



'Where all children learn and discover together to create a better world'

Hillcrest Primary School - Curious-city™ National Curriculum coverage 2019-2020 Yr2

Foundation "states of being" are shown here. States of being are what children learn to become - they are the key focus of the enquiry to ensure full National Curriculum coverage. The lead National Curriculum subject is **highlighted** for each enquiry. NOTE: PE and Modern Foreign Languages will, for the moment be taught discreetly. Although Art and music run throughout our enquiries, we have specialists who teach these subjects discreetly.

	Giving City	Creative City	Wild City	Moving City	My City	Playful City	Future City
Theme(s)	How can we help?	How are schools the same? ----- What could my classroom be made of?	How do plants grow in my city? ----- What else lives in my city?	What did Brunel do for my city? -----	What is home?	How do we live a healthy life?	How will we get around in the future?
Year 2 States of Being	Artist Musician	Geographer Artist ----- Engineer Scientist Artist Historian	Scientist Geographer Artist -----	Historian Engineer	Scientist Geographer	Engineer Scientist Artist	Geographer Historian Engineer Musician
NC Coverage	Artist Art & Design Use a range of materials creatively to design and make products Musician Experiment with, create, select and combine sounds using the inter-related dimensions of music	Geographer Place knowledge Understand geographical similarities and differences Use vocabulary to refer to: key physical features, Geographical skills and fieldwork Use world maps, atlases and globes to identify the UK and its Artist Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space ----- Engineer	Scientist 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 Geographer Locational knowledge: Name and locate the world's seven continents and five oceans Human and physical geography: Identify seasonal and daily weather patterns Scientist	Historian Learn about 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 Engineer Design purposeful, functional, appealing products for themselves and other users	Scientist Living things and their habitats Geographer Use aerial photos & plan perspectives to recognise landmarks and basic human and physical features	Engineer D&T: Cookery Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from Scientist Living things and their habitats Artist Learn about the work of artists, craft makers and designers,	Geographer Locational knowledge Name, locate & identify characteristics of the 4 countries and capital cities of the UK and it's surrounding seas Historian Ask and answer questions to show they understand key features/events Musician Use voices expressively and creatively by singing songs and speaking chants and rhymes

		<p>Select from and use a range of tools and equipment to perform practical tasks [for example cutting, shaping, joining and finishing]</p> <p>Scientist Everyday Materials Identify and compare the suitability of a variety of everyday materials,</p> <p>Artist Use a range of materials creatively to design and make products</p>	<p>Living things and their habitats. Animals inc human</p> <p>Artist Use drawing, painting and sculpture to develop and share their ideas</p>				
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--