

Curriculum Plan: 2016-2017

Class: Beech - Year 2

Subject	Term 1 Wreck and Rescue	Term 2 Fire Fire!	Term 3 All around the World
School Values	Respect, Kind	Resilient, Responsible Learner	Team Work, Aspirational
Science	<ul style="list-style-type: none"> • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • notice that animals, including humans, have offspring which grow into adults • Observe closely, use simple equipment and perform simple tests. • Use observations and ideas to provide answers to questions. • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Use their observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 	<ul style="list-style-type: none"> • 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 from some materials can be changed by squashing, bending, twisting and stretching. • Observe closely, use simple equipment and perform simple tests. • Use observations and ideas to provide answers to questions. • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Use their observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 	<ul style="list-style-type: none"> • Observe closely, use simple equipment and perform simple tests. • Use observations and ideas to provide answers to questions. • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Use their observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. • Identify and name variety of plants and animals in their habitats including micro-habitats. • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • identify and name a variety of plants and animals in their

	<ul style="list-style-type: none"> • 		<p>habitats, including micro-habitats</p> <ul style="list-style-type: none"> • 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 • 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.
Computing	<ul style="list-style-type: none"> ▪ <u>Coding</u> - create and debug simple programs ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. • use technology purposefully to create, organise, store, 	<ul style="list-style-type: none"> ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ recognise common uses of information technology beyond school

		manipulate and retrieve digital content	
Geography	<ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • 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 physical features, including: beach, cliff, coast, season and weather 	<ul style="list-style-type: none"> • key human features, including: city, town, village. 	<ul style="list-style-type: none"> ▪ 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 ▪ name and locate the world's seven continents and five oceans ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, • 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

			<ul style="list-style-type: none"> 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 contrasting non-European country.
History	<ul style="list-style-type: none"> 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. (Henry Trengrouse). significant historical events, people and places in their own locality (Henry Trengrouse). 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 	<ul style="list-style-type: none"> 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. (Darwin/Banks)
Art and Design	<ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share 	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to use a range of materials creatively to design and make products

	<p>disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<p>their ideas, experiences and imagination</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
P.E.	<p><u>Invasion Games, Gymnastics and Multi-skills (Mr Medlyn)</u></p> <p><i>Invasion Games (skills led)</i></p> <ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending <p><i>Multiskills</i></p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking Gym 	<p><u>Dance and Multi-skills (Mr Medlyn)</u></p> <ul style="list-style-type: none"> perform dances using simple movement patterns. participate in team games, developing simple tactics for attacking and defending Quadkids @ intervals master basic movements including running, jumping & throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<p><u>Striking/fielding games, Athletics and Quadkids (Mr Medlyn)</u></p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

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R.E	<u>Christianity</u> <ul style="list-style-type: none"> • Cornwall as a place of spiritual inquiry • Characteristics of the Church • Church structures and organisations • The Church's year • Worship • Description of God 	<ul style="list-style-type: none"> • Evidence of God • The nature of the Bible • Types of writing • Uses of the Bible • Names of important scriptures, for example • Stories about Rama and Krishna 	<ul style="list-style-type: none"> • Hinduism - Family, community and traditions • Hindu traditions • The Importance of the family
Music (Music Express)	<p>The long and the short of it (Exploring duration).</p> <p>Feel the pulse (Exploring pulse and rhythm).</p>	<p>Taking off (Exploring pitch).</p> <p>What's the score? (Exploring instruments and symbols).</p>	<p>Rain rain go away (Exploring timbre, tempo and dynamics).</p> <p>Sounds interesting (Exploring sounds).</p>
	<ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. 		
Design/DT	<ul style="list-style-type: none"> ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through 	<ul style="list-style-type: none"> • 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 + ICT. 	

	<p>talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <ul style="list-style-type: none"> ▪ 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 their ideas and products against design criteria ▪ Explore and use mechanisms for example levers, sliders, wheels and axles (lighthouses). ▪ Use the basic principles of a healthy and varied diet to prepare dishes. ▪ To understand where food comes from. 	<ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks. • Select from and use a range of materials, including textiles according to their characteristics. • Build structures, exploring how they can be made stronger, stiffer and more stable. • Use the basic principles of a healthy and varied diet to prepare dishes. • To understand where food comes from. <ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria. 	
PSHE	SEAL: New Beginnings.	SEAL: Going for goals!	SEAL: Relationships.

	<p>Getting on and falling out. Say no to bullying.</p> <p>Year 2 R Time activities</p>	<p>Good to be me.</p> <p>Year 2 R Time activities</p>	<p>Changes.</p> <p>Year 2 R Time activities</p>
English	<p>Literacy and Language</p> <p>Unit 1 <u>Fiction</u> A story about friendship <u>Non-fiction</u> <u>Explanation of a life cycle</u> (frogs - links to the science)</p> <p>Unit 2 <u>Fiction</u> <u>Shape poems about sea creatures</u> (kennings) <u>Non-fiction</u> Non-chronological text about shipwrecks</p> <p>RWI spellings Talk for writing - story (Lighthouse Keeper's Lunch) and persuasion (based on school trip).</p>	<p>Literacy and Language</p> <p>Unit 3 <u>Fiction</u> <u>Creating play scenes</u> (Great Fire of London) <u>Non-fiction</u> <u>Write and perform a voice over for a film trailer</u> (based on their script)</p> <p>Unit 5 <u>Fiction</u> <u>Diary entry</u> (Great Fire of London) <u>Non-fiction</u> Emails <u>and invitations</u> (leaflet about the play)</p> <p>RWI spellings Talk for writing - Story (Three Little Pigs) instructions.</p>	<p>Literacy and Language</p> <p>Unit 4 <u>Fiction</u> <u>Creating own fairy tales</u> (Beauty and the Beast) <u>Non-fiction</u> <u>Writing instructions</u> (How to care for an Owl)</p> <p>Unit 6 <u>Fiction</u> Fantasy story <u>Non-fiction</u> Creating information texts</p> <p>RWI spellings Talk for writing - story (The Magic Brush) and explanation (Why Sea Serpents are extinct).</p>