









YEAR 2	AUTUMN		SPRING		SUMMER	
	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)	FIRST HALF (1)	SECOND HALF (2)
ENGLISH (TEXTS) 	LITTLE RED RIDING HOOD Quest Instructions Recount	HANSEL & GRETEL or CINDERELLA Rags to riches Narrative	TOO MUCH TALK (MULTI CULTURAL STORY) Tale of fear Comparison	WHERE THE WILD THINGS ARE Finding tale Evaluation Summary Narrative	PAPER BAG PRINCESS or DRAGONOLOGY Defeat monster Persuasive Explanation	PIRATES Report Narrative
SCIENCE 	ANIMALS HABITATS Be able To identify habitats and know they provide for basic needs of different animals and plants and their inter dependence To identify and name variety of plants and animals including micro-habitats To describe food chains, sources of food from animals and plants	FOOD GROUPS Healthy eating Survival Exercise Be able To research basic needs of animals, including humans, for survival To describe the importance of exercise, eating right amounts of different types of food and hygiene	Be able To perform simple tests To use their observations to suggest answers to simple questions	PLANTS Be able Observe and describe how seeds and bulbs grow To investigate conditions for growth	MATERIALS Be able Designing experiment To identify and compare the suitability of a variety of everyday materials for particular uses wood, metal, plastic etc. To find out how the shapes of solid object made from some materials can be changed e.g. by stretching	Be able To observe closely using simple equipment To gather and record data to help answer questions

Draft

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SIGNIFICANT PERSON/EVENT who have contributed to international and national achievements						
HISTORY 	ALEXANDER G BELL Be able To know about changes within living memory -history of the telephone Communication understand some of the ways in which we find out about the past and identify different ways in which it is represented.	CADBURY'S Be able To develop understanding of chronology -history of chocolate/ Cadbury's	Draft	CHRISTOPHER COLUMBUS St CUTHBERT Be able To know about the life of significant individuals who have contributed to national/ international achievements - Christopher Columbus/ Scott To know about significant events in their own locality—St Cuthbert		GRACE DARLING Be able To know about events beyond living memory that are significant nationally or globally Famous pirates To know about significant events in their own locality- Grace Darling Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
	Understand some of the ways in which we find out about the past and identify different ways in which it is represented.					
GEOGRAPHY 			GEOGRAPHICAL SKILLS AND FIELDWORK. PLACE KNOWLEDGE. LOCATION KNOWLEDGE.			
			To name and locate the world's 7 continents and 5 oceans To understand geographical similarities and differences through study of human/physical geography of a small area of UK and contrasting non- European country	To use world maps, atlases, globes to identify continents and oceans To use simple compass directions, locational and directional language to describe location of features and routes on a map To devise a simple map To use and construct symbols in a key		
GEOGRAPHICAL VOCABULARY (PHYSICAL/HUMAN)						

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<p>The aims and objectives will be embedded across the curriculum through topics and subjects developed following the children's learning and interests. Opportunities for each discipline identified below.</p>				
<p>ART</p> 	<p>Drawing</p>	<p>Painting</p>	<p>Printing</p>	
	<p>Be able to:</p> <ul style="list-style-type: none"> . Use three different grades of pencils in their drawing to achieve effects. . Use charcoal, pencil crayons and pastels. . Create different tones using light and dark (shading). . Show pattern and texture within the drawing. . Use a view finder to focus on specific areas before drawing. 	<p>Be able to:</p> <ul style="list-style-type: none"> . Mix paint to create all secondary colours. . Mix and match colours and predict outcomes. . Mix their own brown. . Make tints by adding white. . Make tones by adding black. 	<p>Be able to:</p> <ul style="list-style-type: none"> . Create a print using, pressing, rolling, rubbing and stamping. . Create a print like a designer (look at tiles and fabric designs). 	<p>Be able to:</p> <ul style="list-style-type: none"> . Demonstrate their ideas through photographs and sketching ideas in their books. . Set out their ideas and annotate their photographs/ drawings. . Keep notes as to how they have changed their work.
	<p>3D</p>	<p>Collage</p>	<p>Use of IT</p>	<p>Knowledge</p>
	<p>Be able to:</p> <ul style="list-style-type: none"> . Make a clay pot. . Join two finger pots together. . Add line and shape to their work. . Join fabrics using glue. . Sew fabrics together. 	<p>Be able to:</p> <ul style="list-style-type: none"> . Create their own collage. . Work within a group to make a collage. . Use different materials and explain why they have used them. . Repeat a pattern within their collage 	<p>Be able to:</p> <ul style="list-style-type: none"> . Use a paint program to create a picture independently. . Use simple IT mark making tools e.g. brush/pen tools. . Edit their own work. . Take photographs of themselves displaying different moods. . Change a photograph on a computer (photo shop) 	<p>Be able to:</p> <ul style="list-style-type: none"> . Link colours to natural and manmade objects. . Say how other artists, designers and craft makers have used colour, shape and pattern. . Create a piece of work in response to another artists work.

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<p>D&T</p> 	<p>Design</p>		<p>Make</p>		<p>Evaluate</p>
	<p>Developing, planning and communicating ideas.</p>		<p>Working with tools, equipment, materials and components to make quality products.</p>		<p>Evaluating processes and products.</p>
	<p>Be able to:</p>		<p>Be able to:</p>		<p>Be able to:</p>
	<ul style="list-style-type: none"> . Think of ideas and plan what to do next . Choose the best tools and materials and give a reason why these are the best. . Describe their design by using pictures, diagrams, models and words. 		<ul style="list-style-type: none"> . Join things (materials/components) together in different ways. 		<ul style="list-style-type: none"> . Explain what went well with their work. . Explain what they would improve if they did it again.
	<p>Curriculum of Study</p>				
	<p>Cooking and Nutrition</p>		<p>Textiles</p>	<p>Mechanisms</p>	<p>Use of materials</p>
<p>Be able to:</p>		<p>Be able to:</p>	<p>Be able to:</p>	<p>Be able to:</p>	<p>Be able to:</p>
<ul style="list-style-type: none"> . Describe the properties of the ingredients they are using e.g. chocolate . Explain what it means to be hygienic. . Be Hygienic in the kitchen. 		<ul style="list-style-type: none"> . Measure how much textile (wool, wood, fabric etc.) they need for their product. . Join textiles together to make something. E.g. bag/ shoes . Cut different textiles using tools safely. . Explain why they have chosen a certain textile. 	<ul style="list-style-type: none"> . Join materials together as part of a moving product. . Add some kind of design to their product to improve its appearance. 	<ul style="list-style-type: none"> . Measure materials to use in a model or structure. . Join materials in different ways (sew, glue, use nails etc.) . Make their model or structure stronger by joining, folding or rolling paper. 	<ul style="list-style-type: none"> . Make sensible choices about which materials would be most appropriate for their constructions. . Develop their own ideas from their initial starting point. . Incorporate some type of movement into their model (dragons) . Think about how to improve their construction.

YEAR 2	Text and Multimedia	Graphics (Drawing and Painting)	Digital Photographs, Video and Animation	Sound
<p>COMPUTING</p>  	<ol style="list-style-type: none"> To use both hands for typing. Select or record sounds to add to work. Add captions to photographs and graphics. (comic life) Word process short texts, working directly at the computer rather than 'copying up' written work. Make use of graphics, video and sound to enhance text in multimedia work. Navigate around text in a variety of ways (mouse, arrow keys) when editing work. Select text using an appropriate method, e.g., highlighting or clicking text to select. Save, print, retrieve work 	<ol style="list-style-type: none"> Begin to use paint packages or photo-manipulation software to edit/change an image, e.g., cropping. Save, print, retrieve work Begin to make changes to images using basic tools in image manipulation software. 	<ol style="list-style-type: none"> Begin to make changes to images using basic tools in image manipulation software. 	<ol style="list-style-type: none"> Use basic editing tools to change recorded sounds (speed up, slow down, reverse, echo) to alter the mood or atmosphere of their work. Use recorded sound files in other software applications. Be able to save sound files. Be able to share recordings with a known audience
	Electronic Communication	Digital Research	Data Handling	Data logging & Programming
	<ol style="list-style-type: none"> Contribute to a blog, journal or forum on the school's VLE (Moodle). Develop an awareness of appropriate language to use in email and other forms of digital communication. Begin to use webcams and /or video conferencing as a class, if appropriate and available, e.g., with external providers, another class or school. Know what to do and who to tell if they see something inappropriate online, e.g., how to minimise a screen, turn the monitor off, use back buttons to return to the home page or the 'Hector Protector' screen so that they can keep safe, according to school's e-Safety policies and procedures /AUP. 	<ol style="list-style-type: none"> Begin to evaluate web sites by giving opinions about preferred or most useful sites. Know what to do and who to tell if they see something inappropriate on a website, e.g., how to minimise a screen, turn the monitor off, use back buttons to return to the home page or the 'Hector Protector' screen so that they can keep safe, according to school's e-Safety policies and procedures /AUP. 	<ol style="list-style-type: none"> Sort and classify a group of items by asking simple yes / no questions. This may take place away from the computer, e.g., a 'Guess Who' game. Use a branching database program, where appropriate, to sort and identify items. Use basic search tools in a prepared database to answer simple questions, e.g., how many children have brown hair? 	<p>Data logging</p> <ol style="list-style-type: none"> Develop an awareness of data logging through the use of various peripheral devices, e.g., thermometers, microscopes and microphones. <p>Programming</p> <ol style="list-style-type: none"> 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.