals are good at</p> <p><u>Outdoor - Attacking and defending</u> Take on the role of an attacker and defender in a game. Move into space when playing a game, identify a skill that they are good at</p> <p><u>Indoor – Creative</u> -Make own rules and versions of activities -Respond different to a variety of tasks or music and recognise similarities and differences in movements and expression. Begin to compare movements and skills with others. Explore and describe different movements</p> <p>Outdoor –</p>	<p><u>I Wanna Play in A Band – Rock</u> Playing in a band together, Instrumental notes: CDFG. Listen and clap back, sing, play and improvise,</p> <p><u>Zootime – Reggae</u> Reggae and animals. Instrumental notes: C+D. Clapping rhythms, sing, play and improvise using voice.</p>
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5 and 6	<p><u>Term 5 History - Seaside Holidays</u> Sources of evidence – photographs Make deductions about the past from a variety of sources Changes over time in leisure activities Order photographs chronologically Understand reasons why they became popular</p> <p><u>Term 6 Geogrphy - Map Making</u> Explain what 'direction' means and use directional language. Understand what is meant by aerial view (link to previous work) Understand what a key is and use keys for their own maps. Talk through their own desings using geographical vocabulary.</p>	<p><u>Term 5 and 6 Super Scientist</u> A range of different experiments and investigations using scientific knowledge: Use knowledge to make predictions Observe patterns and talk about what they have found out. Gravity, light, sound, senses, germs, circuits.</p>	<p><u>Term 5 PSHE LI: I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</u> SED LI : I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships</p> <p><u>Term 6 PSHE LI: I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</u> ISED LI : I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>	<p><u>Term 5 Who was Buddha?</u> understand how Siddhartha Gautama came to be known as 'the Buddha'.Recognise Buddhist symbols which explain why Buddha was special. Explain the meaning of a Buddhist parable.Explain what Buddha taught Buddhists about how to live their lives. Recognise where and how Buddhists worship. Understand how and why the life of the Buddha is celebrated during Vesak.</p> <p><u>Term 6 What do Muslims Celebrate?</u> Find out about the Islamic New Year. Find out about the Day of Ashura celebrated after Islamic New Year. Find out about Mawlid alNabi. The Prophet Muhammad's birthday. Find out about Ramadan. Find out Eid al-Fitr. Find out about the Hajj.</p>	<p><u>Term 5 – Art Henri Rousseau</u> Understand about the life of Rousseau Explore and use skills and techniques. Understand meaning of 'portrait-landscape'. Understand animals in Rousseau's paintings Use imagination and skill to paint their own art work. <u>Term 6 – DT Seaside Snacks</u> Follow instructions to make sandwiches Make edible boats Make fruit sculptures Make edible cake decorations Create frozen seaside snacks Design a seaside picnic</p>	<p><u>Computer Art</u> Create computer art using a range of tools, edit shapes, change shades of colour, retrieve a file.</p> <p><u>Using and Applying</u> Reproduce a style of art, create a presentation, create precise instructions for a character, create a code for a pair of characters involving speech and movement.</p>	<p><u>Indoor – Applying Physical</u> -Perform and repeat longer sequences with clear shapes and controlled movement -Select, apply and perform a range of skills with good control and consistency -Perform a sequence of movements with some changes in level, direction or speed -Perform a single movement or skill with some control. Perform a single range of skills and link two movements together</p> <p><u>Outdoor -</u> Indoor – Personal -Create own learning plan and revise it when necessary Accept critical feedback and make changes See new challenges as opportunities to learn and develop -Set appropriate targets -Cope well and react positively when things become difficult Outdoor – Athletics</p>	<p><u>Friendship Song – Pop</u> A song about being friends Clap and improvise, sing, play and improvise using voices using two notes C moving to D</p> <p><u>Reflect, Rewind and Replay</u> History of music and look back and consolidate learning, learn some of the language of music.</p>
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