

## Holywell C of E Primary School Curriculum Coverage 2019-2020

Year 2	Autumn	Spring	Summer
<b>Theme</b>	<b>History (Time Detectives) Who put the great into Great Britain? (Monarchs in Time)</b>	<b>Science (Materials Matter) How are materials used in the world around us?</b>	<b>Geography (Active Planet) What causes our planet to change? Natural Disasters</b>
<b>Wow Start</b>	Fire of London Day – build Tudor buildings in House Groups. Fire engine visit.	Invite Mrs Recycle and Resource Futures to work with each class. Begin and end with whole school assembly?	Met office - stem ambassador? (TBC)
<b>Maths</b>	<p>We have a whole school mastery approach to Maths teaching, using the White Rose schemes of work as our starting point. These focus on place value, addition and subtraction, shape, multiplication and division, fractions, position and direction, money and time. We aim to enable pupils to extend and deepen their mathematical understanding and develop their fluency, communication, reasoning and problem-solving skills. The learning of key facts (number bonds and multiplication and division facts) will remain a daily feature of lessons and underpin the curriculum. We have an agreed 'Key Facts for Fluency' focus for each half term and home learning will often be linked to this.</p>		
	<ul style="list-style-type: none"> <li>• Number - Place value</li> <li>• Number – Addition and Subtraction</li> <li>• Measurement: Money</li> <li>• Number: Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>• Number, Multiplication &amp; division</li> <li>• Statistics</li> <li>• Geometry: Properties of Shape</li> <li>• Number: Fractions</li> <li>• Measurement: Length &amp; Height</li> </ul>	<ul style="list-style-type: none"> <li>• Geometry: Position and Direction</li> <li>• Problem solving and efficient methods</li> <li>• Measurement: Time</li> <li>• Measurement: Mass, Capacity and Temperature</li> </ul>
<b>English – Writing</b>	<p>We focus on writing different text types using a range of stimuli including high quality texts, film and images. The writing process includes steps during which the pupils <b>Imitate</b> (learn a text), <b>Innovate</b> (make some changes) and then <b>Invent</b> their own text. This approach enables pupils to gain a good understanding of the language and the organisational features of different text types and apply these acquired skills to write a range of effective texts. In spelling, punctuation and grammar children will develop their grammatical understanding of the English language; e.g. sentence construction, use of punctuation and spelling rules and patterns.</p>		
<b>Texts and Writing Styles</b>	<ul style="list-style-type: none"> <li>• <b>Non-Fiction – Diary – Samuel Pepys diary</b></li> <li>• <b>Patterned narrative - Fatou Fetch the water – Neil Griffiths =</b> Questions and question marks, commas in lists, Joining with and, Expanded nouns</li> <li>• <b>Poetry - Ells worth's Extraordinary Electric Ears – Valerie Fisher =</b> Nouns and Noun phrases, Adverbs, Possessive apostrophe Punctuation: full stop, exclamation mark, capital letters for proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Information – Hot and Cold – Terry Jennings and Honor Head -</b> Sentences, Simple subordination, Tense: simple present and present progressive, Labels and captions</li> <li>• <b>Traditional Tale - Little Red Riding Hood: Nosy Crow -</b> Sentence types: statements, commands, questions, exclamations, Expanded noun phrases, Choosing verbs to add precise details for the reader, Past tense</li> <li>• <b>Poetry - First Poetry Book by Pie Corbett and Gaby Morgan –</b> Similes and Alliteration</li> </ul>	
<b>English – Reading</b>	<p>A range of reading books for both fiction and non-fiction are available in reading corners. In Squirrels, reading is taught through a mixture of whole class and small group guided reading using a wide range of texts, linked where possible to the termly theme. We also use Inspire Education to supplement our reading resources.</p>		
<b>Science</b>	<p><b>During year 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>♣ 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</li> <li>♣ identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>♣ 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.</li> </ul> <p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>♣ explore and compare the differences between things that are living, dead, and things that have never been alive</li> </ul>		

	<p>♣ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>♣ identify and name a variety of plants and animals in their habitats, including microhabitats ♣ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p><b>Plants:</b></p> <p>♣ observe and describe how seeds and bulbs grow into mature plants</p> <p>♣ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b>Animals including humans:</b></p> <p>♣ notice that animals, including humans, have offspring which grow into adults</p> <p>♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Uses of everyday materials:</b></p> <p>♣ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>♣ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Lorax – film and book</p>		
	<p><b><u>Animals including humans:</u></b></p>	<p><b><u>Uses of everyday materials:</u></b></p> <p><b>Identifying Uses:</b> To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by identifying the uses of different materials.</p> <p><b>I can identify uses of different everyday materials.</b> To identify and classify the uses of everyday materials, in the context of the local area.</p> <p>• <b>I can identify and group the uses of everyday materials.</b> To gather and record data to help in answering questions, by exploring the purposes of different objects.</p> <p>• <b>I can record my observations.</b> To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by exploring the purposes of different objects. • <b>I can compare the suitability of different everyday materials.</b> To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, by changing the shape of objects.</p> <p>• <b>I can explain how the shapes of objects made from some materials can be changed.</b> To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, in the context of recycling.</p> <p>• <b>I can explain the process of recycling</b> To find out about people who have developed new materials, by learning about John McAdam.</p> <p>• <b>I can tell you about the inventor John McAdam.</b></p>	<p><b><u>Living things and their habitats</u></b></p> <p>Living, Dead and Never Alive: To explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes. • <b>I can compare the differences between things that are living, dead and have never been alive.</b> To use their observations and ideas to suggest answers to questions by explaining how they know something is living, dead or has never been alive. • <b>I can answer questions about things that are living, dead or have never been alive.</b></p> <p>Local Habitats: To identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants. • <b>I can map a habitat and identify what is in it.</b> To identify and classify, and sort objects into categories by sorting objects that are living, dead and have never been alive. • <b>I can classify objects as those that are living, dead and those that have never been alive.</b></p> <p>Microhabitats: To identify and name a variety of plants and animals in their habitats, including microhabitats by identifying minibeasts in microhabitats. • <b>I can identify animals in their habitats.</b> To gather and record data to help in answering questions by investigating the preferred habitat of minibeasts. • <b>I can use information I have gathered to answer a question.</b></p> <p>World Habitats: To 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, by researching habitats and the animals that live in them. • <b>I can describe a habitat and identify animals live in it.</b> To ask simple questions and recognise that they can be answered in different ways by asking and answering questions about a range of different habitats. • <b>I can ask</b></p>

			<p><b>and answer questions about habitats.</b></p> <p>To 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 by considering the adaptations of animals, and how living things in a habitat depend on each other. • <b>I can identify how an animal is suited to its habitat.</b> • <b>I can explain how living things in a habitat depend on each other.</b></p> <p>Food Chains: 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 by making a variety of food chains.</p> <p>• <b>I can describe how animals get their food.</b></p> <p><b>Plants:</b></p>
<b>Art and Design</b>	<p>Aims:</p> <p>The national curriculum for art and design aims to ensure that all pupils:          Produce creative work, exploring their ideas and recording their experiences          Become proficient in drawing, painting, sculpture and other art, craft and design techniques          Evaluate and analyse creative works using the language of art, craft and design          Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Pupils should be taught:</li> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul>		
		<ul style="list-style-type: none"> <li>• Beach wood and beach glass sculpture – art objects to go into the Hollow – James Doran-Webb</li> <li>• Paper making using recycled paper – to make Easter Cards</li> <li>• Splatter paintings using recycled toothbrushes – Jackson Pollock – environmental images</li> </ul>	
<b>Computing</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>♣ create and debug simple programs</li> <li>♣ use logical reasoning to predict the behaviour of simple programs</li> <li>♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>♣ recognise common uses of information technology beyond school</li> <li>♣ 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.</li> </ul>		
		<ul style="list-style-type: none"> <li>• Internet safety</li> <li>• Posters to promote recycling/plastic pollution awareness, created electronically</li> </ul>	
<b>Design and Technology</b>		<ul style="list-style-type: none"> <li>• Plastic bottle planters – aside from recycling, how can this help the local environment?</li> <li>• Tin can bird feeders - aside from recycling, how can this help the local environment?</li> <li>• Recycled cars – wacky races! 100% recycling – visit the recycling centre (Severn Brethren), following your design what can you find?</li> </ul>	

		<ul style="list-style-type: none"> <li>• Bees wax cloths, design, print onto fabric and then create reusable food wrapping</li> </ul>	
<b>Geography</b>	<p><b>Geographical skills and fieldwork</b>  Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.  Pupils should be taught to:  Locational knowledge</p> <ul style="list-style-type: none"> <li>♣ name and locate the world’s seven continents and five oceans</li> <li>♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Place knowledge</p> <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 small area in a contrasting non-European country</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <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> </ul> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ 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</li> </ul> <p>Geography – key stages 1 and 2 3</p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ 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.</li> </ul>		
		<ul style="list-style-type: none"> <li>• Where does cotton come from? What is its carbon footprint – what is it used for and can we do without it?</li> <li>• Where does glass come from? What is its carbon footprint – what is it used for and can we do without it?</li> <li>• Where does metal come from? What is its carbon footprint – what is it used for and can we do without it?</li> <li>• Where does wood come from? What is its carbon footprint – what is it used for and can we do without it?</li> <li>• Where does wool come from? What is its carbon footprint – what is it used for and can we do without it?</li> <li>• Where does plastic come from? What is its carbon footprint – what is it used for and can we do without it?</li> <li>• What is pollution (link to the Lorax) – How is pollution changing the places around us?</li> <li>• Visit the Environment centre Brynsworthy - what is North Devon doing to help the environment – focus on plastics</li> </ul>	<b>Rivers, Mountains and Coasts</b>
<b>History</b>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>♣ 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 I and Queen Victoria,</li> </ul>		

	Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell ♣ significant historical events, people and places in their own locality.		
		<ul style="list-style-type: none"> <li>Who are famous inventors of the manmade materials that we use today?</li> <li>Glass - Egypt and Eastern Mesopotamia</li> <li>Plastic - Leo Hendrik Baekeland</li> <li>Concrete - Joseph Aspdin</li> <li>Nylon - Wallace Carothers</li> <li>Synthetic Rubber - Sergei Vasiljevich Lebedev</li> <li>Look at the history of Rubbish, how has it changed over time. Why has it changed over time? Will it change again? Why?</li> </ul>	<b>Floods – natural disasters in history</b>
<b>Music</b>	<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		
		Make recycled musical instruments – use them to create own musical ensemble – children to compose own music, record their composition using symbols so that they can teach it to others – share this with parents at the WOW Charanga – Glockenspiel stage 1 I want to play in a band	
<b>Physical Education</b>	<b>Pupils should be taught to:</b> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>		
	<ul style="list-style-type: none"> <li>Real PE</li> <li>PE with Mr Day</li> <li>Sporting events</li> </ul>	<ul style="list-style-type: none"> <li>Real PE</li> <li>PE with Mr Day</li> <li>Sporting events</li> <li>Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Real PE</li> <li>PE with Mr Day</li> <li>Sporting events</li> <li>Sports Day</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>New Beginnings</li> <li>Getting on and falling out</li> </ul> <b>Christian Values</b> <ul style="list-style-type: none"> <li>September – Friendship &amp; Community</li> <li>October/November – Respect &amp; Dignity</li> <li>December - Peace</li> </ul>	<ul style="list-style-type: none"> <li>Say No to Bullying</li> <li>Going for Goals</li> <li>Good to Be Me</li> </ul> <b>Christian Values</b> <ul style="list-style-type: none"> <li>January – Truthfulness, Honesty and Wisdom</li> <li>February – Love &amp; Compassion</li> <li>March – Hope &amp; Aspirations</li> <li>April - Hope</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Changes</li> </ul> <b>Christian Values</b> <ul style="list-style-type: none"> <li>May – Thankfulness &amp; Appreciation</li> <li>June/July - Courage</li> </ul>
	<b>We follow a whole school RE scheme of work which supports Devon’s agreed syllabus.</b>		
<b>Religious Education</b>		1.8 What Makes some places Sacred to believers? 1.5 Why does Easter Matter to Christians?	1.1 What do Christians believe God is like? [God] 1.2 Who do Christians say made the world? [Creation]
		Visit from Mrs Recycle Visit from Plastic Free North Devon Trip to Croyde – AONB World Book Day author Sport Relief – Nick Butter	
<b>WOW End</b>		Whole school Sale of products made in art and D&T from the recycled materials	

		Share musical compositions plat on recycled musical instruments with parents	
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