

# The Whartons Primary - Year 2 Curriculum Plan

Term 1.1 (Sep/Oct)	Term 1.2 (Nov/Dec)	Term 2.1 (Jan/Feb)	Term 2.2 (Mar/Apr)	Term 3.1 (May/Jun)	Term 3.2 (Jun/Jul)
<p><b>English</b></p> <p>Resources/ texts used/ video clips etc</p> <p>Colour Monster</p> <p>Autumn Poetry</p> <p>Dougal the Deep Sea Diver</p> <p><b>Writing genres covered</b></p> <ul style="list-style-type: none"> <li>Character description</li> <li>Setting description</li> <li>Story writing</li> <li>Diary entry</li> <li>Poetry</li> </ul> <p><b>Reading objective</b></p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p><b>Grammar Objectives covered</b></p> <p><b>New learning</b></p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Expanded noun phrases for description and specification.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].</p>	<p><b>English</b></p> <p>Resources/ texts used/ video clips etc</p> <p>The Lighthouse Keepers</p> <p>Lunch</p> <p>Seaside Holidays of the past -</p> <p>Non Chronological reports (Victorian times)</p> <p>Pantomime recount</p> <p><b>Writing genres covered</b></p> <ul style="list-style-type: none"> <li>Diary entry</li> <li>Letters</li> <li>Story writing</li> <li>Instruction writing</li> <li>Non chronological reports</li> </ul> <p><b>Reading objective</b></p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p><b>Grammar Objectives covered</b></p> <p><b>Continuous Objectives</b> - Capital letters and full stops. Correct tenses. progressive form of verbs</p> <p><b>New learning</b></p> <p>Expanded noun phrases for description and specification.</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>Expanded noun phrases for description and specification.</p>	<p><b>English</b></p> <p>Resources/ texts used/ video clips etc</p> <p>Where the wild things are</p> <p>Willy the Wimp - Anthony Browne</p> <p>Continents and Oceans non-fiction</p> <p><b>Writing genres covered</b></p> <ul style="list-style-type: none"> <li>Drama</li> <li>Character description</li> <li>Setting description</li> <li>Recount</li> <li>Letter writing</li> <li>Instructions</li> <li>Non chronological</li> </ul> <p><b>Reading objective</b></p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p><b>Grammar Objectives covered</b></p> <p><b>Continuous Objectives</b> - Capital letters and full stops. Correct tenses. progressive form of verbs</p> <p>Subordination. Question, exclamation or command</p> <p><b>New learning</b></p> <p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman].</p> <p>Formation of adjectives using suffixes.</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.</p> <p>Commas to separate items in a</p>	<p><b>English</b></p> <p>Resources/ texts used/ video clips etc</p> <p>Into the Forest</p> <p>Billy &amp; The Beast</p> <p>Grace Darling (non-fiction)</p> <p>Science non-fiction text</p> <p><b>Writing genres covered</b></p> <ul style="list-style-type: none"> <li>Instructions</li> <li>Story writing</li> <li>Setting description</li> <li>Non Fiction - non chronological report</li> </ul> <p><b>Reading objective</b></p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p><b>Grammar Objectives covered</b></p> <p><b>Continuous Objectives</b> - Capital letters and full stops. Correct tenses. progressive form of verbs</p> <p>Subordination</p> <p>Question, exclamation or command</p> <p>Commas in a list</p> <p>Suffixes -er, -est in adjectives and the use of -ly</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p><b>New learning</b></p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p> <p>Formation of nouns using suffixes such as -ness, -er and by compounding</p>	<p><b>English</b></p> <p>Resources/ texts used/ video clips etc</p> <p>Katie in London</p> <p>Chameleon Report</p> <p>London tour script</p> <p><b>Writing genres covered</b></p> <ul style="list-style-type: none"> <li>Diary</li> <li>Non-chronological report</li> <li>Tour script</li> </ul> <p><b>Reading objective</b></p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p><b>Grammar Objectives covered</b></p> <p><b>Continuous Objectives</b> - Capital letters and full stops. Correct tenses. progressive form of verbs</p> <p>Subordination</p> <p>Question, exclamation or command</p> <p>Commas in a list</p> <p>Apostrophes</p> <p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman].</p> <p>Formation of adjectives using suffixes such as -ful, -less.</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.</p>	<p><b>English</b></p> <p>Resources/ texts used/ video clips etc</p> <p>Great Fire of London Drama texts</p> <p>Vlad and the Great Fire of London</p> <p>Leeds tour script</p> <p><b>Writing genres covered</b></p> <ul style="list-style-type: none"> <li>Setting description</li> <li>Story writing (retell)</li> <li>Diary</li> <li>Scripts</li> <li>Drama</li> </ul> <p><b>Reading objective</b></p> <p>To becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p><b>Grammar Objectives covered</b></p> <p>All objectives should have been covered so this term is spent consolidating.</p>

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<b>Mathematics - White Rose Maths</b> <ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and subtraction</li> <li>Shape</li> </ul>	<b>Mathematics - White Rose Maths</b> <ul style="list-style-type: none"> <li>Addition and subtraction</li> <li>Shape</li> </ul>	<b>Mathematics - White Rose Maths</b> <ul style="list-style-type: none"> <li>Money</li> <li>Multiplication and Division</li> </ul>	<b>Mathematics - White Rose Maths</b> <ul style="list-style-type: none"> <li>Length and Height</li> <li>Mass capacity and temperature</li> </ul>	<b>Mathematics - White Rose Maths</b> <ul style="list-style-type: none"> <li>Statistics</li> <li>Fractions</li> </ul>	<b>Mathematics - White Rose Maths</b> <ul style="list-style-type: none"> <li>Problem solving</li> <li>Time</li> </ul>
<u>History</u> <b>Seaside Holidays in the Past</b> Aspects of change in local and national life. <ul style="list-style-type: none"> <li>What were seaside holidays like in the past?</li> </ul> <u>Key concepts and skills</u> <u>Develop vocabulary:</u> Old, new, young, younger, old, older, year, change, a little while ago, a very long time ago, past, present, now, then, before I was born, a long time ago, when I was younger, years, evidence, events, sources. Use specific vocabulary linked to periods studied: local, national, international, representation of the past, historical events, anniversary, globally, later, living memory, time scales, early, battle, impact, achievements. <u>Chronological understanding</u> Describe memories of key events in their life Use information to describe the past. Use information about the past to describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. <u>Objectives/ skills</u> <ul style="list-style-type: none"> <li>Know where people and events fit within a chronological framework</li> <li>Identify similarities and differences between ways of life in different periods</li> <li>KEY CONCEPT - change and development -</li> <li>Learn about changes within living memory</li> <li>Ask and answer historically valid questions</li> <li>Understand historical concepts such as continuity and change, similarity and difference</li> <li>Understand some of the ways in which we find out about the past</li> <li>Identify different ways in which the past is represented</li> <li>Use a wide range of everyday historical terms</li> <li>Suggest reasons why changes took place.</li> </ul>		<u>History</u> <b>Local heroes</b> Significant people and events beyond living memory What makes someone a 'hero'? What can we find out about heroic local people from the past? Leonora Cohen the 'tower suffragette'. Grace Darling. Captain Oates - link with Geography <u>Key concepts and skills</u> <u>Develop vocabulary:</u> Old, new, young, younger, old, older, year, change, a little while ago, a very long time ago, past, present, now, then, before I was born, a long time ago, when I was younger, years, evidence, events, sources. Use specific vocabulary linked to periods studied: local, national, international, representation of the past, historical events, anniversary, globally, later, living memory, time scales, early, battle, impact, achievements. <u>Chronological understanding</u> Describe memories of key events in their life Use information to describe the past. Use information about the past to describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. 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 - Grace Darling <u>Objectives/ skills</u> <ul style="list-style-type: none"> <li>Know where people and events fit within a chronological framework</li> <li>Develop awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>KEY CONCEPT - significance and interpretation</li> </ul>		<u>History</u> <b>Great Fire of London</b> Significant historical events beyond living memory <ul style="list-style-type: none"> <li>What caused the Great Fire of London and how did they stop it from happening again?</li> </ul> <u>Key concepts and skills</u> <u>Develop vocabulary:</u> Old, new, young, younger, old, older, year, change, a little while ago, a very long time ago, past, present, now, then, before I was born, a long time ago, when I was younger, years, evidence, events, sources. Use specific vocabulary linked to periods studied: local, national, international, representation of the past, historical events, anniversary, globally, later, living memory, time scales, early, battle, impact, achievements. <u>Chronological understanding</u> Describe memories of key events in their life Use information to describe the past. Use information about the past to describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Events beyond living memory that are significant nationally or globally - Great Fire of London <u>Objectives/ skills</u> <ul style="list-style-type: none"> <li>Know where events they study fit within a chronological framework</li> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time - sequence independently on an annotated timeline</li> <li>Choose and use parts of stories and other sources to show that they know and understand key features of events. KEY</li> <li>CONCEPT - cause and effect</li> <li>Ask and answer historically valid questions</li> <li>Use a wide vocabulary of everyday historical terms</li> <li>Understand some of the ways in which we find out about the past</li> <li>Identify different ways in which it is represented</li> </ul>	

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<p><u>Geography</u></p> <p><b>Cross curricular unit</b> - Features of the Seaside today. (Links for a comparison with History - Seaside holidays in the past.)</p> <p><b>Objectives/ skills</b></p> <p><b>Place Knowledge:</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom concentrating on islands and sea sides</p> <p><b>Human &amp; Physical Geography:</b> 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><b>Geographical Skills &amp; Field work:</b> Use world maps, atlases and globes to identify the UK and 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. Use simple compass directions (North, South, East and West) and locational and directional language [for example, left and right], to describe the location of features and routes on a map.</p> <p><b>Sticky Knowledge - key learning facts</b></p> <ul style="list-style-type: none"> <li>• Key words to describe different places, including seaside locations</li> <li>• Locate their nearest seaside resort on a map and begin to locate some seaside resorts of the UK.</li> <li>• Explain that seaside resorts can be found in the UK and worldwide.</li> <li>• Classify key features of places into "natural" and 'man-made';</li> <li>• Understand that seaside resorts have changed over time and explain some simple features of seaside holidays in the past.</li> <li>• Describe a UK seaside resort (St.Ives, Cornwall) in detail using a range of information;</li> <li>• Locate some of the main British islands using an atlas.</li> <li>• Locate hot and cold islands of the world and begin to justify the location using knowledge of climate zones/Equator;</li> </ul>	<p><u>Geography</u></p> <p><b>Welcome to our world</b></p> <ul style="list-style-type: none"> <li>• What are the key features of the continents?</li> <li>• End Product: 3D map of Leeds and presentation</li> </ul> <p><b>Objectives/ skills</b></p> <p><b>Locational Knowledge:</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas and locate the world's seven continents and five oceans.</p> <p><b>Human &amp; Physical Geography:</b> 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><b>Geographical Skills &amp; Field work:</b> Use world maps, atlases and globes to identify the UK and 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. Use simple compass directions (North, South, East and West) and locational and directional language [for example, left and right], to describe the location of features and routes on a map.</p> <p><b>Sticky Knowledge - key learning facts</b></p> <ul style="list-style-type: none"> <li>• The seven continents: Antarctica, Africa, Asia, Europe, North America,</li> <li>• Oceania and South America.</li> <li>• The five oceans: Atlantic, Arctic, Indian, Pacific and Southern.</li> <li>• The world is made up of many countries. The countries can be grouped into continents.</li> <li>• The large amounts of water between each continent are called oceans.</li> <li>• Some of the continents are joined by land. Others are separated by oceans.</li> <li>• Human features are made by people.</li> <li>• Physical features are created by nature.</li> <li>• The equator is the invisible line that runs around the centre of the Earth.</li> <li>• Simple compass directions (North, South, East and West)</li> </ul>	<p><u>Geography</u></p> <p><b>You're Great Britain!</b></p> <ul style="list-style-type: none"> <li>• What is unique about Leeds and London?</li> <li>• End Product: presentation</li> </ul> <p><b>Objectives/ skills</b></p> <p><b>Place Knowledge:</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom concentrating on islands and sea sides</p> <p><b>Human &amp; Physical Geography:</b> 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><b>Geographical Skills &amp; Field work:</b> Use world maps, atlases and globes to identify the UK and 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. Use simple compass directions (North, South, East and West) and locational and directional language [for example, left and right], to describe the location of features and routes on a map.</p> <p><b>Sticky Knowledge - key learning facts</b></p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</li> <li>• London is the capital city of England and the United Kingdom</li> <li>• London is the largest city in the United Kingdom.</li> <li>• The United Kingdom consists of four countries: England, Scotland, Wales and Northern Ireland. Their capitals are London, Edinburgh, Cardiff and Belfast, respectively.</li> <li>• River Thames runs through London.</li> <li>• London is one of the largest cities in Europe.</li> <li>• The London Eye is the world's largest Ferris wheel.</li> <li>• In London there are some very well known landmarks such as the Houses of Parliament, the iconic 'Big Ben' clock tower and Westminster Abbey, site of British monarch coronations.</li> <li>• The tallest building in London is The Shard London Bridge</li> <li>• Tower Bridge is the most recognisable bridge on the River Thames and is often mistakenly referred to as "London Bridge".</li> </ul>
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<b>Science</b> <b>All living things and their habitats</b> <ul style="list-style-type: none"><li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li><li>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</li><li>Identify and name a variety of plants and animals in their habitats, including microhabitats</li><li>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.</li></ul>		<b>Science</b> <b>Uses of everyday materials</b> <ul style="list-style-type: none"><li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li><li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li></ul>	<b>Science</b> <b>Animals, including humans</b> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<b>Science</b> <b>Plants</b> <ul style="list-style-type: none"><li>Observe and describe how seeds and bulbs grow into mature plants</li><li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li></ul>	<b>Science</b>
<b>Art</b> <b>Iccreams! (Printing)</b> <p>Artist studied - Andy Warhol</p> <ul style="list-style-type: none"><li>Printing 1 colour</li><li>Collage,</li><li>painting</li><li>Fashion/architecture</li><li>Colour and Line</li></ul> <p><b>Printing</b></p> <p>Use repeating or overlapping shapes.</p> <p>Mimic print from the environment (e.g. wallpapers).</p> <p>Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>Press, roll, rub and stamp to make prints</p> <p><b>Chris Quigley Milestones</b></p> <p>Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>Press, roll, rub and stamp to make prints.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p> <p>Use some of the ideas of artists studied to create pieces.</p>	<b>Art</b> <b>Fabulous Fish and lovely lighthouses (Painting)</b> <p>Artist studied- Georges Seuratt (pointillism)</p> <ul style="list-style-type: none"><li>Painting</li><li>Digital art</li><li>Colour</li></ul> <p><b>Painting</b></p> <p>Add white to colours to make tints and black to colours to make tones.</p> <p>Create colour wheels.</p> <p><b>Digital Media</b></p> <p>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p> <p><b>Chris Quigley Milestones</b></p> <p>Add white to colours to make tints and black to colours to make tones.</p> <p>Create colour wheels.</p> <p>Use some of the ideas of artists studied to create pieces.</p>	<b>Art</b> <b>Clay Wild Things (Clay Sculpture)</b> <p>Artists studied - Joakin Ojanenand Maurice Sendak-illustrator.</p> <ul style="list-style-type: none"><li>clay</li><li>Texture</li><li>form</li><li>Line</li></ul> <p><b>Sculpture</b></p> <p>Use a combination of shapes.</p> <p>Include lines and texture.</p> <p>Use rolled up paper, straws, paper, card and clay as materials.</p> <p>Use techniques such as rolling, cutting, moulding and carving</p> <p><b>Chris Quigley Milestones</b></p> <p>Use techniques such as rolling, cutting, moulding and carving.</p> <p>Use some of the ideas of artists studied to create pieces.</p>	<b>Art</b> <b>Habitats (Paper sculpture)</b> <ul style="list-style-type: none"><li>Form</li><li>space</li></ul> <p><b>Chris Quigley Milestones</b></p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p>	<b>Art</b> <b>Design a new building London (Architecture).</b> <p>Artists studied - Christopher Wren</p> <ul style="list-style-type: none"><li>collage</li><li>Line</li><li>shape</li><li>Form</li></ul> <p><b>Drawing</b></p> <p>Show pattern and texture by adding dots and lines.</p> <p>Show different tones by using coloured pencils.</p> <p><b>Chris Quigley Milestones</b></p> <p>Use some of the ideas of artists studied to create pieces.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p>	<b>Art</b> <b>Plants! Observational drawings of plants. (Drawing)</b> <ul style="list-style-type: none"><li>Line</li><li>Shape</li><li>form</li></ul> <p><b>Drawing</b></p> <p>Show pattern and texture by adding dots and lines.</p> <p>Show different tones by using coloured pencils.</p> <p><b>Chris Quigley Milestones</b></p> <p>Show pattern and texture by adding dots and lines.</p> <p>Show different tones by using coloured pencils</p>

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<p><u>Computing</u></p> <p><b>Coding: 2Code (5 wks).</b></p> <ul style="list-style-type: none"><li>To plan and use algorithms in programs successfully to achieve a result.</li></ul> <p><b>Online Safety: Writing Templates Displayboards2Respond (2Email) (2 wks).</b></p> <ul style="list-style-type: none"><li>To explain what a digital footprint is.</li></ul>	<p><u>Computing</u></p> <p><b>Spreadsheets: 2Calculate (4 wks).</b></p> <ul style="list-style-type: none"><li>To understand what is meant by a database and use a database to answer questions.</li></ul> <p><b>Questioning 2Question, 2Investigate, 2Calculate (4wks).</b> 2Simple</p> <ul style="list-style-type: none"><li>Avatar pictures to names using a binary tree.</li></ul>	<p><u>Computing</u></p> <p><b>Effective Searching: Browser2Quiz Writing Templates (3 wks)</b></p> <ul style="list-style-type: none"><li>To identify the basic parts of a web search engine search page.</li></ul>	<p><u>Computing</u></p> <p><b>Creating Pictures: 2Paint A Picture Writing Templates (5 wks)</b></p> <ul style="list-style-type: none"><li>To use the eCollage function in 2Paint a Picture to create surrealist art using drawing and clipart.</li></ul>	<p><u>Computing</u></p> <p><b>Making Music: 2Sequence (3 wks)</b></p> <ul style="list-style-type: none"><li>To create their own tune using the sounds which they have added to the Sounds section.</li></ul>	<p><u>Computing</u></p> <p><b>Presenting Ideas: 2Connect (Mind Map)2Create a Story (ebook)2QuizWriting Templates (5wk)</b></p> <ul style="list-style-type: none"><li>To collect, organise and present data and information in digital content.</li></ul>
<p><u>DT</u></p> <p>Mechanisms - Wheels and Axels. Designing a wheel barrow for Mr Grinling</p> <p><u>Design</u></p> <ul style="list-style-type: none"><li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li></ul> <p><u>Make</u></p> <ul style="list-style-type: none"><li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li><li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li></ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"><li>Explore and evaluate a range of existing products</li><li>Evaluate their ideas and products against design criteria</li></ul>		<p><u>DT</u></p> <p>Make and design a pizza for a children's party) (famous cook - Jamie Oliver)</p> <p><u>Design</u></p> <ul style="list-style-type: none"><li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li></ul> <p><u>Make</u></p> <ul style="list-style-type: none"><li>Select from and use a range of tools and equipment to perform practical tasks - cutting, chopping, slicing, kneading.</li></ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"><li>Explore and evaluate a range of existing products</li><li>Evaluate their ideas and products against design criteria</li></ul>		<p><u>DT</u></p> <p>Textiles - templates and joing. Making a souvienr purse from London</p> <p><u>Design</u></p> <ul style="list-style-type: none"><li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li></ul> <p><u>Make</u></p> <ul style="list-style-type: none"><li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li><li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li></ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"><li>Explore and evaluate a range of existing products</li><li>Evaluate their ideas and products against design criteria</li></ul>	



# The Whartons Primary - Year 2 Curriculum Plan

Term 1.1 (Sep/Oct)	Term 1.2 (Nov/Dec)	Term 2.1 (Jan/Feb)	Term 2.2 (Mar/Apr)	Term 3.1 (May/Jun)	Term 3.2 (Jun/Jul)
<p><b>R.E</b></p> <p><b>How is life welcomed</b></p> <ul style="list-style-type: none"> <li>Find out and talk about different ways of welcoming new life; name some artefacts</li> <li>Recognise similarities and differences in welcoming ceremonies for new babies</li> <li>Respond sensitively to the feelings and beliefs of Christians and Muslims</li> <li>Ask and respond to questions about belonging</li> </ul>	<p><b>R.E</b></p> <p><b>How can we make good choices</b></p> <ul style="list-style-type: none"> <li>Re-tell stories about religious and non-religious rules, suggesting some meanings</li> <li>Find out about and give examples of different religious rules</li> <li>Begin to express ideas about what makes a good rule and why these are important in helping people to live together co-operatively</li> </ul>	<p><b>R.E</b></p>	<p><b>R.E</b></p> <p><b>How can we look after the planet</b></p> <ul style="list-style-type: none"> <li>Ask and respond to questions about the world and creation</li> <li>Re-tell religious and non-religious stories and beliefs about creation and suggest some meanings</li> <li>Begin to express ideas about how to care for the planet</li> </ul>	<p><b>R.E</b></p> <p><b>What did Jesus teach and how did he live</b></p> <ul style="list-style-type: none"> <li>Retell some of Jesus' parables</li> <li>Express ideas and respond to questions about stories from the life and teachings of Jesus.</li> <li>Express ideas about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today.</li> <li>Name and retell key events in the final days of Jesus' ministry, including: Palm Sunday; the last supper; crucifixion the empty tomb. Recall how these are remembered in Holy Week and Easter.</li> </ul>	<p><b>R.E</b></p> <p><b>How and why do people pray</b></p> <ul style="list-style-type: none"> <li>Find out how Christians and Muslims pray and name some artefacts relating to prayer</li> <li>Recognise similarities and differences between how Christians and Muslims pray</li> <li>Ask questions and respond to questions about prayer</li> <li>Begin to express their own ideas about the meaning of prayer</li> </ul>
<p><b>PHSE</b></p> <p><b>Being Me In My World</b></p> <p>Hopes and fears for the year, Rights and responsibilities, Rewards and consequences, Safe and fair learning environment, Valuing contributions, Choices, Recognising feelings.</p> <p><b>Mindmate</b></p> <p>Feeling good and being me</p>	<p><b>PHSE</b></p> <p><b>Celebrating Difference</b></p> <p>Assumptions and stereotypes about gender, Understanding bullying, Standing up for self and others, Making new friends, Gender diversity, Celebrating difference and remaining friends.</p> <p><b>Mindmate</b></p> <p>Being the same, being different</p>	<p><b>PHSE</b></p> <p><b>Dreams and Goals</b></p> <p>Achieving realistic goals, Perseverance, Learning strengths, Learning with others, Group co-operation, Contributing to and sharing success.</p> <p><b>Mindmate</b></p> <p>Solving problems, making it better</p>	<p><b>PHSE</b></p> <p><b>Healthy Me!</b></p> <p>Motivation, Healthier choices, Relaxation, Healthy eating and nutrition, Healthier snacks and sharing food.</p> <p><b>Mindmate</b></p> <p>Strong emotions</p>	<p><b>PHSE</b></p> <p><b>Relationships</b></p> <p>Different types of family, Physical contact boundaries, Friendship and conflict, Secrets, Trust and appreciation, Expressing appreciation for special relationships.</p> <p><b>Mindmate</b></p> <p>Friends and family</p>	<p><b>PHSE</b></p> <p><b>Changing Me</b></p> <p>Life cycles in nature, Growing from young to old, Increasing independence, Differences in female and male bodies (correct terminology), Assertiveness, Preparing for transition.</p> <p><b>Mindmate</b></p> <p>Life changes</p>

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<b><u>Music</u></b> OCARINAS - links with notation	<b><u>Music</u></b> Christmas Production - singing and performing	<b><u>Music</u></b> OCARINAS - links with notation	<b><u>Music</u></b> CHARANGA - Hands, Feet, Heart - South African Music	<b><u>Music</u></b> CHARANGA - I Wanna Play in a Band. Rock Music	<b><u>Music</u></b> CHARANGA - I Reflect, rewind and replay - History of Music.
<b><u>MFL</u></b> Learn to say the names of different parts of the body, revise names of colours learnt in Year 1 and use these to describe body parts eg 'I have blue eyes', 'I have brown hair', learn how to say the days of the week, find out how Christmas is celebrated in France, revise words associated with Christmas e.g. Christmas tree, Father Christmas, snowman.		<b><u>MFL</u></b> Learn to say the names of different types of food based on the story of 'The Hungry Caterpillar', learn to say 'I'm hungry', 'I'm thirsty' and 'I'm tired', learn to ask for different foods ie 'I would like...' Learn about Easter traditions in France eg the Church bells being the bringers of the Easter Eggs.		<b><u>MFL</u></b> Learn the names of common pets and use knowledge of colours names to speak in simple sentences eg 'It is a brown horse', learn the names of family members and the possessive pronoun 'my' - eg ma soeur/mon frère	
<b><u>P.E.</u></b> <b>DANCE/ GYM</b> Coordination: Footwork (10) Static Balance: one leg (1) Dynamic Balance to agility: jumping and landing (6) Static balance: seated (2)		<b><u>P.E.</u></b> <b>BALL CONTROL</b> Dynamic Balance: on a line (5) Static balance: stance (4) Coordination: Ball skills (9) Counter balance: with partner (7)		<b><u>P.E.</u></b> <b>MULTI-SKILLS</b> Coordination: sending and receiving (8) Agility: reaction/response (12) Agility: ball chasing (11) Static balance: floor work (3)	