

Manland Primary School-Long Term Curriculum Plan

Overview of Skills-Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall Topic/Theme	Turrets and Tiaras		London's Burning		Australia here we come	
British Values Focus	The Rule of Law -Why do we have rules?	Democracy. Why do we vote? How can we have our say in school?	Tolerance of those of different faiths and beliefs. I accept you, you accept me.	Individual liberty. Free to be me, free to be you.	Mutual respect. How do we get on, even if we disagree?	Self-Respect Looking after myself
English	Recounts Topic based List Poems	Traditional Tales- Fairy Tales Jack and the Beanstalk Take One Book	Non chronological Reports – Fish/ Sharks Fire of London Diary Stories with Recurring Literary Language Explanation Text (Historical)	Instructions Bread Shape Poems Calligrams	Traditional Tales - Creation Stories Non-fiction Poetry Vocabulary Building	Explanation Texts
Maths	Number: Place Value Number : Adding and subtracting Measurement	Number : Addition and Subtraction Money Geometry	Statistics Number: Addition and Subtraction. Time Times Tables 2s, 5s, 10s.	Multiplication and Division Fractions Measurement: Money Measurement: Mass	Fractions Measurement: Time Multiplication and Division	Measurement: Capacity/Volume and Temperature
Science	Additional - Observe and describe how seeds and bulbs grow into mature plants. Uses of Everyday Materials 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	Growth and Survival Notice that animals, including humans, have offspring which grow into adults. 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. Working Scientifically Observe closely, using simple equipment. Decide on foci	Healthy Eating and Healthy Bodies Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Working Scientifically Gather and record simple data to help in answering questions. Use their ideas and observations to suggest answers to questions.	Plants started and continued into summer term. Observe and describe how seeds and bulbs grow into mature plants.	Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Working Scientifically Decide on foci. Ask simple questions and recognise that they can be answered in different ways. Perform simple tests.	Habitats Identify and name a variety of plants and animals in their habitats, including micro- habitats. Explore and compare the differences between things that are living, dead, and things that have never been alive. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and

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	<p>from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Working Scientifically Perform simple tests. Observe closely, using simple equipment. Using their observations and ideas to suggest answers to questions. Gather and record simple data to help in answering questions. Identify and classify.</p>	<p>Ask simple questions and recognise that they can be answered in different ways.</p>	<p>Identify and classify</p>		<p>Observe closely, using simple equipment. Use their observations and ideas to suggest answers to questions. Identify and classify. Gather and record data to help in answering questions.</p>	<p>name different sources of food. 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 Gather and record simple data to help in answering questions. Identifying and classifying. Use their observations and ideas to suggest answers to questions.</p>
<p>Art</p>	<p>Portraits (Use ideas drawn from portraits photos and paintings) Painting Learn about work of Picasso or Andy Warhol To develop ideas Explore ideas and collect visual information. Explore different methods and materials as ideas develop. To master techniques. Drawing Draw lines of different sizes and thickness. Show pattern and texture by adding dots and lines. Show different tones using coloured pencils.</p> <p>Painting Add white to colours to make tints and black to colours to make tones. Create colour wheels.</p> <p>To take inspiration from the greats (classic and modern)</p>	<p>Fire – Painting/Sculpture Landscapes/Sunsets To develop ideas Explore ideas and collect visual information. Explore different methods and materials as ideas develop. To master techniques. Painting Add white to colours to make tints and black to colours to make tones. To take inspiration from the greats (classic and modern) Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p> <p>Sculpture -3D House Use rolled up paper etc as materials. Use techniques such as rolling, cutting. Include lines and texture. To take inspiration from the greats (classic and modern)</p>	<p>Aboriginal Art Pattern Weaving / Silhouette Dyes – Earth Colours To develop ideas Explore ideas and collect visual information. Explore different methods and materials as ideas develop. To master techniques. Textiles (weaving) Use weaving to create a pattern. Join materials using glue. Use plaiting Use dip dye techniques.</p>			

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	Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.	Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.	
Computing	<p>E safety (feature of every lesson) Technology in our lives (email) Identify why we use technology in the classroom, at home and in the community. Start to understand that other people have created the information we use. Identify the benefits of using technology including creating and communicating.</p> <p>Multimedia Use the keyboard to add, delete and space text for others to read. Talk about an online tool that will help to share ideas with other people. Save and open files on devices used.</p>	<p>E safety (feature of every lesson) Programming Give instructions to a friend and physically follow their instructions. Say the order needed to do things to make something happen. Talk about instructions as algorithms. Program a floor robot or software to do a particular task. Look at other people’s program and predict what will happen. Use programming software to make objects move. Watch a program execute and spot where it goes wrong and debug it.</p>	<p>E safety (feature of every lesson) Multimedia Use technology to organise and present ideas in different ways. Use an online tool that will help to share ideas with other people. Save and open files on the devices used.</p> <p>Handling Data Talk about the different ways technology is used to collect information, including a camera. Make and save a chart or graph using data collected. Talk about the data that is shown on the graph. Start to understand a branching database. Say what kind of information could be used to help to investigate a question.</p>
Cooking	<p>Gingerbread Man Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.</p>	<p>Bread (SEE D&T) below</p>	<p>Vegetable /Fruit based e.g. muffin Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.</p>
Design and Technology	<p>Rag Rug or Puppets Textiles and Sewing Shape textiles using a templates. Join textiles using a running stitch. Colour and decorate textiles using a number of techniques (e.g. adding sequins and buttons) To design, make, evaluate and improve Develop products that have a clear purpose and intended user. Make products, refining the design as work progresses. To take inspiration from design throughout history Suggest improvements to existing designs. Explore how products have been created.</p>	<p>Baking bread Cooking and Nutrition Cut, peel or grate ingredients safely and hygienically. Measure or weigh using electric scales. Assemble or cook ingredients. To design, make, evaluate and improve Develop products that have a clear purpose and intended user. Make products, refining the design as work progresses.</p> <p>To take inspiration from design throughout history Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs.</p>	<p>Mechanics (koala climbing tree/flag pole) Wheeled and winding mechanism. Cut materials safely. Measure and mark out to the nearest centimetre. Create products using wheels and winding mechanisms. Use materials to practise sawing. Develop products that have a clear purpose and intended user. Make products, refining the design as work progresses. Suggest improvements to existing designs. Explore how products have been created.</p>

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	Explore objects and designs to identify likes and dislikes of the designs	Explore how products have been created.	
Geography	<p>History Link Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	<p>London. Investigate the countries and capitals of the United Kingdom. To investigate places Ask and answer geographical questions (what is this place like?, What do people do in this place?). Use maps to identify the UK and its countries. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use atlases and globes to identify the United Kingdom and its countries, capitals and seas. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. To investigate pattern Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. To communicate geographically. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, coast, mountain, ocean, soil, vegetation and weather. • key human features, including: city, village, factory, house, office and shop. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<p>Australia Compare and contrast a small area of the United Kingdom with that of a non-European country. Focus- Landscape, Aboriginal Stories To investigate places Ask and answer geographical questions (what is this place like?, What do people do in this place?). Use maps to identify the UK and its countries. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify countries, continent and oceans studied. Name and locate the world's continents and oceans. To investigate patterns Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. To communicate geographically. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, coast, mountain, ocean, soil, vegetation and weather. • key human features, including: city, village, factory, house, office and shop. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>
History	<p>Queens of England Describe significant people from the past. Aspects of life in different periods. To investigate and interpret the past Observe or handle a range of evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p>Fire of London An explanation of an historical event beyond living memory. To investigate and interpret the past Observe or handle a range of evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p>Flight Amy Johnson/Wright Brother Life of a significant individual. To investigate and interpret the past Observe or handle a range of evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago?</p>

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	<p>Use a range of artefacts, pictures, stories, online sources about the past. Identify some of the different ways the past has been represented. To build an overview of world history Describe significant people from the past. To understand chronology Use dates where appropriate. Place events and artefacts in order on a time line. To communicate historically Use words and phrases such as: a long time, when my grandparents were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy.</p>	<p>Use a range of artefacts, pictures, stories, online sources about the past. Identify some of the different ways the past has been represented. To build an overview of world history Describe historical events. To build an overview of world history Recognise that there are reasons why people in the past acted as they did. To understand chronology Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Show an understanding of the concept of nation and a nation's history. To communicate historically Use words and phrases such as: a long time ago, over 300 years ago and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history</p>	<p>Recognise that there are reasons why people in the past acted as they did. Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer and decades. Use dates where appropriate. To communicate historically Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>			
Music	<p>Make and control long and short sounds, using voice and instruments.</p> <ul style="list-style-type: none"> • Imitate changes in pitch. • Hold a part within a round. <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <ul style="list-style-type: none"> • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Use symbols to represent a composition and use them to help with a performance. <p>Recognise changes in timbre, dynamics and pitch.</p>					
PE	<p>Gym (Types of Rolling /Animal Movements) Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence.</p>	<p>Games Multi Skills Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics.</p>	<p>Gym (Travelling, Balancing, Jumping) Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence.</p>	<p>Dance –Fire theme Copy and remember moves and positions. Move with careful control and coordination. Link more actions to perform a sequence.</p>	<p>Games –Athletics/Sports Day Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p>	<p>Dance -Dreamtime Story/Journey Copy and remember moves and positions. Move with careful control and coordination. Link more actions to perform a sequence.</p>

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	<p>Show contrasts (such as straight/curved and wide/narrow). Show control when travelling by rolling forwards, backwards and sideways. Climb safely on equipment. Stretch and curl to develop flexibility.</p>		<p>Show contrasts (such as small/tall, straight/curved and wide/narrow). Hold a position whilst balancing on different points of the body. Jump in a variety of ways and land with control and balance. Stretch and curl to develop flexibility. Games (Football) Use the terms 'opponent' and 'team-mate'. Develop tactics. Lead others when appropriate. Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p>	<p>Choose movements to communicate a mood and idea.</p>		<p>Choose movements to communicate a mood and idea.</p>
R.E.	<p>Symbols and Actions To Understand how beliefs are conveyed. Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities. Name some religious symbols. Explain the meaning of some religious symbols. Recognise and name some religious artefacts and practices.</p>	<p>Festivals including Christmas Beliefs and Actions Recall and name different beliefs and practices including festivals, in order to find out the meanings behind them. Describe some of the teachings of Christmas and the Christian religion.</p>	<p>Prayer, Worship and Reflection Respond and reflect on what individuals and communities do and why, to begin to understand what prayer, worship and reflection mean to a religious community. Recognise, name and describe some religious practices.</p>	<p>Why does Easter Matter to Christians? Sources of Wisdom Retell and suggest meanings to stories of faith and belief. Explore and discuss sacred writings and recognise the traditions from which they come. Describe some of the teachings of a religion. Describe some of the Easter festival.</p>	<p>Justice and Fairness Human responsibility and values. Showing care and concern Reflect on ideas about what is right and wrong. Consider how spiritual and moral values influence the behaviour and choices of themselves and others.</p>	<p>Ultimate Questions Respond to stories and real life examples of how and why people show care and concern for humanity and the world.</p>
P.S.H. E.	<p>Living in the Wider World Contribute to the life of the class.</p>	<p>Relationships Think about how their behaviour affects other people.</p>	<p>Know how to learn best and understand what stops people from learning. Identify strengths as a learner.</p>	<p>Relationships Respect the differences and similarities between people. Recognise the names of the main parts of</p>	<p>Relationships Use more words to communicate and express their feeling.</p>	<p>Relationships To recognise the difference between secrets and surprises and the</p>

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	<p>Health and Well Being Contribute to the class rules and understand how rules help us and keep us safe. Work hard to follow the school rules. Learn from own experiences, to recognise and celebrate strengths.</p> <p>Relationships Listen to others to work and play cooperatively. Identify and respect similarities and differences between people.</p> <p>Health and Well Being Think about themselves, to learn from their experiences, to recognise and celebrate strengths.</p> <p>Living in the Wider World Recognise they belong to various groups and communities such as family, school and clubs.</p> <p>Health and Well Being Identify rules for keeping safe. Show an understanding about stranger danger including online safety.</p>	<p>Recognise what is fair and unfair, kind and unkind, what is right and wrong. Work well in a group.</p> <p>Health and well Being Recognise to manage and explain feelings. Recognise good and not so good feelings, and develop a vocabulary to describe these feelings to others. Develop simple strategies for managing feelings. Respect other people's feelings. Recognise there are different types of teasing and bullying, that these are wrong and unacceptable. Know how to deal with unkind behaviour.</p>	<p>Set realistic goals.</p> <p>Health and Well Being/ Money Talk about why people work. Recognise that money comes from different sources. Identify the role money plays in their lives, including how to manage their money, how to keep it safe. Recognise we have choices about spending and what guides those choices. Consider the way that money can be used for different purposes. Understand the difference between needs and wants. Recognise the role of people who help in the community. Show understanding of what charities are for and what some might do. Show understanding of where money goes if it is given to a charity.</p> <p>Health and Well Being Identify the basic functions of the heart, lungs, stomach and brain and a basic circulatory system. Explain/demonstrate understanding of what happens to substances when they enter the body.</p>	<p>body and differences between boys and girls. Describe the physical differences between males and females. Health and Well Being Show an understanding about ways of keeping physically and emotionally safe. Judge what kind of physical contact is acceptable, uncomfortable, and unacceptable and how to respond and who to tell. Practice when and how to say 'No, I won't', 'I'll ask', 'It's OK'. Identify safe adults that they can talk to. Identify what constitutes a healthy lifestyle including the benefits of physical activity and rest. (including dental health) Show understanding of how germs and diseases spread and can be controlled. Recognise we have responsibilities to look after our own and other people's health. Understand the importance of how and why to maintain personal hygiene. Show understanding of how germs can spread by contact with other pupils. Show understanding of why and how we should wash our hands after certain activities.</p>	<p>Respond to the feelings of others. Recognise how others show their feelings. Recognise, name and deal with feelings in a positive way. Identify ways that help them to stay calm in a situation.</p> <p>Health and Well being Identify what constitutes a healthy lifestyle including dental health and healthy eating. Explain how exercise makes me feel mentally.</p>	<p>importance of not keeping adults secrets, only surprises. Health and Well Being Develop rules for and ways of keeping physically and emotionally safe. Distinguish between good and bad secrets. Show understanding that that they should never keep a bad secret. Identify who they to tell if they have a problem. Health and Well Being Understand the stages in growing from young to old and how needs change.</p> <p>Health and Well Being Start to manage and explain feelings. Learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends). Recognise that some changes are difficult. Show an understanding that change can be exciting.</p>
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	Identify what to do if they meet a dangerous situation.		Recognise that all medicines are drugs but not all drugs are medicines. Show understanding that alcohol is a drug that can be dangerous. Identify when and how to say 'No, I won't', 'I'll ask', 'It's OK'. Identify safe adults that they can talk to.	Drugs-Demonstrate understanding of what happens to substances when they enter the body. Recognise that all medicines are drugs but not all drugs are medicines. Demonstrate understanding that alcohol is a drug that can be dangerous.		
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