

ST MEWAN Yearly Planning Overview

Year 2

	Autumn 1 Monarchy	Autumn 2 Great Fire of London	Spring 1 Equality	Spring 2 Asia	Summer 1 Roald Dahl	Summer 2 Pirates
Science KS1 skills	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ♣ asking simple questions and recognising that they can be answered in different ways ♣ observing closely, using simple equipment ♣ performing simple tests ♣ identifying and classifying ♣ using their observations and ideas to suggest answers to questions ♣ gathering and recording data to help in answering questions 					
Science Content	<p>Use of Everyday Materials</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <ul style="list-style-type: none"> ♣ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Living Things and their Habitats</p> <p>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</p> <ul style="list-style-type: none"> ♣ 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>Animals including Humans</p> <p>notice that animals, including humans, have offspring which grow into adults</p> <ul style="list-style-type: none"> ♣ 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. 	<p>Plants</p> <ul style="list-style-type: none"> ♣ 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. 		
History Skills	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Key Vocabulary - past, present, yesterday, long ago, primary/secondary evidence, local, museum, monarchy, King/Queen, invention, international, explorer, global, AD/BC, artefact, calendar, century, decade, change, church, Christianity, court, discovery.</p>					

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<p>HISTORY Content</p>	<p>British Monarchy Changes within living memory (CRO Workshop)</p>	<p>The Great Fire of London- Events beyond living memory that are significant nationally</p>	<p>Ann Glanville Rosa Parks Events beyond living memory that are significant globally.</p>		<p>Roald Dahl and the History of Chocolate The lives of significant individuals in the past who have contributed to national and international achievement</p>	<p>Cornish/Local Pirates and other Famous Pirates: Lady Killigrew, Avery (CRO Workshop) Significant historical events, people and places in their own locality.</p>
<p>Geography KS1 Skills</p>	<p>♣ 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) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ♣ 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. Key Vocabulary – PHYSICAL FEATURES -beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather HUMAN FEATURES – city, town, village, factory, farm, house, office, port, harbour, shop DIRECTIONAL/LOCATION – near, far, left, right, north, south, east, west</p>					
<p>GEOGRAPHY Content</p> <p>Refer to the human and physical features throughout the year</p>	<p>The Monarchy and Commonwealth Revise the countries of the UK (Covered in Year 1) Extend to key features of those countries – rivers, capital cities, mountain and compare and contrast. Focus on developing knowledge of world geography through a focus on the Commonwealth (link to British Values)</p>	<p>London Compare and contrast the geography of London during the Great Fire and in modern. What is the same? What is different? Why? 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. Key Human Features: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Habitats Analyse hot and cold areas of the world in relation to the Equator and the N and S poles. Link to science – why do some animals and plants like hot or cold places?</p>	<p>India Compare St. Austell to a city in India. Compare and contrast. Map work. Observational skills. Cross curricular with Literacy and RE Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of Asia.</p>	<p>South America/Africa (Chocolate producing countries) Locate different producing countries on the world map. Discuss why they are suited to producing chocolate.</p>	<p>The Seaside Use simple compass directions to describe the location and features and routes on a map Use simple fieldwork and observational skills to study the geography of their school and its grounds (and compare to a coastal location- visit). Vocab: beach, cliff, coast (Cross curricular link to Literacy and History)</p>
<p>DT Skills</p>	<p>Design ♣ 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 Make ♣ 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 Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Cooking and Nutrition ♣ use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from.</p>					

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<p>DT</p>	<p><u>Absorbent Clothing?</u> Explore and evaluate a range of existing products Select and use a wide range of materials, textiles according to their characteristics **Consider sewing techniques Generate, develop, model and communicate their ideas through talking, drawing, templates,, mock ups and where appropriate ICT</p>	<p><u>Non-Flammable Clothing?</u> Test materials for flammability Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate ICT.</p>	<p><u>Equality Bracelet</u> Design bracelet, source different string/thread for bracelet, make using weaving technique, evaluate each-others designs. Sell bracelets to others in school?</p>	<p><u>Cooking</u> Indian – make and cook chapattis. Understand where food comes from – growing cucumber for a raita</p>	<p><u>Chocolate Milkshake</u> Understand how to balance healthy eating, with sugars (chocolate/sweets). Design own chocolate milkshakes and add special ingredients to make them unique. Evaluate through tasting.</p>	<p><u>Flagpoles</u> Explore and use mechanisms (for example levers, sliders, wheels and axles) Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate ICT</p>
<p>ICT For detailed progression see ICT progression document</p>	<p>Understand what algorithms are: how they are implemented as programs on digital devices Daisy Dino: Code a 'story' for a sprite. Then edit and improve this.</p>	<p>Understand what algorithms are: programs execute by following precise and unambiguous instructions Scratch: Re-create a given sequence by following given instructions.</p>	<p>Use technology safely and respectfully. Online safety learning supported by E-Safety week (5th Feb 19). Use/Purpose of emailing</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Research and record using the internet, word and PPT. (Link to Asian countries and animals)</p>	<p>Recognise common uses of information technology beyond school. How Computers Work: Discuss how technology is used in the home & wider world. Data recording of how technology is used (chart on excel).</p>	<p>Create and debug simple programs Beebot: Generate a sequence of instructions to complete routes and create simple 2D shapes/moving around a map/ treasure maps.</p>
<p>Art Skills</p>	<p>Pupils should be taught: ♣ 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>					

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<p>ART Every half term will include drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Extend the variety of drawings tools – Explore different textures – Observe and draw landscapes</p>	<p>Famous Artists Research about great artists, craft makers and designers.</p> <ul style="list-style-type: none"> – experiment with tools and surfaces – draw a way of recording experiences and feelings – discuss use of shadows, use of light and dark – Sketch to make quick records to use drawing painting and sculpture to develop and share their ideas, experiences and imagination. - Look at Andy Warhol’s work (Pop Art) and replicate 	<p>Printing Focus: Use printing techniques to create our own pieces of art based on The Great Fire of London.</p> <ul style="list-style-type: none"> - Press, roll, rub and stamp to make prints. - Print with a growing range of objects – Identify the different forms printing takes - Analyse different pieces of artwork based on the Great Fire of London. 	<p>Textiles Focus: Use dip dye techniques to create materials to use to teach the following skills</p> <ul style="list-style-type: none"> - overlapping and overlaying to create effects – Use large eyed needles – running stitches – Simple appliqué work – Start to explore other simple stitches – create a collage 	<p>Painting Focus: Experiment with different colours and use this within our own paintings.</p> <ul style="list-style-type: none"> – Make as many tones of one colour as possible (using white) – Darken colours without using black – using colour on a large scale - Colour mixing with primary colours. -Continue to teach washing brushes and adding paint to the lightest colour. -Create colour wheels. 	<p>Collage Focus: Sort and arrange materials. Mix materials to create texture.</p> <ul style="list-style-type: none"> -overlapping and overlaying to create effects - Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning – natural and manmade patterns – Discuss regular and irregular 	<p>Sculpture Focus: Awareness of natural and man-made forms.</p> <ul style="list-style-type: none"> – Expression of personal experiences and ideas – to shape and form from direct observation (malleable and rigid materials) – decorative techniques – Replicate patterns and textures in a 3-D form – work and that of other sculptors
<p>MUSIC For detailed progression see music progression document</p>	<p>Charanga Hands, feet, heart</p>	<p>Charanga Little Angel gets her wings Play songs</p>	<p>Charanga Friendship Song</p>	<p>Charanga I want to play in a band</p>	<p>Charanga Zoo time</p>	<p>Charanga Reflect, rewind and replay</p>

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<p style="text-align: center;">PE</p>	<p>Games - We are learning to: - roll a ball to hit a target. - throw and catch a variety of balls accurately with a partner. - control and kick/receive a ball accurately to /from a partner at various distances.</p> <p>Dance – We are learning to: - perform a dance using large and small body parts linking them together in a pathway. - perform a sequence of different moves with changes in levels and speed. - create different shapes with a partner with travel movements. - perform a dance with fluent movements and in unison. - perform a partner dance and describe what I like and dislike about my own and others work.</p>	<p>Games – We are learning to: - hit a ball accurately along a line and hit a target. - confidently apply the skills I have learned to roll, throw, catch, strike and kick a ball in a small game situation.</p>	<p>Net & Wall – We are learning to: - be in the ready position to catch the ball. - send and receive the ball. - hit a ball back to the collector - begin to use the skills I have learned to return a ball to a partner. - begin to use the skills I have learned to play a competitive game.</p> <p>Gym – We are learning to: -link gymnastic shapes neatly and travel with good control. - jump from the floor and apparatus with neatness and control - balance on large and small parts of my body neatly. I can recognise good shapes and suggest improvements for others. - roll with control in four different ways and link together neatly a jump, roll and balance. - remember my movements to show others. - describe the differences between my own movements and the movements of others and suggest improvements.</p>	<p>Striking & Fielding – We are learning to: - throw and catch a ball from a partner. - find the best way to aim a ball and hit a target. - bowl a ball towards a target. - hit a ball with a bat - begin to use the skills I have learned to bowl, roll, throw, catch and hit a ball in a small game situation.</p> <p>OAA – We are learning to: -explain accurately what is meant by orienteering and can remember 5 map symbols - follow a simple trail remembering most objects seen, and can now remember 9 map symbols. - recognise most pictures and relate them to areas on the ground and can always work collaboratively with my partner</p>	<p>Athletics – We are learning to: - walk and run and keep moving. - begin to throw an object for distance - run, jump and land safely. - move at different speeds (jog/sprint) - begin to use the skills I have learned to jump and land safely</p> <p>OAA – We are learning to: - navigate accurately using a simple map. - sometimes use the map to find the next control and not just follow other people</p>	<p>Athletics – We are learning to: - move at different speeds (jog/sprint) - begin to use the skills I have learned to jump and land safely - Apply these skills during KS1 Sports Day</p> <p>Swimming We are learning to: - build towards being able swim competently, confidently and proficiently. -use a range of strokes effectively</p>
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<p>RE New RE curriculum to be launched in Feb 2019</p>	<p>Diwali name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate explore how religious beliefs and ideas can be expressed through the arts and communicate their responses Children should understand the significance of Diwali as they have studied Rama and Sita in Y1. They should be able to explain some of the ways in which this festival is celebrated. Links can be made to art + music here</p>	<p>Important People <u>Jesus and people who are important to me</u> identify what matters to them and others, including those with religious commitments, and communicate their responses Children will be able to articulate who Jesus was, his place in Christianity and his significance to the religion. They will link this to their own lives by identifying people who are important to them and should be able to explain why.</p>	<p>What is a saint? reflect on how living in Cornwall is shaped by its religious traditions from the earliest times Children will look at a map of Cornwall and identify the importance of saints in the local area. In depth study of one of the saints, looking at their story.</p>	<p>Hindu Day(s) How do Hindus worship? Who do Hindus look up to and who are their heroes of faith? recognise that religious teachings and ideas make a difference to individuals, families and the local community Main focus on Hindu day – children should gain some understanding of how Hindus worship and be able to produce a summary piece of work after the Hindu day.</p>	<p>The Christian Way of Life reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness reflect on how spiritual and moral values relate to their own behaviour Children should develop their understanding of the Christian values of love and forgiveness through the reading of stories such as the Good Samaritan Compare with other non-religious stories such as The Smartest Giant in town Children should consider how they can act in their lives to demonstrate these qualities</p>	<p>Mock Christening name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate Children should understand the significance of a christening welcoming a child into the church. They should be able to explain the roles and responsibilities eg. What makes a good godparent? Link to Literacy? Link back to the previous half term's work on Christian qualities.</p>
	<p>PSHE & Citizenship (Character Learning)</p>	<p>http://jubileecentre.ac.uk/1635/character-education Caring, Helpfulness, Cooperation, Courage, Kindness, Reflection.</p>	<p>http://jubileecentre.ac.uk/1635/character-education Cleanliness, Fairness, Friendliness, Patience, Respect, Reflection.</p>	<p>http://jubileecentre.ac.uk/1635/character-education Courtesy, Forgiveness, Determination, Self-Discipline, Gratitude, Honesty, Reflection.</p>		