

KS1 detailed curriculum planner – Y2 classes

Year 2 CYCLE A 2019-20	Autumn	Spring	Summer
THEME and question	<p style="text-align: center;">Castles</p> <p style="text-align: center;">Who lived in a castle? How was life different in a castle? How do we know what life was like in a castle?</p>	<p style="text-align: center;">Sheffield</p> <p style="text-align: center;">Is Sheffield flat?</p>	<p style="text-align: center;">Rainforests</p> <p style="text-align: center;">Would the plants in our garden grow in the rainforest?</p>
Science	<p>Living things and their habitats Children will learn to:</p> <ul style="list-style-type: none"> • 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 for 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 microhabitats <p>Aim: catergorise and sort living and non-living Create a habitat in Forest School</p> <p>Uses of everyday materials Children will learn to:</p> <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 	<p>Animals, including humans Children will learn to:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Aim: to know what animals and humans need to survive</p>	<p>Living things and their habitats Children will learn to:</p> <ul style="list-style-type: none"> • 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>Aim: to create a food chain using rainforest animals</p> <p>Plants Children will learn to:</p> <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Aim: to investigate the best conditions for plant growth</p>

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<p>History</p>	<p>Aim: to investigate materials and their properties</p> <p>Children will learn about:</p> <ul style="list-style-type: none"> • changes within living memory. • the lives of significant individuals in the past who have contributed to national and international achievements. • significant historical events, people and places in their own locality. <p>Aim: to be able to produce a non-chronological piece of writing describing the use of castles and how they have changed over the years.</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth II and Queen Victoria, • significant historical events, people and places in their own locality. <p>Aim: to produce work comparing Sheffield and Stannington.</p> <p>Writing about and experiencing life in Stannington and Sheffield 100 years ago and now.</p>	
<p>Geography</p>	<p>Children will learn about:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Aim:</p> <p>Identify countries and major cities of the U.K.</p>	<p>Children will learn about:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Human and physical geography</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<p>Children will learn about:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> • 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 • use basic geographical vocabulary to refer to:

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		<ul style="list-style-type: none"> • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ➤ 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. <p>Aim: Identify countries and major cities of the U.K. Identify physical and human features of Stannington and create a map.</p>	<ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <p>Aim: to name countries where rainforest are found. Explain the difference between climate and weather. Describe what life is like in a rainforest.</p>
<p>Computing Inc. online safety</p>	<p>Children will learn to:</p> <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>Aim: to use PicCollage to record Forest School work.</p>	<p>Computational thinking</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • use technology safely and respectfully, keeping personal information private; <p>Aim:</p>	<p>Communicating multi media</p> <p>Programming</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • use logical reasoning to predict the behaviour of simple programs • 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

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	<p>Create weekly PowerPoints for the school website sharing our Forest School work</p> <p>To find an image online, copy and paste it onto a word document.</p> <p>Use word processing skills and then edit and manipulate the text.</p> <p>Know how to use a password and why it is important to keep it safe.</p>	<p>Use google maps and google street view to locate streets and locations in Sheffield</p> <p>Know how to keep safe online and to be a good friend.</p> <p>Programme and debug a beetbot.</p> <p>Write a programme and debug it using a PurpleMash programme.</p>	<p>content or contact on the internet or other online technologies.</p> <p>Aim: Use a range of websites to research rainforest animals Create a branching programme using data gathered in class. Create a Stop Start animation film based on creative writing text/film clip.</p>
<p>Design Technology</p>	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Explore and evaluate a range of castles (through images, models and visits). • Generate, develop, model and communicate their ideas through drawing and computing. • Select from and use a range of tools and equipment to perform practical tasks. [for example, cutting, shaping, joining and finishing] (Use rulers to measure out crenels to the nearest cm/1/2 cm, using scissors with increasing accuracy). • Build castle structures, exploring how they can be made stronger, stiffer and more stable (use card strips as supports between walls). • Explore and use mechanisms. Use pulleys to operate the drawbridge. • Evaluate their ideas and products against design criteria. <p>Aim - To design and make a castle with a pulley. To record self/ peer evaluations against chosen success criteria.</p> <p>Cooking and Nutrition: Children will learn to...</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes. 	<p>Children will learn to ...</p> <ul style="list-style-type: none"> • Explore and evaluate a range of puppets (through images and existing puppets). • Generate, develop, model and communicate their puppet ideas through detailed labelled designs. • Design functional puppets for themselves and other users based on design criteria. • Select from and use a range of tools and equipment to perform practical tasks. • Measure and cut paper, card and fabric with increasing accuracy. • Sew fabric together using a running stitch. • Use a pop up mechanism for their puppet. • Explore different sewing techniques for attaching buttons/sequins/detail. • Evaluate their ideas and products against design criteria. <p>Aim – To create a ‘pop up’ puppet. To sew using a running stitch. To use sewing techniques for detail including sequins and buttons.</p>	<p>Children will learn to ...</p> <ul style="list-style-type: none"> • Explore and evaluate a range of vehicles (through images and existing toy vehicles). • Explore how vehicles have different sized wheels appropriate to their function and purpose. • Generate, develop, model and communicate their vehicle ideas through talking and drawing. • Make model vehicles using construction kits and lego. • Select from and use a range of tools and equipment to perform practical tasks. • Cut paper and card with increasing accuracy. • Fix and join components with glue and sellotape, • Explore and use mechanisms. • Attach a fixed axle and wheels to vehicle. • Evaluate their vehicle against design criteria. <p>Aim – To create a vehicle/jeep to explore the rainforest. To assemble and combine different materials.</p>

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	<ul style="list-style-type: none"> • Understand where food comes from. (Find out what food people grew. Match meat to animals). • Measure and weigh using measuring cups and electronic scales. • Select from and use a range of kitchen utensils and tools. Learn how to chop and peel food safely and hygienically. • Evaluate their ideas and products against design criteria. <p>Aim – To make a fruit crumble at Forest Schools. To understand where food comes from. To chop and peel fruit safely.</p>		
<p>PSHE SEAL SMSC</p>	<p>Being Me in My World Children will learn...</p> <ul style="list-style-type: none"> • To identify their hopes and fears • Understand the rights and responsibilities of being part of a class and school. <p>Aim: to create a class charter</p> <p>Celebrating Differences Children will learn...</p> <ul style="list-style-type: none"> • To recognise stereotypes • To understand we are all different • To understand bullying can be sometimes be about differences • To recognise what is right and wrong. <p>Aim: to understand that we are all different and valued.</p>	<p>Dreams and Goals Children will learn...</p> <ul style="list-style-type: none"> • To recognise success and how that makes them feel. • To talk about how to achieve a goal • How working with others can help you to achieve a goal. • To work as part of a group to achieve the same goal. <p>Aim: to set a goal and identify steps they need to carry out in order to achieve it.</p> <p>Healthy Me Children will learn...</p> <ul style="list-style-type: none"> • What being healthy is • How to make healthy decisions <p>Aim: to make healthier choices</p>	<p>Relationships Children will learn...</p> <ul style="list-style-type: none"> • To identify different members of their family • How to recognise and resolve conflicts. • What a secret is and who they can trust. <p>Aim: to be able to talk about worries and resolve problems with friends and family.</p> <p>Changing Me Children will learn...</p> <ul style="list-style-type: none"> • To name body parts • How our bodies change <p>Aim: to be able to talk about how our bodies change</p>
<p>Art</p>	<p>Drawing and Observation - Portraits – Children will learn...</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products 	<p>Painting through local/British artist study Children will learn:</p> <ul style="list-style-type: none"> • about the work of a range of artists, craft makers and designers, describing the differences and similarities between 	<p>3D Work (photography and animation) Children will...</p> <ul style="list-style-type: none"> • Build on their understanding of the differences between 2 and 3D art forms.

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	<ul style="list-style-type: none"> • 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 <p>through: using a view-finder to look closely and add increased detail. Positioning – the ‘structure’ for creating a portrait. sketching and rework their portraits – developing drawing skills to improve. using different/mixed media other than pencil (chosen appropriately)</p> <p>Aim – to use photo graphs of themselves/family members to create a ‘Portrait Gallery’ in the style of a particular artist. (Links to visit to Graves Gallery.)</p> <p>Forest School can be used to focus on observational drawing of plants, trees, leaves, insects and flowers, revisiting the use of viewfinders to add extra detail. These can then be used in groups to create large scale ‘pictures’ using natural materials. O’Keefe/Hockney Any opportunity to :</p> <ul style="list-style-type: none"> • paint using natural materials (sticks and berry juice / mud / vegetable juice. • model using natural materials – willow/wood/soil should also be included. (Good extension tasks). 	<p>different practices and disciplines, and making links to their own work.</p> <p>through: creating secondary colours through mixing primary colours learning how to create tints and shades learning how to create different shades of the same colour</p> <p>Aim: children will create a piece of art work in the style of the chosen artist.</p>	<ul style="list-style-type: none"> • Learn to use a variety of techniques to create and explore 3D forms. • Apply these techniques using 3D media to make representations from the real world. • Use photography to create simple ‘Stop Start’ animation. Learn about 3D sculpture looking at the work of various artists and compare with 2D work – looking at the similarities and differences <p>Aim – To create a stop start animation using clay model figures.</p>
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	<p>Forest School can be used to create individual and large scale (group) textured and patterned art using natural materials – Goldsworthy / Mondrian /Riley / Kandinsky</p> <p>Any opportunity to :</p> <ul style="list-style-type: none"> • paint using natural materials (sticks and berry juice / mud / vegetable juice. • model using natural materials – willow/wood/soil should also be included.(Good extension tasks.) <p>Clay</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • explore the properties of clay • Build on their understanding of the differences between 2 and 3D art forms. • Learn to use a variety of techniques to create and explore 3D forms. <p>Aim - To understand and comment on the properties of clay and to create a simple 3D model using clay.</p> <p>To create a 3D model using other materials.</p> <ul style="list-style-type: none"> • To talk about the work of artists who inspired their sculptures. <p>Children will:</p> <ul style="list-style-type: none"> • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Aim: to draw a character from a story and take one part of it to draw in more detail using line and pattern to create texture. (linked to Narrative unit 1)</p>		
<p>Music</p>	<p>Children will learn to:</p>	<p>Children will learn to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>Children will learn to:</p>

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	<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 • 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. <p>Aim: to be able to create a song and piece of music to accompany</p>	<ul style="list-style-type: none"> • play tuned and untuned instruments musically • 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. <p>Aim: to appreciate music by local artists To learn to play the recorder</p>	<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 • 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. <p>Aim: to make a rainforest piece of music</p>
<p>RE</p>	<p>E. Leaders: What makes some people inspiring to others?</p> <p>Know about and understand religions and world views.</p> <ul style="list-style-type: none"> • Children hear and retell three moral stories of key leaders. They think about whether the stories say the same thing about how we should behave and consider questions about being good, kind, forgiving and generous. • Children examine wise sayings from different people, choosing their favourite and talking about what makes them wise and how/why they would make a difference to our lives. <p>Aim: Children will to begin to understand what a leader is and how key leaders can make a difference to all our lives.</p> <p>D. Symbols: In what ways are churches/mosques/Synagogues important to believers?</p>	<p>F. What does it mean to belong?</p> <p><i>Beginning to learn about Islam: What is it like to be a Muslim in Sheffield today?</i></p> <ul style="list-style-type: none"> • Children to visit a mosque and find out about the meanings of symbols and artefacts seen there. • Children discuss the importance of holy buildings and prayer and think about why some people do not pray or go to a place of worship. • Children discuss stories of co-operation from Islam and other sources and make a Class Charter or Recipe for living together happily. <p>Aim: To enable children to think about the core routines and rules of Islam and start to compare them to the routines and rules in their own lives.</p> <p>Children to visit the Madina Mosque</p>	<p>G. Believing:</p> <p><i>How and why do people pray? (Christians, Muslims and Jews)</i></p> <ul style="list-style-type: none"> • Children learn about the important role prayer plays in different religions. (How?/Why?) • Children examine some simple prayers and discuss what makes them wise. • Children respond to the different ideas about God that we learn through these prayers and world views. <p>Aim: To enable children to reflect on and discuss the role of prayer in religion and its' importance in helping people express their ideas about God.</p>

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	<ul style="list-style-type: none"> Children to visit a local place of worship and find out about the meanings of symbols for God used there. They also look at the symbols used in a different community to the one they have visited. They compare the use of these symbols and sort and order other symbols they have come across in KS1, looking for those that belong to more than one religion. <p>Aim: Children to begin to reflect on and talk about different faiths' ideas of God and compare them to their own.</p> <p>Children will visit one local place of worship.</p>		
P4C	Texts and/or discussions linked to themes arising in class	Texts and/or discussions linked to themes arising in class	Texts and/or discussions linked to themes arising in class
PE	<p>Children will develop their fundamental movement skills with a focus on:</p> <ul style="list-style-type: none"> Coordination- Floor Movement patterns <p>Aim- to be able to side step with a reverse pivot and hopscotch forwards and backwards</p> <ul style="list-style-type: none"> Static balance – One Leg standing <p>Aim- Stand still for 30 seconds. Complete 5 mini squats</p> <ul style="list-style-type: none"> Dynamic balance to agility <p>Aim- Jump with a quarter turn. Jump from 2 feet to 1 foot and freeze on landing</p> <ul style="list-style-type: none"> Static balance – Seated <p>Aim – move a cone from one side to the other (no hands or feet on the floor)</p> <p>Children will also develop their fundamental movement skills through Gymnastics and Dance sessions with a focus on balance, agility and coordination.</p> <p>Children will perform dances using simple movement patterns.</p>	<p>Children will develop their fundamental movement skills with a focus on:</p> <ul style="list-style-type: none"> Dynamic balance <p>Aim- to be able to maintain balance on a line</p> <ul style="list-style-type: none"> Static balance – Small base <p>Aim- to be able to maintain balance standing on a low beam</p> <ul style="list-style-type: none"> Coordination- Ball skills <p>Aim- to be able to move a ball around my body using controlled movements</p> <ul style="list-style-type: none"> Counter balance in pairs <p>Aim –to be able sit with a partner and lean in together and then apart</p> <p>Children will also develop their fundamental movement skills through Gymnastics and Dance sessions with a focus on balance, agility and coordination.</p> <p>Children will perform dances using simple movement patterns.</p>	<p>Children will develop their fundamental movement skills with a focus on:</p> <ul style="list-style-type: none"> Coordination- With equipment <p>Aim- to be able to throw a tennis ball and catch with the other hand</p> <ul style="list-style-type: none"> Agility- Reaction/Response <p>Aim- to be able to catch a tennis ball dropped from shoulder height</p> <ul style="list-style-type: none"> Agility- Ball chasing <p>Aim- to be able to throw, chase and collect a bouncing ball in a balanced position</p> <ul style="list-style-type: none"> Static Balance- Floor work <p>Aim – to be able to place a cone on my tummy/back and take it off</p> <p>Children will also develop their fundamental movement skills through Gymnastics and Dance sessions with a focus on balance, agility and coordination.</p> <p>Children will perform dances using simple movement patterns.</p>

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			During the Summer Term- School will provide swimming instruction to support the children to be able to stay safe, improve their swimming skills and enjoy the water.
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CYCLE B 2018 -19	Autumn	Spring	Summer
THEME	Toys What is the best toy in the world?	Our Country Why is the Union flag red, white and blue?	Extreme Environments and Explorers Can you live anywhere? My Best Self or This is Me...
Science	<p>Uses of everyday materials Children will learn to:</p> <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 <p>Aim: to investigate why toys are made from certain materials.</p> <p>Living things and their habitats Children will learn to:</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive 	<p>Animals, including humans Children will learn to:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Aim: to know what animals and humans need to survive</p>	<p>Plants Children will learn to:</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Aim: to investigate the best conditions for plant growth</p> <p>Living things and their habitats revisited as part of this learning</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> 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

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	<ul style="list-style-type: none"> 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 identify and name a variety of plants and animals in their habitats, including microhabitats <p>Aim: categorise and sort living and non-living create a habitat suitable for an animal at Forest School</p>		<p>Aim: to find out how animals survive in different environments</p>
<p>History</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> changes within living memory. <p>Children will compare toys today and toys from the past (their grandparents and beyond)</p> <p>Aim: identify similarities and differences between toys now and toys long ago</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally <p>Children will learn about the Great Fire of London and be able to order events chronologically Understand the consequences of the events and how it changed life in the future</p> <p>Aim: Write a chronological recount of the events</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to the national and international achievements. <p>Children will learn about Neil Armstrong and Tim Peake. Order events chronologically while developing historical language Children will make comparisons between space travel now and then.</p> <p>Aim: to compare space travel now and then To write about the impact of space travel</p>
<p>Geography</p>		<p>Children will learn to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Human and physical geography</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<p>Children will learn to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p>

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		<ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • 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. <p>Aim: identify and name the countries that make up the UK Name and describe famous London landmarks Compare Stannington to London</p>	<ul style="list-style-type: none"> • 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 • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features or routes on a map <p>Aim: children will be able to identify different countries in the world Children will be able to identify human and physical features of a place and suggest why it is or isn't a suitable place to live.</p>
<p>Computing Inc online safety</p>	<p>Children will learn to:</p> <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 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	<p>Children will learn to:</p> <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

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	<ul style="list-style-type: none"> • 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>Aim: to use PicCollage to record Forest School work.</p> <p>Create weekly PowerPoints for the school website sharing our Forest School work</p> <p>To find an image online, copy and paste it onto a word document.</p> <p>Use word processing skills and then edit and manipulate the text.</p> <p>Know how to use a password and why it is important to keep it safe.</p>	<ul style="list-style-type: none"> • create and debug simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • use technology safely and respectfully, keeping personal information private; • use logical reasoning to predict the behaviour of simple programs <p>Aim: Use google maps and google street view to locate streets and locations in England Programme and debug a beetbot.</p> <p>Write a programme and debug it using a PurpleMash programme.</p> <p>Create a branching programme using data gathered in class.</p>	<ul style="list-style-type: none"> • 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>Aim:</p> <p>Use a range of websites to research extreme environments</p> <p>Create a Stop Start animation film based on creative writing text/film clip.</p>
<p>Design Technology</p>	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Explore and evaluate a range of board games • Generate, develop, model and communicate their ideas through drawing and computing. • Select from and use a range of tools and equipment to perform practical tasks. [for example, cutting, shaping, joining and finishing] (Use rulers to measure out squares on the board and boxes to the nearest cm/1/2 cm, using scissors with increasing accuracy). • Make board games, exploring how they can be made stronger, stiffer and more stable • Evaluate their ideas and products against design criteria. <p>Aim - To design and make a board game and box. To record self/ peer evaluations against chosen success criteria.</p>	<p>Children will learn to ...</p> <ul style="list-style-type: none"> • Explore and evaluate a range of puppets (through images and existing puppets). • Generate, develop, model and communicate their puppet ideas through detailed labelled designs. • Design functional puppets for themselves and other users based on design criteria. • Select from and use a range of tools and equipment to perform practical tasks. • Measure and cut paper, card and fabric with increasing accuracy. • Sew fabric together using a running stitch. • Use a pop up mechanism for their puppet. • Explore different sewing techniques for attaching buttons/sequins/detail. • Evaluate their ideas and products against design criteria. <p>Aim – To create a ‘pop up’ puppet. To sew using a running stitch.</p>	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Explore and evaluate a range of clothing/ toy rockets (through images and existing toys/ clothes). • Explore how clothes/rockets are made from different materials appropriate to their function and purpose. • Generate, develop, model and communicate their clothing/vehicle ideas through talking and drawing. • Make model vehicles using construction kits and lego. • Select from and use a range of tools and equipment to perform practical tasks. • Cut paper and card with increasing accuracy. • Fix and join components with glue and sellotape, • Explore and use mechanisms. • Evaluate their vehicle against design criteria.

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	<p>Cooking and Nutrition: Children will learn to...</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from. (Find out what food people grew. Match meat to animals). • Measure and weigh using measuring cups and electronic scales. • Select from and use a range of kitchen utensils and tools. Learn how to chop and peel food safely and hygienically. • Evaluate their ideas and products against design criteria. <p>Aim – To make a fruit crumble/soup at Forest Schools. To understand where food comes from. To chop and peel fruit safely.</p>	<p>To use sewing techniques for detail including sequins and buttons.</p>	<p>Aim – To create a space suit or a spaceship/rocket to explore space in. To assemble and combine different materials.</p>
<p>PSHE SEAL SMSC</p>	<p>Being Me in My World Children will learn...</p> <ul style="list-style-type: none"> • To identify their hopes and fears • Understand the rights and responsibilities of being part of a class and school. <p>Aim: to understand we all have hopes and fears.</p> <p>Celebrating Differences Children will learn...</p> <ul style="list-style-type: none"> • To recognise stereotypes • To understand we are all different • To understand bullying can be sometimes be about differences • To recognise what is right and wrong. <p>Aim: to understand that we are all different and valued.</p>	<p>Dreams and Goals Children will learn...</p> <ul style="list-style-type: none"> • To recognise success and how that makes them feel. • To talk about how to achieve a goal • How working with others can help you to achieve a goal. • To work as part of a group to achieve the same goal. <p>Aim: to set a goal and identify steps they need to carry out in order to achieve it.</p> <p>Healthy Me Children will learn...</p> <ul style="list-style-type: none"> • What being healthy is • How to make healthy decisions <p>Aim: to make healthier choices</p>	<p>Relationships Children will learn...</p> <ul style="list-style-type: none"> • To identify different members of their family • How to recognise and resolve conflicts. • What a secret is and who they can trust. <p>Aim: to be able to talk about worries and resolve problems with friends and family.</p> <p>Changing Me Children will learn...</p> <ul style="list-style-type: none"> • To name body parts • How our bodies change <p>Aim: to be able to talk about how our bodies change</p>
<p>Art</p>	<p>Drawing and Observation - Portraits – Children will learn...</p>	<p>Painting through local/British artist study</p>	<p>3D Work (photography and animation) Children will...</p>

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	<ul style="list-style-type: none"> • to use a range of materials creatively to design and 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 <p>through: using a view-finder to look closely and add increased detail. Positioning – the ‘structure’ for creating a portrait. sketching and rework their portraits – developing drawing skills to improve. using different/mixed media other than pencil (chosen appropriately)</p> <p>Aim – to use photo graphs of themselves/family members to create a ‘Portrait Gallery’ in the style of a particular artist. (Links to visit to Graves Gallery.)</p> <p>Forest School can be used to focus on observational drawing of plants, trees, leaves, insects and flowers, revisiting the use of viewfinders to add extra detail. These can then be used in groups to create large scale ‘pictures’ using natural materials. O’Keefe/Hockney Any opportunity to :</p> <ul style="list-style-type: none"> • paint using natural materials (sticks and berry juice / mud / vegetable juice. • model using natural materials – willow/wood/soil should also be included. (Good extension tasks). 	<p>Children will learn:</p> <ul style="list-style-type: none"> • 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. <p>through: creating secondary colours through mixing primary colours learning how to create tints and shades learning how to create different shades of the same colour</p> <p>Aim: children will create a piece of art work in the style of the chosen artist.</p>	<ul style="list-style-type: none"> • Build on their understanding of the differences between 2 and 3D art forms. • Learn to use a variety of techniques to create and explore 3D forms. • Apply these techniques using 3D media to make representations from the real world. • Use photography to create simple ‘Stop Start’ animation. Learn about 3D sculpture looking at the work of various artists and compare with 2D work – looking at the similarities and differences <p>Aim – To create a stop start animation using clay model figures.</p>
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	<p>Forest School can be used to create individual and large scale (group) textured and patterned art using natural materials – Goldsworthy / Mondrian /Riley / Kandinsky</p> <p>Any opportunity to :</p> <ul style="list-style-type: none"> • paint using natural materials (sticks and berry juice / mud / vegetable juice. • model using natural materials – willow/wood/soil should also be included.(Good extension tasks.) <p>Clay</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • explore the properties of clay • Build on their understanding of the differences between 2 and 3D art forms. • Learn to use a variety of techniques to create and explore 3D forms. <p>Aim - To understand and comment on the properties of clay and to create a simple 3D model using clay.</p> <p>To create a 3D model using other materials.</p> <ul style="list-style-type: none"> • To talk about the work of artists who inspired their sculptures. <p>Children will:</p> <ul style="list-style-type: none"> • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Aim: to draw a character from a story and take one part of it to draw in more detail using line and pattern to create texture. (linked to Narrative unit 1)</p>		
Music	Children will learn to:	Children will learn to:	Children will learn to:

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	<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 • 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. <p>Aim: to be able to create a song and piece of music to accompany an advert for their toy.</p>	<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 • 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. <p>Aim: to appreciate music by local artists To learn to play the recorder</p>	<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 • 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. <p>Aim: to make a space piece of music</p>
<p>RE</p>	<p>E. Leaders: <i>What makes some people inspiring to others?</i></p> <p>Know about and understand religions and world views.</p> <ul style="list-style-type: none"> • Children hear and retell three moral stories of key leaders. They think about whether the stories say the same thing about how we should behave and consider questions about being good, kind, forgiving and generous. • Children examine wise sayings from different people, choosing their favourite and talking about what makes them wise and how/why they would make a difference to our lives. <p>Aim: Children will to begin to understand what a leader is and how key leaders can make a difference to all our lives.</p> <p>D. Symbols: <i>In what ways are churches/mosques/Synagogues important to believers?</i></p> <ul style="list-style-type: none"> • Children to visit a local place of worship and find out about the meanings of 	<p>F. What does it mean to belong?</p> <p><i>Beginning to learn about Islam: What is it like to be a Muslim in Sheffield today?</i></p> <ul style="list-style-type: none"> • Children to visit a mosque and find out about the meanings of symbols and artefacts seen there. • Children discuss the importance of holy buildings and prayer and think about why some people do not pray or go to a place of worship. • Children discuss stories of co-operation from Islam and other sources and make a Class Charter or Recipe for living together happily. <p>Aim: To enable children to think about the core routines and rules of Islam and start to compare them to the routines and rules in their own lives. Children to visit the Madina Mosque</p>	<p>G. Believing:</p> <p><i>How and why do people pray? (Christians, Muslims and Jews)</i></p> <ul style="list-style-type: none"> • Children learn about the important role prayer plays in different religions. (How?/Why?) • Children examine some simple prayers and discuss what makes them wise. • Children respond to the different ideas about God that we learn through these prayers and world views. <p>Aim: To enable children to reflect on and discuss the role of prayer in religion and its' importance in helping people express their ideas about God.</p>

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	<p>symbols for God used there. They also look at the symbols used in a different community to the one they have visited.</p> <ul style="list-style-type: none"> • They compare the use of these symbols and sort and order other symbols they have come across in KS1, looking for those that belong to more than one religion. <p>Aim: Children to begin to reflect on and talk about different faiths' ideas of God and compare them to their own. Children will visit one local place of worship.</p>		
P4C	Texts and/or discussions linked to themes arising in class	Texts and/or discussions linked to themes arising in class	Texts and/or discussions linked to themes arising in class
PE	<p>Children will develop their fundamental movement skills with a focus on:</p> <ul style="list-style-type: none"> • Coordination- Floor Movement patterns <p>Aim- to be able to side step with a reverse pivot and hopscotch forwards and backwards</p> <ul style="list-style-type: none"> • Static balance – One Leg standing <p>Aim- Stand still for 30 seconds. Complete 5 mini squats</p> <ul style="list-style-type: none"> • Dynamic balance to agility <p>Aim- Jump with a quarter turn. Jump from 2 feet to 1 foot and freeze on landing</p> <ul style="list-style-type: none"> • Static balance – Seated <p>Aim – move a cone from one side to the other (no hands or feet on the floor)</p> <p>Children will also develop their fundamental movement skills through Gymnastics and Dance sessions with a focus on balance, agility and coordination. Children will perform dances using simple movement patterns.</p>	<p>Children will develop their fundamental movement skills with a focus on:</p> <ul style="list-style-type: none"> • Dynamic balance <p>Aim- to be able to maintain balance on a line</p> <ul style="list-style-type: none"> • Static balance – Small base <p>Aim- to be able to maintain balance standing on a low beam</p> <ul style="list-style-type: none"> • Coordination- Ball skills <p>Aim- to be able to move a ball around my body using controlled movements</p> <ul style="list-style-type: none"> • Counter balance in pairs <p>Aim –to be able sit with a partner and lean in together and then apart</p> <p>Children will also develop their fundamental movement skills through Gymnastics and Dance sessions with a focus on balance, agility and coordination. Children will perform dances using simple movement patterns.</p>	<p>Children will develop their fundamental movement skills with a focus on:</p> <ul style="list-style-type: none"> • Coordination- With equipment <p>Aim- to be able to throw a tennis ball and catch with the other hand</p> <ul style="list-style-type: none"> • Agility- Reaction/Response <p>Aim- to be able to catch a tennis ball dropped from shoulder height</p> <ul style="list-style-type: none"> • Agility- Ball chasing <p>Aim- to be able to throw, chase and collect a bouncing ball in a balanced position</p> <ul style="list-style-type: none"> • Static Balance- Floor work <p>Aim – to be able to place a cone on my tummy/back and take it off</p> <p>Children will also develop their fundamental movement skills through Gymnastics and Dance sessions with a focus on balance, agility and coordination. Children will perform dances using simple movement patterns.</p>

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			During the Summer Term- School will provide swimming instruction to support the children to be able to stay safe, improve their swimming skills and enjoy the water.
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