

LONG TERM PLANNING – CURRICULUM OVERVIEW

The Avenue Primary

Year Group: 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Wriggle and Crawl	Splendid Skies	Superheroes	Towers, Tunnels and Turrets	Beachcombers	Beat Band Boogie!
Science	<p><u>All living things and their habitats</u></p> <ul style="list-style-type: none"> Identify that minibeasts live in habitats and microhabitats to which they are suited and describe how the habitats provide for the basic needs. 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. <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> Notice that animals have offspring which grow into adults by understanding the life cycle of a bee. Describe the basic needs of animals for survival (water, food and air) in their microhabitats. <p><u>Plants</u></p> <ul style="list-style-type: none"> Observe and describe how bulbs grow into mature plants by planting a bulb ready for Spring. 	<p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials by designing and evaluating kites based on the strength of different materials. Identify and compare the suitability of a variety of everyday materials by designing and evaluating umbrellas based on waterproof properties. 	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> Notice that animals have offspring which grow into adults by understanding the life cycle of a human. Describe the basic needs of 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><u>Everyday Materials</u></p> <ul style="list-style-type: none"> Investigating appropriate materials to build a house based on the Three Little Pigs tale. Investigate how the Transporter Bridge was made and which materials would be best. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p><u>All living things and their habitats</u></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 from the sea. Understanding how sea creatures and plants are suited to their habitat environments. Comparing plants in the deep ocean and those in a shallow rock pool. Identify and name a variety of plants and animals in their sea habitat, including micro-habitats <p><u>Plants</u></p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants by discovering how their bulbs have grown and planting a seed. Describe how plants need water, light and suitable temperature to grow and stay healthy by investigating what happens when these variables change. 	<p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> Make a musical instrument using appropriate materials.

<p>Geography</p>	<p><u>Geographical Skills and Fieldwork</u> <u>The Avenue Primary School</u></p> <ul style="list-style-type: none"> • Follow directions as Year 1 and NSEW • Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photography) • Begin to understand the need for a key • Use class agreed symbols to make a simple key Look down on objects to make a plan view map 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • Know the names of and locate the seven continents of the world when identifying extreme weather. • Know the names of the four countries that make up the UK when identifying weather patterns. • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland when creating a weather report. <p><u>Human and physical Geography</u></p> <ul style="list-style-type: none"> • Know which is the hottest and coldest season in the UK by using and recording seasonal and daily weather patterns. • Know and recognise main weather symbols when recording daily weather patterns. • Understanding why living near the Equator has an impact on the weather in different countries • Know where the equator, North Pole and South Pole are on a globe when describing Santa's route around the world 		<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland when identifying famous castles in these cities. • Name the three main seas that surround the UK when learning about castles in the four countries • Know the names of and locate the seven continents of the world when identifying tall towers around the world. 	<p><u>Human and physical Geography</u></p> <ul style="list-style-type: none"> • Identify the following physical features when creating a map of a local coastal town: mountain, lake, island, valley, river, cliff, forest and beach <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> • Look at aerial photographs of the coast and make a key to label the features. • Know which is N, E, S and W on a compass when creating a map of a harbour town <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • Name the three main seas that surround the UK when learning about wildlife in our seas. • Know the names of and locate the five oceans of the world when learning about marine wild life. <p><u>Place Knowledge.</u></p> <ul style="list-style-type: none"> • Compare coastal town Whitby in England and Australia to study human and physical geography. 	
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History		<p><u>Historical event</u></p> <ul style="list-style-type: none"> Remembrance Day <p><u>Beyond living memory</u></p> <ul style="list-style-type: none"> Know the history of how aeroplanes were created by the Wright brothers and how they have progressed since then. <p><u>Beyond living memory Lives of significant people</u></p> <ul style="list-style-type: none"> Know about the achievements of Amelia Earhart and how she was the first female to fly solo over the Atlantic Ocean. 	<p><u>Within living memory</u></p> <p><u>Beyond living memory</u></p> <p><u>Lives of significant people</u></p> <ul style="list-style-type: none"> Explore how Florence Nightingale influenced our understanding of hygiene, improved hospitals and her significant worldwide impact of everyday life. 	<p><u>Beyond living memory</u></p> <ul style="list-style-type: none"> Identifying and understanding different parts of a castle. Comparing castles from different periods, ordering them by age and comparing their differences (materials). Comparing rooms in a castle to our homes. Understanding who lived in a castle and their roles. Create a coat of arms by carefully choosing significant symbols. <p><u>Local history</u></p> <p><i>Trip to Raby Castle</i> Know the name of a local castle and the history of the people who lived there.</p>		<p><u>Within living memory</u></p> <p>Know how music devices have evolved throughout the decades - LPs, tapes, CDs, digital etc.</p>
Art	<p><u>Drawing</u></p> <p>Studying Lucy Arnould are her drawings of insects. Using pencils/charcoal/pastels to create our drawings in her style.</p>	<p><u>Drawing</u></p> <p>Children will be creating umbrella drawings where they will explore different lines and patterns to decorate their umbrella.</p> <p>Remembrance Day artwork using chalks to create poppy outline and creating shades of colour. Learning how to blend chalk and the effect that this creates.</p>	<p><u>Drawing: People</u></p> <ul style="list-style-type: none"> Children will be taught how to draw facial features when they draw themselves as superheroes. Children will also design costumes for themselves 	<p><u>Drawing: Landscape</u></p> <ul style="list-style-type: none"> Children will be creating drawings from photographs taken on our school trip a local castle. <p><u>Painting</u></p> <ul style="list-style-type: none"> We will be painting/printing castles and towers in the style of Paul Klee. Children will be mixing their own 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Studying local artist Milly Dyer and drawing a beach landscape inspired by her work. Thinking about here, near and far and which items are in which positions within the landscape. <p><u>ICT</u></p>	<p><u>Geometric Patterns</u></p> <ul style="list-style-type: none"> Children will be using geometric 2D shapes/cutting 2D shapes from paper. Children will be arranging them to form musical instruments.

				<p>colours together and creating tints using white paint.</p> <ul style="list-style-type: none"> Children will be thinking about their own personality and designing/making their own coat of arms to represent themselves. Drawing the outline and painting. <p>Sculpture</p> <ul style="list-style-type: none"> Make a pinch pot bowl, using tools to create texture and pattern. Children will be pressing, rolling, rubbing and stamping to create designs. Link to The Magic Porridge Pot traditional tale. 	<ul style="list-style-type: none"> Using digital media (Paint) to create a beach scene, including digital images through computing (using PurpleMash ICT scheme of work). 	
DT		<p>Materials</p> <p>Design, make and evaluate a kite using paper, tape and wooden sticks. Testing them by flying them outside and evaluating them.</p>	<p>Textiles</p> <p>Learn about the style of fashion designer, Stella McCartney's, Team Great Britain Olympic outfits.</p> <p>Design, make and evaluate an outfit for a superhero in the style of Stella McCartney.</p> <p>Materials</p> <p>Creating lamps in response to Florence Nightingale learning using crepe paper.</p> <p>Food Technology</p> <p>Design, make and evaluate a healthy smoothie as part of Science learning related to keeping the human body healthy. Create a list of ingredients and instructions on how to make and prepare the food hygienically and safely.</p>	<p>Mechanisms</p> <p>Creating a canon on wheels and an axle as part of a castle. Join the materials for the canon to the dowelling effectively.</p>	<p>Materials</p> <p>Study the architect, James Walker and his design of the Whitby Lighthouse.</p> <p>Design, make and evaluate a lighthouse structure, including an aspect that moves e.g. door, gate, flag and windmill.</p>	<p>Materials</p> <p>Design, make and evaluate a musical instrument.</p>

<p>Computing</p>	<p><u>Online Safety:</u> To learn how to access and use technology (software and hardware) safely and responsibly, in line with their appropriate age and year group</p> <p><u>Coding:</u> To create and debug simple programs (using 2Code) , understanding how manipulation of instructions changes behaviour in the process, controlling a Turtle sprite in the process</p>	<p><u>Spreadsheets:</u> To use technology with a purpose to design and create spreadsheets, using columns and rows to create tables and block graphs</p>	<p><u>Questioning:</u> To purposefully create, organise, store, manipulate and retrieve digital content in the form of creating question trees using 2Question and 2Avatar</p>	<p><u>Effective Searching:</u> Recognise common uses of information technology beyond school by creating a safer internet search leaflet to instruct people how to use the internet safely</p>	<p><u>Creating Pictures:</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content by looking at impressionist, pointillism and surrealist artwork using 2Paint</p>	<p><u>Making Music:</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content by understanding how to listen, create and sequence a piece of music using 2Sequence</p> <p><u>Presenting Ideas:</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content by making quizzes and stories that will be presented using 2Quiz and 2Connect</p>
<p>Music</p>	<p><u>Charanga</u> – Hands, Feet, Heart</p> <p><u>Singing tuition</u> Study the inter-related dimensions of music through singing.</p> <p><u>Harvest festival</u> To play and perform in an ensemble to celebrate the Harvest festival.</p>	<p><u>Charanga</u> – Ho Ho Ho</p> <p><u>Singing tuition</u> Study the inter-related dimensions of music through singing.</p> <p><u>Carol concert</u> To sing and perform as an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged</p>	<p><u>Charanga</u> – I Wanna Play in a Band</p> <p><u>Singing tuition</u> Study the inter-related dimensions of music through singing.</p>	<p><u>Charanga</u> – Zootime</p> <p><u>Singing tuition</u> Study the inter-related dimensions of music through singing.</p> <p><u>Motivation assembly</u> To sing and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged</p>	<p><u>Charanga</u> – Friendship Song</p> <p><u>Singing tuition</u> Study the inter-related dimensions of music through singing.</p>	<p><u>Charanga</u> – Reflect, Rewind, Replay</p> <p><u>Singing tuition</u> Study the inter-related dimensions of music through singing.</p> <p><u>Beat Band Boogie</u> Listen to different genres of music. Pick out the beat and rhythm to music. Make up own movements. Compose simple rhythms with crotchets and quavers using Boom Whackers. Children to perform their rhythms.</p>
<p>PE</p>	<p><u>Team Building:</u> Work individually, in pairs and in small groups. Discuss, plan and reflect on ideas and strategies.</p>	<p><u>Fitness:</u> Explore and develop agility, balance, co-ordination, speed and stamina</p>	<p><u>Sending and Receiving:</u> Sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball.</p>	<p><u>Net and Wall:</u> Throwing, catching and racket skills, learning to track and hit a ball.</p>	<p><u>Striking and Fielding:</u> Throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball.</p>	<p><u>Athletics:</u> Running at different speeds, changing direction, jumping and throwing.</p>

PSHE	<p><u>Being me in my world</u> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p>	<p><u>Celebrating difference</u> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p>	<p><u>Dreams and goals</u> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p>	<p><u>Healthy me</u> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p><u>Relationships</u> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p><u>Changing me</u> Life cycles in nature Growing from young to old Increasing independence Differences in female/ male bodies (correct terminology) Assertiveness Preparing for transition</p>
RE	<p><u>Who is a Muslim and what do they believe?</u> What do we think about God? Who was the Prophet Muhammad, why is he important to Muslims? What stories of the Prophet do Muslims love to tell? What makes a place or an object special to us? And to Muslims? What is a mosque, what happens at a mosque? How and why do Muslims pray and worship at the mosque? Mosques near where we live: What can we find out? What can we learn from Muslim holy words? What happens at the celebration of Eid-ul-Fitr, and why?</p>	<p><u>What can we learn from sacred books?</u> What stories are special to us? What is a holy book? What did Jesus teach about God in a story? What did Jesus say about how to treat others? How are holy books treated? What story is special for Jewish people in the Torah? Which story do Muslims tell about the Prophet Muhammad? What can be learnt from the story of Jonah? What is special about Jonah?</p>	<p><u>How and why do we celebrate special and sacred times?</u> What do you celebrate and why? What stories do your family tell? What happened at Easter and how does it make people feel? How do Christians celebrate Easter? What matters most at Easter? Why do Jewish people tell the story of Passover (Pesach) every year? What do Muslims celebrate at Id-ul-Fitr?</p>	<p><u>How should we care for others and the world and why does it matter?</u> Should we care for everyone? What do Christians believe about caring for people? What do some religions say about caring for other people? How have some people shown they cared? How is the golden rule an encouragement to care? What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?</p>		