



Termly Curriculum Overview: Spring		Year: 2
Subject	Topic and content	NC Coverage
History	<p>Florence Nightingale</p> <p>What are the similarities and differences between medical care now and in the Victorian times? How did Florence Nightingale improve conditions at the Scutari hospitals? What did Florence Nightingale achieve in her life? Why is she remembered today? Why do we remember Florence Nightingale? Why did Florence Nightingale go to Scutari? What were hospitals like there? Who is Florence Nightingale? When did she live? Why is Florence Nightingale remembered today and what did she do in her life?</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>Let's go on Safari</p> <p>What is the climate and weather like in Kenya? What is the culture like a Kenya? What are the similarities are differences between Kenya and the UK? What animals would you find in Kenya? What are the landscapes like in Kenya? Where in the world is Kenya? What is life like in Kenya?</p>	<p>To name and locate the world's seven continents and five oceans. To 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. To 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. To 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. To 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>
Science	<p>Animals including humans</p> <p>To find out about the offspring of a variety of different animals.</p>	<p>To ask simple questions and recognising that they can be answered in different ways. To perform simple tests. Identifying and classifying.</p>

	<p>To find out about the different ways in which animals reproduce.</p> <p>To explore how humans grow as they get older.</p> <p>To find out what animals, including humans, need to survive.</p> <p>To explore the environment as a factor of survival for animals, including humans.</p> <p>To find out how to eat a healthy, balanced diet.</p> <p>To find out why exercise is important to keep our bodies healthy.</p>	<p>To use observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions.</p> <p>To notice that animals, including humans, have offspring which grow into adults.</p> <p>To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
Art	<p>Map it out Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</p> <p>Clay Houses Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</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> <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>
Design Technology	<p>Mechanisms: Fairground Design and create a functional Ferris wheels, consider how the different components fit together so that the wheels rotate and the structure stands freely. Select appropriate materials and develop their cutting and joining skills.</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>Mechanisms: Making a moving monster After learning the terms: pivot, lever and linkage, pupils design a monster that will move using a linkage mechanism. Pupils practise making linkages and experiment with various materials to bring their monsters to life</p>	<p>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 Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 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</p> <p>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 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology 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 Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>
<p>Music</p>	<p>How Does Music Make the World a Better Place? This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p> <p>How Does Music Teach Us about Our Neighbourhood?</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and untuned instruments musically. To listen with concentration and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>

		<p>I understand how medicines work in my body and how important it is to use them safely.</p> <p>I feel positive about caring for my body and keeping it healthy.</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</p> <p>I have a healthy relationship with food and know which foods I enjoy the most.</p> <p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can express how it feels to share healthy food with my friends.</p> <p>I can decide which foods to eat to give my body energy. I have a healthy relationship with food and I know which foods are most nutritious for my body.</p>
ICT	<p>Questioning To learn about data handling tools that can give more information than pictograms. To use yes/no questions to separate information. To construct a binary tree to identify items. To use 2Question (a binary tree database) to answer questions. To use a database to answer more complex search questions. To use the Search tool to find information.</p> <p>Effective Searching To understand the terminology associated with searching. To gain a better understanding of searching on the Internet. To create a leaflet to help someone search for information on the Internet.</p> <p>Creating Pictures To learn the functions of the 2Paint a Picture tool. To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir).</p>	<p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>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 recreate Pointillist art and look at the work of pointillist artists such as Seurat.</p> <p>To learn about the work of Piet Mondrian and recreate the style using the lines template.</p> <p>To learn about the work of William Morris and recreate the style using the patterns template.</p> <p>To explore surrealism and eCollage.</p>	
PE	<p>Cricket</p> <p>Striking & Fielding To be able to track a rolling ball and collect it. To develop accuracy in underarm throwing and consistency in catching when fielding a ball. To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. To develop decision making when under pressure.</p> <p>Sending and Receiving To roll a ball towards a target. To be able to track and receive a rolling ball.</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>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>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>To be able to stop, send and receive a ball with your feet. To develop throwing and catching skills. To develop throwing and catching skills. To send and receive a ball using a racket.</p> <p>Fitness To understand how to run for longer periods of time without stopping. To develop co-ordination and timing when jumping in a long rope. To develop individual skipping. To take part in a circuit to develop stamina and agility. To explore exercises that use your own body weight. To develop 'ABC,' agility, balance and co-ordination.</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>
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