

Year 2 Curriculum Coverage 2020

	Autumn	Spring	Summer
Project Title	<i>Street Detectives</i>	<i>Africa's Hidden Secrets</i>	<i>The Titanic</i>
Enquiry question	Who Lives in a place like this?	What difference does a leap across the ocean make?	What happened when the 'unsinkable' ship set sail?
Polished products /real outcome Audience	To create a guide book about the local area and our academy that may be given to new children who start at the academy.		To create a leaflet for the Martine Museum to give out to children giving information about the museum.
English genre and text	See English Text Overview		

Topic Overview	<p>Local history; Significant historical events, people and places in their own locality (but do not touch the Pottery Industry as this will be taught in year 3) – (see significant people)</p> <p>Geography – study a small area of the UK (our locality) human and physical. Lives of significant individuals comparing life in different periods: Queen Victoria to Queen Elizabeth 11 (houses, factories, canals)</p>	<p>Geography – Understanding the continents and oceans – see Geography below</p> <p>Study of Kenya as a contrasting non-European country. (We must remember that this about the children’s understanding about the substantial differences between Kenya and their own lives – this should complete the topic by children by ensuring children compare and contrast from what was learnt in this topic and in previous Street Detectives.</p> <p>A comparison - must be made at the end of: our locality and Kenya</p>	<p>History – Events beyond living memory that are significant nationally or globally.</p> <p>Lives of significant individuals comparing life in different periods. Christopher Columbus (Sailing Ship) & Captain Smith (Titanic)</p>
WOW Experience	<p>Local Walk - How houses have changed in our area</p> <p>Focus on landmark: Mining estate, church, post office, shops, canals, bridges etc.</p> <p>Include change of use e.g. Methodist Church to Home,</p> <p>Change of use of land e.g. Doulton estate</p>	<p>TBC</p>	<p>Liverpool Maritime Museum</p>
Cultural capital	<p>Complete Education passport with experiences, reflections, throughout the year</p>		

Key Vocab – topic specific and linked to	Address, city, detached, key, postcode, post-war, road sign, rural, semi-detached, street. Terraced, town, urban, Victorian, village	artificial, climate, continent, desert, Equator, foliage, habitat, heritage, Kente, Mampruli, physical, rainfall, religion, Savannah, vine	Titanic, Captain, passenger, sink, iceberg, lifeboat, voyage, wreckage, survivor, disaster, collision, navigate, crew, class
Key Geographical Vocabulary from NC to be covered in KS1	forest, river, season, hill, soil, weather, cliff, mountain, valley, city, town, village, factory, farm, house, office, shop.	Continent, weather, forest, river, season, hill, soil, weather, cliff, mountain, valley, city, town, village, factory, farm, house, office, shop.	coast, sea, ocean, beach, Iceberg, port, harbour
History	<ul style="list-style-type: none"> • Homes from the past (locally a variety) • Victorian School • Stockton Brook Methodist church - changed to a house 2015 • Significant historical events, people & places in their own locality. • Could visit local schools and compare to the Victorian ones – Hillside (1960's,) Holden Lane (2018) 		Events beyond living memory that are significant nationally or globally Titanic epic journey – Captain Smith (History info: Greenways Primary School opened the day the Titanic sank)
Famous people in history	<ul style="list-style-type: none"> • Queen Victoria • Queen Elizabeth 11 	Wangari Maathai Quotes – explore PSCE <i>“We may have different religions, different languages, different coloured skin, but we all belong to one human race.”</i>	Captain smith – captain of the Titanic (born in Hanley)

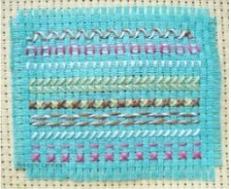
<p>Geography</p> <p>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>	<ul style="list-style-type: none"> • Key human features, including: city, town, village, shop • Devise a simple map; and use and construct basic symbols in a key • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • Use simple compass directions N, S, E, W and locational and directional language (near and far, left and right) to describe the location and features and routes on a map. (may link with Math's?) • River Trent – local river 	<p>Kenya</p> <ul style="list-style-type: none"> • Understand geographical similarities & differences through studying the human and physical geography of the small area of the United Kingdom (locality – Autumn term) & of a small area of a contrasting non-European country- Kenya 	<ul style="list-style-type: none"> • Locate continents & Oceans – Link between America & Europe and the Atlantic Ocean • Name & locate the worlds 7 continents and 5 oceans • Introduce Equator, North and south Poles (hot and cold) areas, north and southern hemispheres
<p>Famous explorers</p>	<ul style="list-style-type: none"> • 		<p>Explorers (link to the oceans) – Captain Cook (Australia); Scott of the Antarctic; Columbus included in Y4 – Americas) -children research</p>

<p>Science</p>	<p>Everyday Materials (compliments Street Detectives)</p> <ul style="list-style-type: none"> Identify & compare the uses of a variety of everyday materials, including wood, metal, plastics, glass, brick, rock, paper and cardboard for particular uses – link to homes Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Animals inc. Humans</p> <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> <p>Plants: **ENSURE THAT SEEDS / BULBS ARE PLANTED TO ENSURE THAT THEY FLOWER DURING THE SUMMER TERM***</p>	<p>Plants:</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Living Things and their Habitats:</p> <p>Identify & name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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.</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p>
<p>Famous Scientists</p>	<p>Charles Macintosh (link to everyday materials) John McAdam (link to Street Detectives) John Dunlop (link to Street Detectives)</p>		

P4C/ Debate Opportunities	What does it mean to be part of a community?	Are children equal in the world?	Should social class determine how you are treated?
Art & design KS1 National curriculum descriptors across KS1.	Using these skills you need to think of art & design projects to coincide with your topic. Children should be taught the following :- *To use a range of materials creatively to design & make products. *To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. * 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.		
Topic	Street Detectives	Kenya	Titanic
Art outcome – linked to NC, varied coverage over the two year groups.	<ol style="list-style-type: none"> 1. Take a photo of an industrial or local landmark i.e. the church, watermill on the canal using the zoom feature to take a section to replicate using art materials. 2. Sketch of a zoomed feature 	To produce and design using printing techniques based on the traditional patterns of Kenya (Kitenge or Kanga) and the Massai tribe using a range of printing techniques, designs in foam and natural materials.	Titanic diorama 

<p>Determine appropriate medium (varied over the two years): pencil, paint (type), pastels, water colour, wax resist, charcoal, clay, shell etc.</p>	<p>Paper, HB pencil, pastels</p>	<p>Foam for print design, sketch books, acrylic paint</p>	<p>Poster paints</p>
<p>Skills, success criteria; to be practised in the sketch book, prior to the final draft/outcome.</p>	<ol style="list-style-type: none"> 1. To explain what I like and dislike about a piece of artwork (Sid Kirkham) & compare with other pieces of art (Lichtenstein from Y1) 2. To use a sketching pencil to draw an industrial building/church, using simple lines. 3. To use different sketching methods to add pattern and tone. 4. To use Peer Critique to edit and improve my work. 	<ol style="list-style-type: none"> 1. To explore Massai tribal print symbols, traditional Kitenge or Kanga East African fabric designs developing ideas from these starting points and also natural materials. 2. To create a Massai tribal print fabric design in a sketch book. 3. To choose appropriate printing materials to use, including making designs onto foam and using natural materials. 4. To create single and multi-coloured prints using printing techniques 5. To develop my ideas using Peer Critique. 6. Explain the main success and challenges encountered when 	<ol style="list-style-type: none"> 1. Use modelling materials to create a realistic form 2. Mix paint colours to match a task colours 3. Select and match colours appropriate to the task to develop my ideas using Peer Critique

<p>Who is the linked artist, architect, designer? Curriculum states that pupils are taught about the work of a range of artists, craft makers, designers etc</p>	<p>Sid Kirkham – local Stoke-on-Trent illustrator</p>	<p>Arlene Wandera</p>	<p>Thomas Andrews – British designer and ship-builder who designed the Titanic.</p>
<p>Design and technology National curriculum descriptors across KS1</p>	<p>Children should be taught the following:-</p> <p>Design:</p> <ul style="list-style-type: none"> • To design purposeful, functional & appealing products. • To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate ICT. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks (eg. cutting, shaping, joining & finishing) , accurately. • Select from & 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 their design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stiffer, stronger, and more stable. • Explore and use mechanisms (levers, sliders, wheels, and axles) in their products. 		

Topic	Street Detectives	Kenya	Titanic
DT outcome/purpose/use - linked to NC, varied coverage over the two year groups.	<p>Sewing – a small sampler of running stitch etc.</p>  <p>Card making: Xmas card – non un</p>	<p>To design and create a vehicle suitable for a Kenya Safari</p> 	<p>Titanic party and first class passengers or a meal for the lower class passengers</p>
Determine appropriate construction materials (varied over the two years): textiles, construction	<p>Binca and sewing yarn</p> <p>Cards – card, joining materials.</p>	<p>Wood, wheels, dowels,</p>	<p>Range of foods and cooking utensils</p>

<p>Skills, success criteria</p>	<p>Sewing - simple running stitches.</p> <p>Card making Pop up Xmas/season card</p>	<ol style="list-style-type: none"> 1. Investigate products to see if they do what they are suppose to do. 2. To create a detailed labelled drawing of my design. 3. To choose appropriate material for my design & suggest ways of manipulating them to achieve desired effect 4. To create and used wheels and axles. 5. Attach features to a vehicle e.e. axle and wheels. 6. Work from plans 7. To use tools safely to cut and join my materials. 8. Work safely 9. To improve my structure by making it stronger. 10. Cut wood dowels using tools. 11. Join appropriately with glue/tape 12. Evaluation - how the finished product meets their design 13. Describe similarities and differences between their own and others; also that of designers 14. Describe why this design - axle and wheels is important in history (pre mechanisation - 	<ol style="list-style-type: none"> 1. To understand how to work safely and hygienically in a cooking activity To recognise the need for a variety of foods in a diet 2. To explain where the foods we eat come from 3. To cut, peel, grate and chop a range of ingredients
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Who is the linked engineer, architect, designer?
Curriculum states that pupils are taught about the work of a range of designers etc

PE	Ball games	Gymnastics	Dance	Athletics	Team Games	Tag Rugby
Discovery RE	<p><u>Autumn 1</u></p> <p>Theme: What did Jesus teach?</p> <p>Key question: Is it possible to be kind to everyone all of the time?</p> <p>Religions: Christianity</p>	<p><u>Autumn 2</u></p> <p>Theme: Christmas – Jesus as gift from God</p> <p>Key question: Why do Christians believe God gave Jesus to the world?</p> <p>Religions: Christianity</p>	<p><u>Spring 1</u></p> <p>Theme: Prayer at home</p> <p>Key question: Does praying at regular intervals help Muslim in his/her everyday life?</p> <p>Religion: Islam</p>	<p><u>Spring 2</u></p> <p>Theme: Easter – Resurrection</p> <p>Key question: How important is it to Christians that Jesus came back to life and his crucifixion?</p> <p>Religions: Christianity</p>	<p><u>Summer 1</u></p> <p>Theme: Community and Belonging</p> <p>Key question: Does going to a Mosque give Muslims a sense of belonging?</p> <p>Religion: Islam</p>	<p><u>Summer 2</u></p> <p>Theme: Hajj</p> <p>Key question: Does completing Hajj make a person a better Muslim?</p> <p>Religion: Islam</p>

PHSE & RSE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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Music	<ul style="list-style-type: none"> • Learn about keeping in time to a steady beat using tunes instruments. • Explore simple songs and chants • Learn about the shape of a song and the importance of correct posture • Peer assess singing skills • Perform in front of peers and prepare for a concert • Perform in a seasonal concert 	<ul style="list-style-type: none"> • Compose classroom soundscapes • Compose soundscapes to a given subject and record. • Learn about the different musical dimensions and recognise them in different music. • Talk about different emotional music from a variety of sources and genres using the music dimensions. 	<ul style="list-style-type: none"> • Sing action songs • Explore the Ukulele and correct technique for playing notes in time to a steady beat. • Sing known songs whilst providing an instrumental accompaniment. • Learn how to change the pitch on one string of a ukulele. • Work in groups to sing and peer assess singing skills • Perform in front of peers and record a class Videostar.
Computing	<p>Rising Stars Unit 2:1 – We are astronauts</p> <p>Rising Stars Unit 2:2 – We are games testers</p>	<p>Rising Stars Unit 2:3 – We are photographers</p> <p>Rising Stars Unit 2:4 – We are researchers</p>	<p>Rising Stars Unit 2:5 – We are detectives</p> <p>Rising Stars Unit 2:6 – We are zoologists</p>