

TOPIC OVERVIEW SHOWING OBJECTIVES TAKEN FROM THE NATIONAL CURRICULUM

Year Group: 2

Term: Autumn 2018

SCIENCE				HISTORY				GEOGRAPHY				RELIGIOUS EDUCATION			
<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> </ul>				<ul style="list-style-type: none"> <li>Learn about events beyond living memory that are significant nationally or globally.</li> <li>Know where the people and events they study fit with the chronological framework.</li> <li>Know and understand the history of the UK as a coherent, chronological narrative.</li> </ul>				<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Use world maps, atlases and globes to identify countries, continents and oceans.</li> <li>Use simple fieldwork and observational skills.</li> </ul>				<p>Who inspires us?</p> <p>Why should we care for the earth?</p>			
ART				DESIGN AND TECHNOLOGY				MUSIC				ICT			
<ul style="list-style-type: none"> <li>Use a range of materials creatively to design and make products</li> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Learn 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.</li> </ul>				<p><b>Design</b></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><b>Make</b></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><b>Evaluate</b></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>				<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>				<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Recognise common uses of information technology beyond school.</li> <li>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.</li> </ul>			

PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	COMMUNICATION, LANGAUGE AND LITERACY LINKS	MATHEMATICAL DEVELOPMENT LINKS
PE	PSHE		
<p>Gymnastics Multi-skills Invasion Games Dance</p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns.</li> <li>• Learn skills to assist in successful participation in PE</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.</li> <li>• To recognise, name and deal with their feelings in a positive way.</li> <li>• To think about themselves, learn from their experiences and recognise what they are good at.</li> <li>• Learn how to set a simple goal (Year 2).</li> <li>• To recognise choices they can make, and the difference between right and wrong.</li> <li>• To agree and follow rules for their group and classroom, and to understand how rules help them.</li> <li>• To realise that people and other living things have needs, and that they have responsibilities to meet them.</li> <li>• That they belong to various groups and communities, such as family and school.</li> <li>• To contribute to the life of the class and the school.</li> <li>• To recognise how their behaviour affects other people.</li> <li>• To listen to other people and work and play cooperatively.</li> <li>• To identify and respect the differences and similarities between people.</li> </ul>	<p>Talk for Writing texts. Information texts Instructional texts Imaginary Settings Poetry</p>	<p>Counting and number: number of species of animals and plants, scale of countries, timelines in history, real-life money. Data Handling: Venn diagrams to sort and graphs to group and classify.</p>

**SUGGESTED ACTIVITIES LINKED TO THE NATIONAL CURRICULUM OBJECTIVES**

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SCIENCE	HISTORY	GEOGRAPHY	RELIGIOUS EDUCATION
Sorting food into different groups. Creating their own balanced lunchbox. Design and make a game to keep you fit and healthy (PE link). Match animal to their young.	Link to bonfire night. Act out the gunpowder plot. Write a diary entry from Guy Fawkes' viewpoint. Have a debate.	Use of an atlas and globe. Act out a penguin huddle to show how they keep warm in Antarctica. Map out a swallows journey. Videos showing different continents.	Links to the Olympics. Discussing inspiration and what it means to different people.  Draw your hero and talk about what characteristics they have.
ART			
ART	DESIGN AND TECHNOLOGY	MUSIC	ICT
Self-portrait Art Days – based on a famous artist Autumn art Fireworks	Make a red panda mask as part of geography.	Perform a Christmas song. Perform a poem about fireworks.	Online-safety workshop Follow-up online safety work, instructions on how to stay safe online and a poster. Take photos in the happiness garden. Explore technology used in the world. Ipad books Filmed presentations
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PE	PSHE	MATHEMATICAL DEVELOPMENT LINKS	
Gymnastics Multi-skills Invasion Games Dance – Penguin flight dance	New beginnings in the school (new year, new class, new friends, class rules)	Poetry – linked to fireworks  Use a range of books to create discussion about different characters and their feelings/actions. E.g. 'Little Charlie' and Peter and the wolf'.	Map reading Number of species, e.g. penguins in Antarctica.
		TRIPS AND VISITORS	
		TBC	