



Charlestown Community Primary School  
Year 2 Curriculum  
2017 - 2019



	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Cycle 1:	Where do I live?	The Great Fire of London	Toys	Around the world	Castles	The Seaside
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Cycle 2:	Animals of the World	What came before us?	How do other people live?	Transport of the past	Our wonderful world	The Circus

The above topics will be based on either History or Geography. Other subjects such will link into the topics. Art and Design Technology will alternate each half term and be linked to either a History or Geography topic.

To be an historian I need to develop the following skills:	
To investigate and interpret the past:	<ul style="list-style-type: none"> <li>• Observe and handle evidence to ask questions and find answers to questions about the past</li> <li>• Ask questions such as: What was it like for people? What happens? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past</li> <li>• Identify some of the different ways the past has been represented</li> </ul>
To build an overview of world history:	<ul style="list-style-type: none"> <li>• Describe historical events</li> <li>• Describe significant people from the past</li> <li>• Recognise that there are reasons why people in the past acted as they did</li> </ul>
To understand chronology:	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line</li> <li>• Label time lines with words or phrases such as: past, present, older and newer</li> </ul>

	<ul style="list-style-type: none"> <li>• Recount changes that have occurred in their own lives</li> <li>• Use dates where appropriate</li> </ul>
To communicate historically:	<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents / carers were children, years, decades and centuries to describe the passing of time</li> <li>• Show an understanding of the concept of nation and a nation's history</li> <li>• Show an understanding of concepts, such as civilisation, monarchy, parliament, democracy and war and peace</li> </ul>
To be a geographer I need to develop the following skills:	
To investigate places:	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as What is this place like? What or who will I see in this place? What do people do in this place?)</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its counties, as well as the countries, continents and oceans</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding area</li> <li>• Name and locate the world's continents and oceans</li> </ul>
To investigate patterns	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Identify land use around the school</li> </ul>

To communicate geographically:	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to: key physical features including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather and Key features including city, home, village, factory, farm, house, office and shop</li> <li>• Use compass directions (North, South, East and West) and locational language (e.g near / far) to describe the location of features and routes on a map</li> <li>• Devise a simple map; and use and construct basic symbols in a key</li> <li>• Use simple grid references (A1, B1)</li> </ul>
To be an artist I need to develop the following skills:	
To develop ideas:	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points</li> <li>• Explore ideas and collect visual information</li> <li>• Explore different methods and materials as ideas develop</li> </ul>
Drawing:	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness</li> <li>• Colour (own work) neatly following the lines</li> <li>• Show patterns and texture by adding dots and lines</li> <li>• Show different tones by using coloured pencils</li> </ul>
Painting:	<ul style="list-style-type: none"> <li>• Use thick and thin brushes</li> <li>• Mix primary colours to make secondary</li> <li>• Add white to colours to make tints and black to make tones</li> <li>• Create colour wheels</li> </ul>
Collage:	<ul style="list-style-type: none"> <li>• Use combination of materials that are cut, torn and glued</li> <li>• Sort and arrange materials</li> <li>• Mix materials to create texture</li> </ul>
Sculpture:	<ul style="list-style-type: none"> <li>• Use a combination of shapes</li> <li>• Include lines and texture</li> <li>• Use rolled paper, straws, paper, card and clay materials</li> <li>• Use techniques such as rolling, cutting, moulding and carving</li> </ul>
Print:	<ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes</li> <li>• Mimic print from the environment (e.g. wallpapers)</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges)</li> </ul>

	<ul style="list-style-type: none"> <li>• Press, roll rub and stamp to make prints</li> </ul>
Textiles:	<ul style="list-style-type: none"> <li>• Use weaving to create a pattern</li> <li>• Join materials using glue and / or a stitch</li> <li>• Use plaiting</li> <li>• Use dip dye techniques</li> </ul>
Digital Media:	<ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textiles, lines, tones, colours and shapes</li> </ul>
To take inspiration from the greats (Classic and Modern):	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers</li> <li>• Use some of the ideas of artists and studies to create pieces</li> </ul>
To be a designer I need to develop the following skills:	
To master practical skills (Food):	<ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically</li> <li>• Measure or weigh using measuring cups or electronic scales</li> <li>• Assemble or cook ingredients</li> </ul>
To master practical skills (Materials):	<ul style="list-style-type: none"> <li>• Cut materials safely using tools provided</li> <li>• Measure and mark out to the nearest centimetre</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengths)</li> </ul>
To master practical skills (Textiles):	<ul style="list-style-type: none"> <li>• Shape textiles using templates</li> <li>• Join textiles using running stitch</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)</li> </ul>
To master practical skills (Electricals and electronics):	<ul style="list-style-type: none"> <li>• Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage)</li> </ul>
To master practical skills (Construction):	<ul style="list-style-type: none"> <li>• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products</li> </ul>
To master practical skills (Mechanics):	<ul style="list-style-type: none"> <li>• Create products using levers, wheels and winding mechanisms</li> </ul>
To master practical skills (Computing):	<ul style="list-style-type: none"> <li>• Models designs using software</li> </ul>

To design, make evaluate and improve:	<ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user</li> <li>• Make products refining the design as work progresses</li> <li>• Use software to design</li> </ul>
To take inspiration from design throughout history:	<ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs</li> <li>• Suggest improvements to existing designs</li> <li>• Explore how products have been created</li> </ul>

**To be a musician I need to develop the following skills:**

Being a musician:	<ul style="list-style-type: none"> <li>• I can sing and follow a melody</li> <li>• I can perform simple patterns and accompaniments keeping a steady pulse</li> <li>• I can play simple rhythmic patterns on an instrument</li> <li>• I can sing or clap increasing and decreasing tempo</li> <li>• I can order sounds to create a beginning, middle and an end</li> <li>• I can create music in response to different starting points</li> <li>• I can choose sounds which create an effect</li> <li>• I can use symbols to represent sounds</li> <li>• I can make connections between notations and musical sounds</li> <li>• I can listen out for particular things when listening to music</li> <li>• I can improve my own work</li> </ul>
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**Physical Education:**

Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
<b>Games Dance</b>	<b>Dance Gymnastics</b>	<b>Games Dance</b>	<b>Games Gymnastics</b>	<b>Gymnastics Dance</b>	<b>Games Gymnastics</b>

**To develop my physical and sporting skills I need to develop the following :**

Games:	<ul style="list-style-type: none"> <li>• I can use hitting, kicking and/or rolling in a game</li> <li>• I can decide the best space to be in during a game</li> <li>• I can use one tactic in a game</li> <li>• I can follow rules</li> </ul>
Gymnastics:	<ul style="list-style-type: none"> <li>• I can plan and perform a sequence of movements</li> <li>• I can improve my sequence based on feedback</li> </ul>

	<ul style="list-style-type: none"> <li>• I can think of more than one way to create a sequence which follows some ?rules?</li> <li>• I can work on my own and with a partner</li> </ul>				
Dance:	<ul style="list-style-type: none"> <li>• I can change rhythm, speed, level and direction in my dance</li> <li>• I can dance with control and coordination</li> <li>• I can make a sequence by linking sections together</li> <li>• I can use dance to show a mood or feeling</li> </ul>				
PE General skills:	<ul style="list-style-type: none"> <li>• I can copy and remember actions</li> <li>• I can talk about what is different from what I did and what someone else did</li> </ul>				
<b>COMPUTING:</b>					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
We are astronauts	We are game testers	We are photographers	We are researchers	We are detectives	We are zoologists
To be a computing expert I need to develop the following :					
Algorithms and Programming:	<ul style="list-style-type: none"> <li>• I can use a range of instructions (e.g. direction, angles, turns)</li> <li>• I can test and amend a set of instructions</li> <li>• I can find errors and amend (debug)</li> <li>• I can write a simple program and test it</li> <li>• I can predict what the outcome of a simple program will be (logical reasoning)</li> <li>• I understand that algorithms are used on digital devices</li> <li>• I understand that programs require precise instructions</li> </ul>				
Information Technology:	<ul style="list-style-type: none"> <li>• I can organise digital content</li> <li>• I can retrieve and manipulate digital content</li> <li>• I can navigate the web to complete simple searches</li> </ul>				
Digital Literacy:	<ul style="list-style-type: none"> <li>• I use technology respectfully</li> <li>• I know where to go for help if I am concerned</li> <li>• I know how technology is used in school and outside of school</li> </ul>				

Science Topics:

Science:					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Animals, including humans	Uses of everyday materials	Plants	Living things and their habitats	Revise previous objectives	Revise previous objectives

To be scientist I need to develop the following skills:	
Working scientifically:	<ul style="list-style-type: none"> <li>• I can ask simple scientific questions</li> <li>• I can use simple equipment to make observations</li> <li>• I can carry out simple tests</li> <li>• I can identify and classify things</li> <li>• I can suggest what I have found out</li> <li>• I can use simple data to answer questions</li> </ul>
Biology:	<ul style="list-style-type: none"> <li>• I can identify things that are living, dead and never lived</li> <li>• I can describe how a specific habitat provides for the basic needs of things living there (plants and animals)</li> <li>• I can identify and name plants and animals in a range of habitats</li> <li>• I can match living things to their habitat</li> <li>• I can describe how animals find their food</li> <li>• I can name some different sources of food for animals</li> <li>• I can explain a simple food chain</li> <li>• I can describe how seeds and bulbs grow into plants</li> <li>• I can describe what plants need in order to grow and stay healthy (water, light &amp; suitable temperature)</li> </ul>

	<ul style="list-style-type: none"> <li>• I can explain the basic stages in a life cycle for animals, including humans</li> <li>• I can describe what animals and humans need to survive</li> <li>• I can describe why exercise, a balanced diet and good hygiene are important for humans</li> </ul>
Chemistry:	<ul style="list-style-type: none"> <li>• I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard</li> <li>• I can suggest why a material might or might not be used for a specific job</li> <li>• I can explore how shapes can be changed by squashing, bending, twisting and stretching</li> </ul>

RE Topics:

Religious Education:					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
New Year, New Start!	What makes people important?	What makes some places sacred?	What does it mean to belong to a faith community?	Can stories help us in our life?	How and why do we celebrate special and sacred times?

In RE I need to develop the following skills and my spiritual and emotional well-being and respect for others beliefs:	
To understand beliefs and teachings	<ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Describe some of the main festivals or celebrations of a religion.</li> </ul>
To understand practices and lifestyles	<ul style="list-style-type: none"> <li>• Recognise, name and describe some religious artefacts, places and practices.</li> </ul>
To understand how beliefs are conveyed	<ul style="list-style-type: none"> <li>• Name some religious symbols.</li> <li>• Explain the meaning of some religious symbols</li> </ul>
To reflect	<ul style="list-style-type: none"> <li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>• Relate emotions to some of the experiences of religious figures studied.</li> </ul>

	<ul style="list-style-type: none"><li>• Ask questions about puzzling aspects of life.</li></ul>
To understand values	<ul style="list-style-type: none"><li>• Identify how they have to make their own choices in life.</li><li>• Explain how actions affect others.<ul style="list-style-type: none"><li>• Show an understanding of the term 'morals'.</li></ul></li></ul>