

TOPIC OVERVIEW SHOWING OBJECTIVES TAKEN FROM THE NATIONAL CURRICULUM

Year Group: 2

Term: Spring 2019

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SCIENCE	HISTORY	GEOGRAPHY	RELIGIOUS EDUCATION
<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro- habitats 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 Asking simple questions and recognising that they can be answered in many different ways Observing closely, using simple equipment Identifying and classifying Using observations and ideas to suggest answers to questions Gathering and recoding data to help in answering questions 	<ul style="list-style-type: none"> Learn about the lives of significant individuals in the past who have contributed to national and international achievements Know where the people and events they study fit within a chronological framework Compare aspects of life in different periods. 	<ul style="list-style-type: none"> Name, locate and identify characteristics of the seven continents and oceans Use world maps, atlases and globes Understand geographical similarities and differences when studying both human and physical geography Identify the locations of hot and cold areas around the world Use basic vocabulary to refer to physical and human features Develop knowledge about the world. 	<p>Comparing similarities and differences from different religions. Spotting the links between them.</p>
ART	DESIGN AND TECHNOLOGY		MUSIC
<ul style="list-style-type: none"> 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 Learn about the work of a range of artists, craft makers and designers, describing the 	<p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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.

<p>differences and similarities between different practices and disciplines, and making links to their own work.</p>	<ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. 	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	
PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	COMMUNICATION, LANGUAGE AND LITERACY LINKS	MATHEMATICAL DEVELOPMENT LINKS
PE	PSHE		
<p>Tennis Multi-skills Striking and Fielding Dance</p> <ul style="list-style-type: none"> 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. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns. 	<ul style="list-style-type: none"> To recognise what they like and dislike, what is fair and unfair, and what is right and wrong. To recognise, name and deal with their feelings in a positive way. To think about themselves, learn from their experiences and recognise what they are good at. Learn how to set a simple goal (Year 2). To recognise choices they can make, and the difference between right and wrong. To agree and follow rules for their group and classroom, and to understand how rules help them. To realise that people and other living things have needs, and that they have responsibilities to meet them. That they belong to various groups and communities, such as family and school. To contribute to the life of the class and the school. To recognise how their behaviour affects other people. To listen to other people and work and play cooperatively. To identify and respect the differences and similarities between people. 	<p>Primary Writing Project (Talk 4 Writing)</p> <p>Peter and the Wolf</p> <p>Non-Fiction Non-chronological reports</p>	<p>Counting and number, measurement, reading scales, number of species of animals and plants, scale of countries, timelines in history, real-life money.</p>

SUGGESTED ACTIVITIES LINKED TO THE NATIONAL CURRICULUM OBJECTIVES

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SCIENCE	HISTORY	GEOGRAPHY	RELIGIOUS EDUCATION
Investigate the bounciest ball. Change the shape of a range of objects. Create a new invention using different materials. Create a poster advertising the new invention and present to class. Go on a habitat hunt. Construct examples of food chains. Practically make food webs.	To learn what an explorer is. Name key explorers and describe what they achieved and why it was important. Order a comic-strip biography of Captain Cook. Present arguments for the greatest explorer and why.	Label continents and oceans using an atlas. Look at the different climates and why this is. Label the United Kingdom and discuss famous landmarks. Locate and research the seven wonders of the world. Write a postcard from the perspective of one of the modern wonders.	Discuss the different religions in our class. Link to the British values of tolerance and mutual respect. Retell 'The Easter Story'.
ART	DESIGN AND TECHNOLOGY	MUSIC	ICT
Colour mixing. Art Day focussing on a famous artist.	Select and use a range of construction materials. Create an invention from materials learning in Science. Building Lego structures. DT project.	Charanga music activities: 'Glockenspiel Stage 1' 'I wanna play in a band' Learn Easter songs.	Online-safety week. Photo taking/video recording in lessons.
PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	COMMUNICATION, LANGUAGE AND LITERACY LINKS	MATHEMATICAL DEVELOPMENT LINKS
PE	PSHE	Poetry Easter Assemblies. Daily story.	Map and Atlas reading. Use of the Globe. Use of a compass when looking at explorers.
Tennis Multi-skills Striking and Fielding Dance	Role play about getting on and falling out. Group discussions. Reflection time. Activities linked to our school values and British values. Expressing emotions through art.	TRIPS AND VISITORS	
		Dog's Trust Bedfordshire Fire and Rescue Service	