



## Year 2 - Year Plan

Year 2	Computing	Science	History/ Geography	RE	Creative Arts	Performing Arts	Suggested curriculum enhancement
Autumn 1	<p>Can they capture still and moving images? Can they create a presentation in a small group and record the narration?</p> <p><b>Data retrieving and organising</b> Can they experiment with text, picture and animation to make a simple slide show? Can they use the shape tools to draw?</p>	<p>Which materials did they use to build Newstead Abbey?</p> <p>What is your school made from?</p> <p><b>Uses of everyday materials:</b> Use of everyday materials. Classifying and grouping changing materials by bending etc.</p>	<p>What would Dora the Explorer find exciting about Nottinghamshire?</p> <p><b>Geography</b> Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>How do Christians, Jews and Muslims say thank you to God for the natural world?</p> <p>Pupils should be taught to name different beliefs and practises including festivals, worship and rituals and ways of life in order to find out about the meanings behind them. A1</p>	<p>Children will take photographs of famous buildings/landmarks in their town and then look at the work of a range of artists before creating their own painting/drawing/model</p> <p><b>Sketch</b> Can they begin to demonstrate their ideas through photographs?</p> <p><b>Knowledge</b> Can they say how other artists have used colour pattern and shape?</p> <p><b>Printing</b> Can they create a print using pressing, rolling, rubbing and stamping? Can they create a print like a designer?</p>	<p>Children will give careful consideration to the sound made by instruments made from different materials.</p> <p><b>Music</b> Can they listen out for particular things when listening to music? Can they order sounds to create a beginning, middle and end?</p> <p><b>PE</b> <b>Acquiring and developing skills</b> Can they copy and remember actions? Can they repeat and explore actions with control and coordination?</p> <p><b>Health and Fitness</b> Can they show how to exercise safely? Can they describe how their bodies feel during different activities? Can they explain what their body needs to keep healthy?</p>	Trip to Newstead Abbey



<p><b>Autumn 2</b></p>	<p>Can they record sounds into software and playback? Can they insert pre-recorded sound into a presentation? <b>Data retrieving and organising</b> Can they find information on the website? Can they click links in a website? Can they print a web page to use as a resource?</p>	<p>Could you be the next Lightning McQueen? <b>Forces and movement</b> Describe how things move at different speeds, speed up and speed down using simple comparisons, comparative vocabulary and superlative vocabulary.</p>	<p>Why were Christopher Columbus and Neil Armstrong very brave people? <b>History</b> The lives of significant individuals in Britain's past who have contributed to our nations achievements.</p>	<p>Why is light important in religions? Pupils should be taught to recognise some different symbols and actions which express communities' ways of life appreciating some similarities between communities. A3</p>	<p>Children will look at different photographs taken from space and of the work of famous painters such as Turner and try to create their own painting based on one of these two themes. <b>Knowledge</b> Can they say how other artists have used colour pattern and shape? <b>Painting</b> Can they mix paint to create all of the secondary colours? Can they mix and match colours and predict all outcomes? Can they mix their own brown? Can they make tints by adding white? Can they make tones by adding black? <b>Children will design their own vehicles and test them to see what will help them move faster.</b> <b>Construction</b> Can they develop their own ideas from a starting point?</p>	<p>Children will perform a piece of music and adapt it to the new knowledge they now have. <b>Music</b> Can they choose sounds to create an effect? Can they use symbols to represent sounds? Can they make connections between notations and musical sounds? <b>PE</b> <b>Gymnastics</b> Can they plan and show a sequence of movements? Can they use contrast in their sequences? Are their movements controlled? Can they think of more than one way to create a sequence which follows a set of rules? Can they work on their own and with a partner to create a sequence?</p>	
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<p><b>Spring 1</b></p>	<p><b>Communicating</b>          Can they send a reply to messages sent by a safe email partner (within school)?          Can they word process a piece of text?          Can they insert/delete a word using the mouse and arrow keys?          Can they highlight text to change its format (<b>B</b>, <b>U</b>, <b>I</b>)?</p>	<p><b>Why would a dinosaur not make a good pet?</b>  <b>Living things and their habitats</b>          Habitats          Living and non-living things          Early food chains</p>	<p><b>Where would you prefer to live: England or Africa?</b>  <b>Geography</b>          Understand similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country.</p>	<p><b>What does it mean to be a Muslim?</b>          Pupils should be taught to name different beliefs and practises including festivals, worship and rituals and ways of life in order to find out about the meanings behind them. A1</p>	<p><b>Children will look at African artists such as Martin Bulinya and recreate their own paintings in an African style.</b>  <b>Knowledge</b>          Can they say how other artists have used colour pattern and shape?          Can they link colours to natural and manmade objects?          Can they create a piece of work in response to another artist's piece of work?  <b>Children will recreate a dinosaur land using DT skills.</b>  <b>Use of materials</b>          Can they measure materials to use in a model or structure?          Can they join materials in different ways?          Can they use joining, folding or rolling to make it stronger?  <b>Construction</b>          Can they consider how to improve their construction?</p>	<p><b>Children will be encouraged to listen to the rhythms associated with African music and try to recreate in their own music giving consideration to the choice of instruments and their voices.</b>  <b>Music</b>          Can they create music in response to different starting points?  <b>PE</b>  <b>Dance</b>          Can they dance imaginatively?          Can they change rhythm speed level and direction?          Can they dance with control and coordination?          Can they make a sequence by linking sections together?          Can they link some movements to show a mood or feeling?</p>	<p>African Ark drumming / steel pans etc</p>
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<p><b>Spring 2</b></p>	<p><b>Algorithms &amp; programmes</b>          Can they predict the outcomes a set of instructions?          Can they use right angle turns?          Can they use repeat commands?          Can they set and amend a test of instructions?          Can they write a simple programme and test it?          Can they predict what the outcome of a single programme will be?</p>	<p><b>How could you be the next Rebecca Adlington?</b>  <b>Animals (including humans)</b>          Exercise and healthy living          What animals and humans need to survive?          Animals have off spring which grows to be adults.</p>	<p><b>What was it like when the Queen came to the throne in 1953?</b>  <b>History</b>          Events beyond living memory that are significant nationally or globally.</p>	<p><b>When do we cooperate?</b>          Pupils should be taught to find out about and respond with ideas to examples of cooperation between people who are different.          C2</p>	<p><b>Children will research clothing worn during this era and attempt to design their own items e.g. football kit or royal dress.</b>  <b>Textiles</b>          Can they measure textiles?          Can they join textiles together to make something?          Can they cut textiles?          Can they explain why they have chosen a certain textile?</p>	<p><b>Gymnastics</b>          Can they plan and show a sequence of movements?          Can they use contrast in their sequences?          Are their movements controlled?          Can they think of more than one way to create a sequence which follows a set of rules?          Can they work on their own and with a partner to create a sequence?  <b>Evaluating and improving</b>          Can they talk about what is different between what they did and someone else did?          Can they say how they could improve?</p>	
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<p><b>Summer 1</b></p>	<p><b>Communicating</b>          Can they send a reply to messages sent by a safe email partner (within school)?          Can they word process a piece of text?          Can they insert/delete a word using the mouse and arrow keys?          Can they highlight text to change its format (B, U, I)?</p>	<p><b>How will 5 a day help me to be healthy?</b>  <b>Animals (including humans)</b>          Exercise and healthy living          What animals and humans need to survive.          Animals have offspring which grow to be adults.</p> <p><b>How can we grow our own salad?</b>  <b>Plants:</b>          What plants and seeds need to grow.          Growing from seeds and bulbs.</p>	<p><b>What were the people who lived in Forest Town/ Mansfield like 100 years ago?</b>  <b>History</b>          Events beyond living memory that are significant nationally or globally.</p>	<p><b>Do our actions speak louder than our words?</b>          Pupils should be taught to ask and respond to questions about what individuals and communities do and why so that pupils can identify what difference belonging to a community might make. B1</p>	<p><b>Children will design and make a game that they could have played 100 years ago.</b>  <b>Mechanisms</b>          Can they join materials together as part of a moving product?          Can they add some kind of design to their product?  <b>Children will have opportunities to create print starting with fruit or vegetables based on William Morris.</b>  <b>Printing</b>          Can they create a print using pressing, rolling, rubbing and stamping?          Can they create a print like a designer?</p>	<p><b>PE Games</b>          Can they use hitting, kicking and/or rolling in a game?          Can they stay in a zone during a game?          Can they decide where the best place to be is in a game?          Can they use one tactic in a game?          Can they follow rules?</p>	
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<p><b>Summer 2</b></p>	<p><b>Algorithms &amp; programmes</b>          Can they predict the outcomes a set of instructions?          Can they use right angle turns?          Can they use repeat commands?          Can they test and amend a test of instructions?</p>	<p><b>How can you be the next Master chef?</b>  <b>Plants:</b>          What plants and seeds need to grow.          Growing from seeds and bulbs.</p>	<p><b>Why do we love to be beside the seaside?</b>  <b>Geography</b> – Identify seasonal and daily weather patterns in the UK.</p>	<p><b>What have I learnt about different religions?</b>          Pupils should be taught to notice and respond sensitively to some similarities between different religions and world views. B3</p>	<p><b>Children will design a fairground ride that they would like to find at the seaside.</b>  <b>Construction</b>          Can they make sensible choices as to which material to use for their constructions?          Can they develop their own ideas from initial starting points?          Can they incorporate some kind of movement into models?          Can they consider how to improve their construction?  <b>Children will take photographs of their trip to the seaside and make comparisons with days gone by.</b>  <b>Use of IT</b>          Can they create a picture independently?          Can they use simple IT mark making tools?          Can they edit their own work?          Can they take photographs of themselves?  <b>Children will design and make a meal.</b>  <b>Cooking &amp; nutrition</b>          Can they describe the properties and ingredients they are using?          Can they explain what it means to be hygienic?</p>	<p><b>PE Games</b>          Can they use hitting, kicking and/or rolling in a game?          Can they stay in a zone during a game?          Can they decide where the best place to be is in a game?          Can they use one tactic in a game?          Can they follow rules?</p>	<p>Visit a local seaside resort.</p>
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