

Year 2	Brave New World (Exploration)	Movers and shakers (Leadership)	Creating a community (Diversity)	Game changers and change makers (Innovation)	Earth Matters (Environment)	Astonishing Achievements (Creativity)
Curriculum Books						
Curriculum Links	<p>Science Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Computing Understand what algorithms are and how they are implemented into floor robots. 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</p> <p>Art To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, when creating space pictures using chalk.</p> <p>Design Technology Design: Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups to make a flying aeroplane.</p> <p>Geography Locational knowledge name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four</p>	<p>Science Uses of Everyday Materials 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.</p> <p>Geography Locational knowledge name, locate and identify characteristics of London</p> <p>History events beyond living memory that are significant nationally or globally (the Great Fire of London the lives of significant individuals in the past who have contributed to national achievements (Charles II and Charles III, Samuel Pepys).</p> <p>Music Charanga: Ho Ho Ho</p> <p>Art Rat sculpture</p> <p>Design Technology Design generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate,</p>	<p>Science Living Things and Their Habitats 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 microhabitats 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.</p> <p>Geography Place Knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London), and of a small area in a contrasting non-European country (Nairobi in Kenya)</p> <p>Music Charanga</p> <p>Art Traditional and contemporary African art - Owusu Ankomah uses traditional symbols from Ghana called Adinkra symbols.</p>	<p>Geography Geographical skills and fieldwork 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</p> <p>History events beyond living memory that are significant nationally or globally (the Crimean War) 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 Mary Seacole and/or Florence Nightingale)</p> <p>Music Charanga - Zootime</p> <p>Art Portrait of Florence Nightingale Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and</p>	<p>Science Working scientifically</p> <p>Minibeasts 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 microhabitats</p> <p>Geography 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 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> <p>Music Charanga – Friendship Song</p> <p>Art Focus artist</p>	<p>Focus on Mary Anning</p> <p>Science Working scientifically Animals. Including humans notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Geography 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>History changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (How holidays have changed beginning with seaside holidays in Victorian times.)</p>

	<p>countries and capital cities of the United Kingdom and its surrounding seas</p> <p>History The lives of significant individuals in the past who have contributed to national and international achievements, related to flight and space, including Amelia Earhart, Amy Johnson and Neil Armstrong. A significant historical event - the space race.</p>	<p>information and communication technology Make 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 Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>PHSE Celebrating difference</p> <p>RE Christianity – Christingles, Why did God give Jesus to the world?</p>	<p>to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>PHSE Dreams and Goals Recognising achievements. Setting challenges and the steps to achieve the challenge.</p> <p>RE Explain why prayer is important to Muslims in their everyday lives.</p>	<p>designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Design Technology Florence Nightingale dolls and lanterns Design generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make 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 Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>PHSE Healthy Me</p> <p>RE Christianity - Easter</p>	<p>Rosalind Monks Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>Design Technology Bug Hotel linked to Forest School Design generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make 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 Technical knowledge build structures, exploring how they can be made</p>	<p>the lives of significant individuals in the past (Mary Anning)</p> <p>Music Charanga – Reflect, rewind and replay</p> <p>Design Technology Design a hat and healthy picnic Design generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make 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 Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>PHSE Changes</p> <p>RE Islam – pilgrimage</p>
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