CAYTON SCHOOL

LONG TERM CURRICULUM PLAN: YEAR 2

Learn from yesterday, seek today and aim for tomorrow

September 2021

LONG TERM CURRICULUM PLAN
YEAR 2

Year Groups to follow the National Curriculum English and Mathematics Programme of Study

KEY DRIVERS

History

Within living memory	Beyond living memory	Lives of significant people	Local history
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	*Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]*	*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*	*Significant historical events, people and places in their own locality*
	• Know about an event or events that happened long ago, even before their grandparents were born. • Know what we use today instead of older given artefacts. • Know that children's lives today are different to those of children a long time ago	• Know about a famous person from outside the UK and explain why they are famous	• Know how the local area is different to the way it used to be a long time ago • Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.

Geography

Locational Knowledge		Place Knowledge	Human and Physical Geography		Skills and Fieldwork
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	*Name and locate the world's seven continents and five oceans*	*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*	*Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles*	*Use basic geographical vocabulary to refer to:* *beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather* *city, town, village, factory, farm, house, office, port, harbour and shop*	*Use world maps, atlases and globes* *Use simple compass directions* *Use aerial photos, construct simple maps* *Undertake simple fieldwork within school locality*
• 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 the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland		• Know the main differences between a place in England and that of a small place in a non-European country	• Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach		• Know and use the terminologies: left and right; below, next to

Science

Working Scientifically
❑ Ask questions such as: • Why do some trees lose their leaves in Autumn and others do not? • How long are roots of tall trees? • Why do some animals have underground habitats?
❑ Use equipment such as thermometers and rain gauges to help observe changes to local environment as the year progresses
❑ Use microscopes to find out more about small creatures and plants
❑ Know how to set up a fair test and do so when finding out about how seeds grow best
❑ Classify or group things according to a given criteria, e.g. deciduous and coniferous trees
❑ Draw conclusions from fair tests and explain what has been found out
❑ Use measures (within Year 2 mathematical limits) to help find out more about the investigations they are engaged with

All living things and their habitats	Animals, including Humans	Plants	Everyday Materials	
Alive or dead *Habitats* *Adaptations* *Food chains*	*Animal reproduction* *Healthy living* *Basic needs*	*Plant and seed growth* *Plant reproduction* *Keeping plants healthy*	*Identify different materials* *Name everyday materials* *Properties of materials*	*Compare the use of different materials* *Compare movement on different surfaces*
• Classify things by living, dead or never lived • Know how a specific habitat provides for the basic needs of things living there (plants and animals) • Match living things to their habitat • Name some different sources of food for animals • Know about and explain a simple food chain	• Know the basic stages in a life cycle for animals, (including humans) • Know why exercise, a balanced diet and good hygiene are important for humans	• Know and explain how seeds and bulbs grow into plants • Know what plants need in order to grow and stay healthy (water, light & suitable temperature)	• 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

SUPPORTING SUBJECTS

Design Technology

Designing	Making	Evaluating	Technical Knowledge	Food Technology
Design - purposeful, functional, appealing products for themselves and other users based on design criteria *Design - 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*	*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.*	*Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from*
• think of an idea and plan what to do next • explain why they have chosen specific textiles	• choose tools and materials and explain why they have chosen them • join materials and components in different ways • measure materials to use in a model or structure	• explain what went well with their work	• make a model stronger and more stable • use wheels and axles, when appropriate to do so	• weigh ingredients to use in a recipe • describe the ingredients used when making a dish or cake

Art

Using Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
Use a range of materials creatively to design and make products	*Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*	*Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*	*Study a range of artists, craft makers and designers*
• know how to create a printed piece of art by pressing, rolling, rubbing and stamping • know how to make a clay pot and know how to join two clay finger pots together • know how to use different effects within an IT paint package	• choose and use three different grades of pencil when drawing • know how to use charcoal, pencil and pastel to create art • know how to use a viewfinder to focus on a specific part of an artefact before drawing it	• 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	• suggest how artists have used colour, pattern and shape • know how to create a piece of art in response to the work of another artist

Music

Singing	Playing an instrument	Listening and appreciate	Create own music
Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	*Pupils should be taught to play tuned and untuned instruments musically*	*Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music*	*Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music*
• sing or clap increasing and decreasing tempo • perform simple patterns and accompaniments keeping a steady pulse	• play simple rhythmic patterns on an instrument	• make connections between notations and musical sounds	• order sounds to create a beginning, middle and an end • create music in response to different starting points

Physical Education

Gymnastic Movements	Basic movements and Team Games	Dance
Developing balance, agility and co-ordination, and begin to apply these in a range of activities	*Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending*	*Perform dances using simple movement patterns*
• plan and perform a sequence of movements • improve sequence based on feedback • think of more than one way to create a sequence which follows some 'rules'	• 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	• change rhythm, speed, level and direction in dance • make a sequence by linking sections together • use dance to show a mood or feeling

Real PE

Unit 1	Personal	I try several times if at first I don't succeed and I ask for help when appropriate.
Unit 2	Social	I can help praise and encourage others in their learning.
Unit 3	Cognitive	I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well.
Unit 4	Creative	I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.
Unit 5	Applying Physical	I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.
Unit 6	Health and Fitness	I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.

Swimming

- start to swim aiming for competency, confidence and proficiency over increasing distance.
- start to use a range of strokes effectively, for example front crawl, backstroke and breaststroke.
- start to show an awareness of safe self-rescue in different water based situations.

Computing

Algorithms	Create programs	Reasoning
Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	*Pupils should be taught to create and debug simple programs*	*Pupils should be taught to use logical reasoning to predict the behaviour of simple programs*
• understand that algorithms are used on digital devices	• write a simple program and test it	• predict what the outcome of a simple program will be (logical reasoning).

Using technology	Uses of IT beyond school	Safe use
Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital	*Pupils should be taught to recognise common uses of information technology beyond school*	*Pupils should be taught to 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*
• understand that programs require precise instructions • organise, retrieve and manipulate digital content	• know how technology is used in school and outside of school	• know where to go for help if concerned.

PSHE

Jigsaw Piece One	**Being me in my world**	• Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions Choices • Recognising feelings
Jigsaw Piece Two	**Celebrating Difference**	• Assumptions and stereotypes about gender • Understanding bullying • Standing up for self and others • Making new friends • Gender diversity • Celebrating difference and remaining friends
Jigsaw Piece Three	**Dreams and Goals**	• Achieving realistic goals • Perseverance • Learning strengths • Learning with others • Group co-operation • Contributing to and sharing success
Jigsaw Piece Four	**Healthy Me**	• Motivation • Healthier choices • Relaxation • Healthy eating and nutrition • Healthier snacks and sharing food
Jigsaw Piece Five	**Relationships**	• Different types of family • Physical contact boundaries • Friendship and conflict • Secrets Trust and appreciation • Expressing appreciation for special relationships
Jigsaw Piece Six	**Changing Me**	• Life cycles in nature • Growing from young to old • Increasing independence • Differences in female and male bodies

		(correct terminology) • **Assertiveness** • **Preparing for transition**

Religious Education

Unit	Theme
L1.8	How should we care for others and the world, and why does it matter?
L1.6	How and why do we celebrate special and sacred times (different festival focus)
L1,2	Who is a Muslim and what do they believe? Or L1.3 Who is Jewish and what do they believe?
L1.4	How can we learn from sacred books?