

Year 2 Curriculum Plan 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History  Articles: 12, 13, 28, 29	<b>What were the people who lived in Congleton like a 100 years ago?</b>  events beyond living memory that are significant nationally or globally  Mutual Respect		<b>What were the people who lived in Britain like a 100 years ago?</b>  changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  Mutual Respect		<b>Why should the Great Fire of London never be forgotten?</b>  events beyond living memory that are significant nationally or globally	
Geography  Articles: 12, 13, 17, 28, 29, 42	<b>What would Red Riding Hood find exciting about our town?</b>  use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		<b>Where would you prefer to live: England or Kenya?</b>  understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of 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  Mutual Respect		<b>Why do we love to be beside the seaside?</b>  identify seasonal and daily weather patterns in the United Kingdom — human and physical features of a small area of the United Kingdom	
Science  Articles: 12, 13, 17, 28, 29	<b>Materials</b>  Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	<b>Living Things</b>  Explore and compare the differences between things that are living, dead, and things that have never been alive.	<b>Habitats</b>  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	<b>Animals inc. Humans</b>  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	<b>Animals inc. Humans</b>  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.	<b>Plants</b>  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Art	<b>Colour and line (Primary, Secondary and Tertiary colours)</b>	<b>Pattern, Texture and Colour</b>	<b>Sculpture and shape</b> African sculpture	<b>Textiles</b> African textile patterns	<b>Marine Art</b>	<b>Georgia O' Keefe</b>

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<p>Articles: 12, 13, 28, 29</p> <p>Mutual Respect</p>	<p>Paul Klee Mark Ruffalo</p>		<p>Tolerance of Those of Different Faiths and Beliefs</p> <p>Mutual Respect</p>	<p>Tolerance of Those of Different Faiths and Beliefs</p> <p>Mutual Respect</p>		<p>Tolerance of Those of Different Faiths and Beliefs</p>
<p>DT</p> <p>Articles: 12, 13, 28, 29</p> <p>Mutual Respect</p>	<p><b>Mechanisms</b></p> <p>design and make a product that uses movement e.g. wheels and axles for a vehicle</p> <p>Mutual Respect</p>		<p><b>Textiles</b></p> <p>Design and make a puppet using textiles</p> <p>Mutual Respect</p>		<p><b>Food technology</b></p> <p>Design and make a pasta dish and / or salad</p> <p>Mutual Respect</p>	
<p>Computing</p> <p>Articles: 12, 13, 16, 17, 19, 28, 29</p> <p>Rule of Law</p>	<p><b>We are photographers.</b></p> <p>Children review photos online, practise using a digital camera, take photos to fit a given theme, edit their photos, and then select their best images to include in a shared portfolio.</p>	<p><b>We are coders</b></p> <p>Children will try to work out how some simple games work. They also look at free online or open source games and share their favourite games with the class.</p>	<p><b>We are coders</b></p> <p>Children will try to work out how some simple games work. They also look at free online or open source games and share their favourite games with the class.</p>	<p><b>We are detectives</b></p> <p>Children will be challenged to solve a mystery by reading, sending and replying to emails, and by listening to a witness statement. They use a fact file sheet to create a table and identify the culprit.</p>	<p><b>We are zoologists</b></p> <p>The children will go on a bug hunt, recording and identifying the small animals they find. They then organise the data they have collected, record it using a graphing package, and interpret the graph to answer questions about the animals.</p>	<p><b>We are researchers</b></p> <p>The children will research a topic – safely, effectively and efficiently – using a structured approach (mind mapping). They will share their findings with others through a short multimedia presentation.</p>
<p>RE</p> <p>Articles: 2, 12, 13, 14, 28, 29, 30</p> <p>Mutual Respect</p>	<p><b>Special Books</b></p> <p>What books (&amp; stories) are special to Christians? Eg Bible/creation.</p> <p>Mutual Respect</p> <p>Individual Liberty</p>	<p><b>Welcomes</b></p> <p>How &amp; why do people have special ways of welcoming babies? (Jews, Christians &amp; Others)</p> <p><b>Open ended enquiry Choice</b></p>	<p><b>Christianity</b></p> <p>How do Christians know how to care for others? What is the most important teaching of Jesus? What stories of love and forgiveness did Jesus tell &amp; why?</p>	<p><b>Judaism &amp; Christianity</b></p> <p>Why is Abraham important to Jews? What is the Torah and why is it important?</p> <p>What happened when Jesus went to Jerusalem?</p>	<p><b>Judaism</b></p> <p>Why are celebrations important for Jewish families? Why is going to synagogue important to Jews? What is the role of the rabbi? Why do Jewish people have special objects</p>	<p><b>Christianity</b></p> <p>What is God like for Christians? (Father Son &amp; Holy Spirit).</p> <p><b>Open ended enquiry choice</b></p> <p>* What does it mean for people with a religious faith/no</p>



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<p>English Articles 12, 13, 17, 28, 29</p>	<p><b>Traditional Tales: Little Red Riding Hood</b></p> <ul style="list-style-type: none"> <li>- Letter</li> <li>- Character and setting description</li> <li>- Wanted Poster</li> <li>- Instruction Writing</li> </ul>	<p><b>Traditional Tales: Little Red Riding Hood</b></p> <ul style="list-style-type: none"> <li>- Diary</li> <li>- Narrative</li> </ul>	<p><b>Burwardsley</b></p> <ul style="list-style-type: none"> <li>- Recount</li> <li>- Instruction Writing</li> <li>- Poetry</li> </ul> <p><b>A River</b></p>	<p><b>Grandad's Island</b></p> <ul style="list-style-type: none"> <li>- Narrative</li> <li>- Non-chronological report</li> </ul>	<p><b>Traditional Tales: Jack and the Baked Beanstalk</b></p> <ul style="list-style-type: none"> <li>- Diary</li> <li>- Narrative</li> </ul> <p><b>Non-Fiction: Great Fire of London</b></p> <ul style="list-style-type: none"> <li>- Newspaper report</li> <li>- Diary</li> </ul>	<p><b>The Storm Whale</b></p> <ul style="list-style-type: none"> <li>- Letter</li> <li>- Information Text/Non-chronological report (Whales)</li> </ul>
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