



Termly Curriculum Overview: Autumn		Year: 2
Subject	Topic and content	NC Coverage
History	<p><b>Guy Fawkes and The Gunpowder Plot</b>                      How did Protestant beliefs shape this period of time?                      What is bonfire night?                      Who is King James I of England?                      What religion did he believe?                      Why do we celebrate bonfire night?                      How would you feel if you were forced to follow a religion you didn't believe in?                      How Catholics were treated under King James I of England?</p>	<p>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].</p> <p>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.</p>
Geography	<p><b>At The Farm</b>                      What impact do farms have on our lives?                      How do the seasons affect life on a farm?                      Why do we have different types of farms?                      What are the differences between life on a farm and life in a town?                      Using a map and key navigate the way around a farm.                      What are the different features of a farm?                      To understand the link between animals and plants and the food on our plates.</p>	<p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>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</p> <p>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.</p>
Science	<p><b>Living thing and their habitats</b>                      Identify things that are living, things that are dead and things that have never been alive.                      Understand that living things need to live in suitable habitats.                      Explore the plants and animals that live in seaside habitats.                      Explore plants and animals in an unfamiliar habitat.                      Explore and describe a micro-habitat.                      Explore food chains in a habitat.</p>	<p>Observing closely, using simple equipment.                      Identifying and classifying.                      Using their observations and ideas to suggest answers to questions.                      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.                      Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other</p>

		animals, using the idea of a simple food chain, and identify and name different sources of food.
<b>Art</b>	<p><b>Drawing</b></p> <p>Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.</p>	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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>
<b>Design Technology</b>	<p><b>A Balanced Diet</b></p> <p>Explore and learn what forms a balanced diet, pupils will taste test ingredient combinations from different food groups that will inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy</p> <p><b>Textiles – Pouches</b></p> <p>Introduction to sewing. Pupils make their own template, accurately cut their fabric and sew a basic running stitch.</p>	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Use basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>
<b>Music</b>	<p><b>How Does Music Help Us to Make Friends?</b></p> <p>This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music</p>	<p>Play tuned and untuned instruments musically.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>



<p>ICT</p>	<p><b>Coding</b>          To understand what an algorithm is.          To create a computer program using an algorithm.          To create a program using a given design.          To understand the collision detection event.          To understand that algorithms follow a sequence.          To design an algorithm that follows a timed sequence.          To understand that different objects have different properties.          To understand what different events do in code          To create a program using a given design.          To understand the function of buttons in a program.          To know what debugging means.          To understand the need to test and debug a program repeatedly.          To debug simple programs.</p> <p><b>Online Safety</b>          To know how to refine searches using the Search tool.          To use digital technology to share work on Purple Mash to communicate and connect with others locally.          To have some knowledge and understanding about sharing more globally on the Internet.          To introduce Email as a communication tool using 2Respond simulations.          To understand how we should talk to others in an online situation.          To open and send simple online communications in the form of email.          To understand that information put online leaves a digital footprint or trail.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions          Create and debug simple programs          Use logical reasoning to predict the behaviour of simple programs          Use technology purposefully to create, organise, store, manipulate and retrieve digital content          Recognise common uses of information technology beyond school          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</p>
------------	---	---

	<p>To identify the steps that can be taken to keep personal data and hardware secure.</p> <p><b>Spreadsheets</b>          To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine.          To learn how to copy and paste in 2Calculate.          To use the totalling tools.          To use a spreadsheet for money calculations.          To use the 2Calculate equals tool to check calculations.          To use 2Calculate to collect data and produce a graph.</p>	
<p><b>PE</b></p>	<p><b>Fundamentals</b>          To develop balance, stability and landing safely.          To explore how the body moves differently when running at different speeds.          To develop changing direction and dodging.          To develop and explore jumping, hopping and skipping actions.          To develop co-ordination and combining jumps.          To develop combination jumping and skipping in an individual rope.</p> <p><b>Ball Skills</b>          To be able to roll a ball to hit a target.          To develop co-ordination and be able to stop a rolling ball.          To develop technique and control when dribbling a ball with your feet.          To develop control and technique when kicking a ball.          To develop co-ordination and technique when throwing and catching.          To develop control and co-ordination when dribbling a ball with your hands.</p>	<p>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</p> <p>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</p>

	<p><b>Invasion Games</b></p> <p>To understand what being in possession means and support a teammate to do this.</p> <p>To use a variety of skills to score goals.</p> <p>To use a variety of skills to score goals.</p> <p>To learn how to gain possession of the ball.</p> <p>To develop an understanding of marking an opponent.</p> <p>To learn to apply simple tactics for attacking and defending.</p> <p><b>Dance</b></p> <p>To remember, repeat and link actions to tell the story of my dance.</p> <p>To develop an understanding of dynamics and how they can show an idea.</p> <p>Use counts of 8 to help you stay in time with the music.</p> <p>To copy, remember and repeat actions using facial expressions to show different characters.</p> <p>To explore pathways and levels.</p> <p>To remember and rehearse our circus dance showing expression and character.</p> <p>To copy, repeat and create actions in response to a stimulus.</p> <p>To copy, create and perform actions considering dynamics.</p> <p>To create a short dance phrase with a partner showing clear changes of speed.</p> <p>To copy, repeat and create movement patterns in response to the theme.</p> <p>To create and perform using unison, mirroring and matching with a partner.</p> <p>To remember and repeat actions and dance as a group.</p>	<p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>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</p> <p>Perform dances using simple movement patterns</p>
--	--	--