

CHRIST THE KING CATHOLIC VOLUNTARY ACADEMY		CURRICULUM OVERVIEW						YEAR GROUP: 2	
TERM	SCIENCE	HISTORY	GEOGRAPHY	ART	DT	MUSIC	COMPUTING	PE	PHSE
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication</p> <p>Advent 1 “ Marvellous Me” Advent 2 “ Fire, fire!”</p>	<p><u>Animals including humans</u> *Know about and describe the basic needs of animals for survival. *Know why exercise, a balanced diet and good hygiene are important for humans. <b>Human dignity - Everyone is special.</b></p> <p><u>Everyday Materials</u> * Know how materials can be changed by squashing, bending, twisting and stretching * Know why a material might or might not be used for a specific job <b>GRETA THUNBERG</b> Sustainability; what types of materials are recyclable and moving towards a more sustainable school using Greta as an inspiration. <b>Stewardship - We need to care for the earth.</b> <b>Common good - What is best for everyone?</b> <b>Subsidiarity - People should have a say!</b> <b>Participation - We all want to work and contribute to our communities.</b></p>	<p><u>Beyond living memory – GFOL</u> Know about an event or events that happened long ago, even before their grandparents were born. Know what we use today instead of a number of older given artefacts. <b>SAMUEL PEPYS</b> Communication; diary providing historical evidence of 1066. <b>Subsidiarity - People should have a say!</b></p>	<p><u>Locational Knowledge</u> Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world Know and use the terminologies: left and right; below, next to <b>Stewardship - We need to care for the earth.</b> <b>Common good - What is best for everyone?</b> <b>Solidarity - We are all one big family.</b></p>	<p><u>Skill 1 – Colour</u> Know how to mix paint to create all the secondary colours Know how to create brown with paint Know how to create tints with paint by adding white and know how to create tones with paint by adding black. <u>Skill 4 and experimental skills</u> Know how to make a clay pot (salt dough) – to understand how to manipulate salt dough (water/flour – consistency)</p>	<p><u>Food Technology – A healthy wrap</u> Design a meal. Chop and slice safely using a bridge or claw grip. Trial and feedback on food tastes, textures and aroma. Identify the food groups, understanding what makes a balanced diet. <u>Mechanisms – Moving Monsters – Halloween</u> Draw simple diagrams to plan a moving monster. Cut and assemble, using tools such as card, paper, glue and paper fasteners. Explore and discuss existing objects that have linkages, levers and pivots. Identify inputs and outputs as part of a mechanism, understand how linkages, levers and pivots operate together.</p>	<p><u>Singing – hands, feet, heart and ho,ho,ho</u> Sing or clap increasing and decreasing tempo Perform simple patterns and accompaniments keeping a steady pulse</p>	<p><u>Computing systems and networks – IT around us</u> <u>Creating media – digital photography</u> Know where to go for help if concerned. Know how technology is used in school and outside of school. Organise, retrieve and manipulate digital content.</p>	<p><u>Basic movements and Team Games - Athletics and Handball</u> Use hitting, kicking and/or rolling in a game Decide the best space to be in during a game Use a tactic in a game Follow rules</p>	<p><u>Keeping/Staying Healthy</u> Healthy Eating and Brushing Teeth <b>Human dignity - Everyone is special.</b> <u>Relationships</u> Bullying and Body language <b>Human dignity - Everyone is special.</b> <b>Common good - What is best for everyone?</b> <b>Solidarity - We are all one big family.</b> <u>Fire Safety</u> Petty arson and Enya and Deedee Visit the Fire Station</p>

Sustainability	<p>Lent 1 " Home Sweet Home"</p> <p>Lent 2 " Time Travellers – Life 100 Years Ago"</p>	<p><u>Plants</u></p> <p>Know what plants need in order to grow and stay healthy (water, light &amp; suitable temperature)</p> <p>Stewardship - We need to care for the earth</p> <p><u>Habitats</u></p> <p>Classify things by living, dead or never lived.</p> <p>Know how a specific habitat provides for the basic needs of things living there (plants and animals).</p> <p>Match living things to their habitat.</p> <p>Name some different sources of food for animals.</p> <p>Know about and explain a simple food chain.</p> <p>Stewardship - We need to care for the earth.</p> <p>Solidarity - We are all one big family.</p>	<p><u>Beyond Living Memory and Local History – Alfreton 100 years ago</u></p> <p>Know that children's lives today are different to those of children a long time ago.</p> <p>Know how the local area is different to the way it used to be a long time ago.</p> <p>Differentiate between the things that were here 100 years ago and things that were not (including buildings, toys, tools etc)</p> <p>Subsidiarity - People should have a say!</p>		<p><u>Skill 2 – Drawing</u></p> <p>Choose and use three different grades of pencil when drawing.</p> <p>Know how to use charcoal, pencil and pastel to create art.</p> <p>Know how to use a viewfinder to focus on a specific part of an artefact before drawing it.</p>	<p><u>Structures</u></p> <p>Design a structure</p> <p>Identify flaws in a pre-model design, fix or strengthen them, cut and assemble accurately.</p> <p>Explore natural and manmade structures.</p> <p>Know that different shapes can strengthen or weaken structures.</p>	<p><u>Playing an instrument and listening and appreciating</u></p> <p>Make connections between notations and musical sounds.</p> <p>Play simple rhythmic patterns on an instrument.</p>	<p><u>Programming A – robot algorithms</u></p> <p><u>Programming B - programming quizzes</u></p> <p>Understand that algorithms are used on digital devices.</p> <p>Understand that programs require precise instructions</p> <p>Write simple program and test it.</p> <p>Predict what the outcome of a simple program will be (logical reasoning).</p>	<p><u>Basic movements and Team Games – Dodgeball and Racket</u></p> <p>Use hitting, kicking and/or rolling in a game</p> <p>Decide the best space to be in during a game</p> <p>Use a tactic in a game</p> <p>Follow rules</p> <p><u>Gymnastics</u></p> <p>Plan and perform a sequence of movements.</p> <p>Improve a sequence based on feedback.</p> <p>Think of more than one way to create a sequence which follows some 'rules'</p>	<p><u>Being Responsible</u></p> <p>Practice makes perfect Helping someone in need</p> <p>Solidarity - We are all one big family.</p> <p>Participation - We all want to work and contribute to our communities.</p> <p>Preferential option for the poor - Some people need extra help.</p> <p>\</p> <p><u>Our world</u> Living in our world Working in our world.</p> <p>Stewardship – We need to care for the earth.</p> <p>Solidarity - We are all one big family.</p> <p>Participation - We all want to work and contribute to our communities.</p>
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<p>Freedom</p>	<p>Pentecost 1 " Grow, grow, grow!" Pentecost 2 " Sensational Safari – Madagascar"</p>	<p><u>Plants</u> Know and explain how seeds and bulbs grow into plants.</p> <p>Stewardship - We need to care for the earth</p> <p><u>Animals including humans</u></p> <p>Know the basic stages in a life cycle for animals, (including humans)</p> <p>Human dignity - Everyone is special.</p>	<p><u>Lives of significant people – Nelson Mandela and Mary Seacole</u></p> <p>Know about a famous person from outside the UK and explain why they are famous</p> <p>NELSON MANDELA links to topic on Madagascar (highlight Madagascar is not in South Africa but an island in Southern Africa) We look at his role as an activist and a brief history of why he made such an impact.</p> <p>Common good - What is best for everyone?</p> <p>Solidarity - We are all one big family.</p> <p>Subsidiarity - People should have a say!</p> <p>Participation - We all want to work and contribute to our communities.</p>	<p><u>Place knowledge and Human and Physical Geography</u></p> <p>Know the main differences between a place in England and that of a small place in a non-European country – Madagascar.</p> <p>Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach.</p> <p>Explain some of the advantages and disadvantages of living in a city or village.</p> <p>Stewardship - We need to care for the earth.</p>	<p><u>Artist – Monet</u></p> <p>Suggest how artists have used colour, pattern and shape</p> <p>Know how to create a piece of art in response to the work of another artist</p> <p>Skill 4 and experimental skills</p> <p>Know how to create a printed piece of art by rubbing, pressing, rolling and stamping.</p>	<p><u>Textiles – purses</u></p> <p>Develop and sketch design ideas using a template.</p> <p>Thread a needle, sew a running stitch, prepare fabrics for sewing and tie a secure knot.</p> <p>Discuss the making process and finished product, review others final outcome.</p> <p>Identify parts of a needle (point and eye) understand the alternative ways of joining fabrics and embellishments.</p>	<p><u>Create own music</u></p> <p>Order sounds to create a beginning, middle and an end</p> <p>Create music in response to different starting points</p>	<p><u>Data and information – pictograms</u></p> <p>Creating media – digital music</p> <p>Know how technology is used in school and outside of school.</p> <p>Organise, retrieve and manipulate digital content.</p>	<p><u>Basic movements and Team Games – Football, Cricket and Sport's Day</u></p> <p>Use hitting, kicking and/or rolling in a game</p> <p>Decide the best space to be in during a game</p> <p>Use a tactic in a game</p> <p>Follow rules</p> <p>Dance</p> <p>Change rhythm, speed, level and direction in dance.</p> <p>Make a sequence by linking sections together.</p> <p>Use dance to show a mood or feeling.</p>	<p><u>Feelings and Emotions</u></p> <p>Worry Anger</p> <p>Common good - What is best for everyone?</p> <p>Keeping/Staying safe</p> <p>Tying shoelaces</p>
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