

# LONG TERM PLANNING – CURRICULUM OVERVIEW

The Avenue Primary

Year Group: 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Enchanted Woodland	Memory Box	Moon Zoom	Street Detectives	Muck, Mess and Mixture	Rio de Vida
Science	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>Name animals in their habitats</li> <li>Compare things that are living and dead</li> <li>How animals are suited to habitats and their microhabitats</li> <li>Food chains</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>Basic needs of animals</li> </ul> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>Plant bulbs in Autumn ready to grow into mature plants in Spring</li> </ul>	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>Human and animal life cycles</li> </ul>	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>Staying healthy</li> <li>Importance of exercise</li> <li>Diet</li> <li>Hygiene</li> </ul> <p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of everyday materials</li> <li>How materials can be manipulated- stretching, squeezing, twisting, bending</li> </ul>	<p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of everyday materials</li> <li>How materials can be manipulated- stretching, squeezing, twisting, bending</li> </ul>		<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>Name plants in their habitats</li> <li>Compare things that are living and dead</li> <li>How plants are suited to their habitat</li> </ul> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>How plants grow</li> <li>What plants need to stay healthy</li> </ul>
Geography	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>Look at aerial photographs of a local area and make a key to label the features.</li> </ul>	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>Know where the equator, North Pole and South Pole are on a globe when describing the weather around the world</li> </ul> <p><u>Human and physical Geography</u></p> <ul style="list-style-type: none"> <li>Identify the following physical features when creating a map of a local town: mountain, lake, island, valley, river, cliff, forest and beach</li> </ul>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>Identify land masses from space in Moon Zoom. Name the continents from above.</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>Compare human/physical features that can be identified from space.</li> </ul>	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>Know which is N, E, S and W on a compass when creating and interpreting maps</li> <li>Track Captain Cooks voyage on a map of the world. Identify the continents and the oceans he travels through.</li> </ul> <p><u>Human and physical Geography</u></p>		<p><u>Location Knowledge</u></p> <ul style="list-style-type: none"> <li>Know the names of the four countries that make up the UK when comparing the UK with Brazil.</li> <li>Compare the UK's capital cities with the capital city of Brazil.</li> <li>name and locate the world's seven continents and five oceans</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>Know the main differences between a place in England</li> </ul>

		<ul style="list-style-type: none"> <li>To create a map that identifies human and physical features.</li> </ul>		<ul style="list-style-type: none"> <li>To be able to understand the purpose of a simple key when using a map.</li> </ul>		and that of a non-European country by comparing features of Brasilia to London
	<p><b><u>Geographical Skills and Fieldwork</u></b> <b><u>The Avenue Primary School</u></b></p> <ul style="list-style-type: none"> <li>Follow directions as Year 1 and NSEW</li> <li>Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photography)</li> <li>Begin to understand the need for a key</li> <li>Use class agreed symbols to make a simple key</li> <li>Look down on objects to make a plan view map</li> </ul>					
History		<p><b><u>Historical event</u></b></p> <ul style="list-style-type: none"> <li>Remembrance Day</li> <li><b><u>Within living memory</u></b></li> <li>Order significant events in their own life.</li> <li>Look at pictures or artefacts of toys from the past and present.</li> <li>Look at pictures or artefacts of everyday household items from the past and consider what they might be</li> </ul> <p>Look at pictures and models of forms of transport, placing them in chronological order</p>	<p><b><u>Lives of significant people</u></b></p> <p>Learn about the lives of</p> <ul style="list-style-type: none"> <li>Laika (first dog in space)</li> <li>Yuri Gagarin (first human in space)</li> <li>Neil Armstrong (first human on the moon)</li> <li>Buzz Aldrin (second human on the moon)</li> <li>Helen Sharman (first British woman in space)</li> <li>Tim Peake (first Britain on the ISS)</li> </ul> <p>Create a time line of their achievements.</p>	<p><b><u>Local History</u></b></p> <p>Learn about the history of Nunthorpe</p> <ul style="list-style-type: none"> <li>Look at pictures of old and modern homes in Nunthorpe, identifying differences, including materials from which they were built.</li> </ul> <p><b><u>Lives of significant people</u></b></p> <ul style="list-style-type: none"> <li>Learn about the life and achievements of local explorer Captain James Cook.</li> </ul>		
Art	<p><b><u>Drawing Landscapes:</u></b> Observational landscape drawings of woodland</p> <p><b><u>Sculpture and Painting:</u></b> Make a clay 'Bog Baby' in response to the story by Jeanne Willis</p>		<p><b><u>Drawing using chalk:</u></b> Drawings of the solar system and planets using chalk.</p> <p><b><u>Sculpture and Painting:</u></b> Create models of planets using paper mache.</p>		<p><b><u>Painting:</u></b> Creating local landscape paintings in the style of <i>Lucy Pittaway</i></p> <p><b><u>Drawing:</u></b> Drawing silhouettes of figures and objects in the style of <i>Kara Walker</i></p> <p><b><u>Drawing Landscapes:</u></b> Drawing foods to create landscape features in the style of <i>Carl Warner</i></p> <p><b><u>Drawing People:</u></b> Using mirrors to draw self-portraits and painting using Pointillism</p>	<p><b><u>Geometric Pattern:</u></b> Using bright colour and patterns to fill solid lines in drawings in the style of Brazilian artist <i>Romero Britto</i></p>

					in the style of <b>Georges Seurat</b> <b>Digital Media:</b> Learning how to create art through computing (PurpleMash ICT scheme of work)	
DT	<b>Materials:</b> Design, make and evaluate a hedgehog house		<b>Materials:</b> Design, make and evaluate a space rocket	<b>Mechanisms:</b> Design, make and evaluate a bridge. Learn about the designer of the Transporter Bridge, <b>Sir William Arrol</b>	<b>Textiles:</b> Design, make and evaluate a puppet	<b>Materials:</b> Design, make and evaluate Christ the Redeemer statue by <b>Paul Landowski</b> . <b>Food Technology:</b> Design a healthy fruit salad
Computing	<p><b>Online Safety:</b> 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><b>Coding:</b> 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><b>Spreadsheets:</b> To use technology with a purpose to design and create spreadsheets, using columns and rows to create tables and block graphs</p>	<p><b>Questioning:</b> To purposefully create, organise, store, manipulate and retrieve digital content in the form of creating question trees using 2Question and 2Avatar</p>	<p><b>Effective Searching:</b> 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><b>Creating Pictures:</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content by looking at impressionist, pointillism and surrealist artwork using 2Paint</p>	<p><b>Making Music:</b> 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><b>Presenting Ideas:</b> 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>
Music	<p><b>Charanga</b> – Hands, Feet, Heart</p> <p><b>Singing tuition</b> Study the inter-related dimensions of music through singing.</p> <p><b>Harvest festival</b> To play and perform in an ensemble to celebrate the Harvest festival.</p>	<p><b>Charanga</b> – Ho Ho Ho</p> <p><b>Singing tuition</b> Study the inter-related dimensions of music through singing.</p> <p><b>Carol concert</b> 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><b>Charanga</b> – I Wanna Play in a Band</p> <p><b>Singing tuition</b> Study the inter-related dimensions of music through singing.</p>	<p><b>Charanga</b> – Zootime</p> <p><b>Singing tuition</b> Study the inter-related dimensions of music through singing.</p> <p><b>Motivation assembly</b> 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><b>Charanga</b> – Friendship Song</p> <p><b>Singing tuition</b> Study the inter-related dimensions of music through singing.</p>	<p><b>Charanga</b> – Reflect, Rewind, Replay</p> <p><b>Singing tuition</b> Study the inter-related dimensions of music through singing.</p> <p><b>Rio de Vida</b> Listen to Brazilian music. Pick out the beat and rhythm to carnival music. Make up own movements. Compose simple rhythms with crotchets and quavers using Boom Whackers. Children to perform their rhythms to LS playing a simple samba on the piano.</p>

PE	<b><u>Team Building:</u></b> Work individually, in pairs and in small groups. <b>Discuss, plan and reflect on ideas and strategies.</b>	<b><u>Fitness:</u></b> Explore and develop agility, balance, co-ordination, speed and stamina	<b><u>Sending and Receiving:</u></b> Sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball.	<b><u>Net and Wall:</u></b> Throwing, catching and racket skills, learning to track and hit a ball.	<b><u>Striking and Fielding:</u></b> Throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball.	<b><u>Athletics:</u></b> Running at different speeds, changing direction, jumping and throwing.
PSHE	<b><u>Being me in my world</u></b> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	<b><u>Celebrating difference</u></b> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	<b><u>Dreams and goals</u></b> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	<b><u>Healthy me</u></b> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	<b><u>Relationships</u></b> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	<b><u>Changing me</u></b> Life cycles in nature Growing from young to old Increasing independence Differences in female/ male bodies (correct terminology) Assertiveness Preparing for transition
RE	<b><u>Who is a Christian and what do they believe?</u></b> What do Christians believe about God? What does the Bible teach us about God? Why is Jesus important to Christians? What do the miracles of Jesus teach us about what is important to Christians? Why do Christians pray? Who is a Christian?	<b><u>Who is a Muslim and what do they believe?</u></b> 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?	<b><u>What can we learn from sacred books?</u></b> 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?	<b><u>How and why do we celebrate special and sacred times?</u></b> 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?	<b><u>How should we care for others and the world and why does it matter?</u></b> 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?	