



The Best That You Can Be...

Devonshire Primary Academy

Year 2 Curriculum 2019-2020



<p align="center">Autumn 1 Beachcombers</p>	<p align="center">Spring 1 Muck, Mess and Mixtures</p>	<p align="center">Summer 1 Land Ahoy</p>
<p align="center"><u>Skills</u></p> <p>Science: 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. Observe closely, using simple equipment Identify and classify. Use their observations and ideas to suggest answers to questions.</p> <p>Geography: 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> <p>D.T: Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>Computing: Explain why digital folders are used. Organise work into digital folders.</p> <p>I can explain how other people's identity online can be different to their identity in real life. I can describe ways in which people might make themselves look different online. I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help</p> <p>Art: Experiment with tools and surfaces. Draw a way of recording experiences and feelings. Discuss use of shadows, use of light and dark. Sketch to make quick records.</p> <p>P.S.H.C.E: Learn that there are different types of teasing and bullying, that</p>	<p align="center"><u>Skills</u></p> <p>Science: Do things in the correct order when performing a simple test and begin to recognise when something is unfair. Gather data, record and talk about their findings, in a range of ways, using simple scientific vocabulary. Observe closely, using simple equipment. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>D.T: Explore and evaluate a range of existing products. Understand where food comes from. Use the basic principles of a varied and balanced diet to prepare dishes. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Computing: Organise, store, manipulate and retrieve data in a range of digital formats.</p> <p>I can use the internet to communicate with people I don't know well (e.g. email a pen pal in another school/ country). I can give examples of how I might use technology to communicate with others I don't know well. I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online.</p> <p>Art: Awareness of natural and man-made forms. Expression of personal experiences and ideas. To shape and form from direct observation (malleable and rigid materials). Decorative techniques. Replicate patterns and textures in a 3-D form.</p> <p>P.S.H.C.E: Know that all household products, including medicines, can be harmful if not used properly.</p>	<p align="center"><u>Skills</u></p> <p>Science: 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. Use their observations and ideas to suggest answers to questions.</p> <p>Geography: 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) to describe the location of features and routes on a map. Name and locate the world's seven continents and 5 oceans.</p> <p>History: Learn about 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. Learn about significant historical events, people and places in their own locality.</p> <p>Computing: Place objects and pictures in a list or a simple table. Make a simple Y/N tree diagram to sort information. (Link to materials).</p> <p>I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can/would get help about being bullied online or offline.</p> <p>D.T: Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. Evaluate their ideas and products against design criteria.</p>

<p>bullying is wrong and how to get help to deal with bullying. Take and share responsibility (their own behaviour, by making class rules.)</p> <p>R.E: Retell and suggest meanings for religious stories and/or beliefs. Use some religious words and phrases when talking about beliefs and values.</p>	<p>Know rules for and ways of keeping safe, including basic road safety, and about people who can help them stay safe.</p> <p>P.E: Gy7 Perform basic gymnastic actions with control and coordination. Gy8 Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness. Gy9 Create and perform a short sequence with clear beginning, middle and end, then adapt to include apparatus and/or partner. Gy10 Describe the differences in the way their body works and feels when performing gymnastics. Gy11 Handle apparatus safely and recognise risks involved. Gy12 Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it.</p>	<p>Art: Begin to describe colours by objects. Make as many tones of one colour as possible (using white). Darken colours without using black. Use colour on a large scale.</p> <p>P.S.H.C.E: Know what improves and harms their local, natural and built environments and about some of the ways people look after them. Realise that money comes from different sources and can be used for different purposes.</p> <p>R.E: Identify things that influence a person's sense of identity and belonging.</p> <p>Make toy boats with the parents</p>
<p style="text-align: center;"><u>Cultural Capital</u></p> <p>Make a sandcastle/ sand structure</p>	<p style="text-align: center;"><u>Cultural Capital</u></p> <p>Finger painting/ mud paint</p>	<p style="text-align: center;"><u>Cultural Capital</u></p> <p>Ride on a ferry</p>
<p style="text-align: center;"><u>Enrichment Week</u></p> <p>Seaside songs performance for parents and ice-cream</p>	<p style="text-align: center;"><u>Enrichment Week</u></p> <p>Big, messy art exhibition</p>	<p>Make toy boats with the parents</p>
<p style="text-align: center;"><u>Visits</u></p> <p>A visit to the beach (Blackpool South Shore)</p>	<p style="text-align: center;"><u>Visits</u></p> <p>Mud art in the allotment</p>	<p style="text-align: center;"><u>Visits</u></p> <p>Fleetwood RNLI and ferry from Fleetwood to Knott's End.</p>

Autumn 2	Spring 2	Summer2
Bounce	Tunnels, Towers and Turrets	Wriggle and Crawl
<u>Skills</u>	<u>Skills</u>	<u>Skills</u>
<p>Science: Identify and classify. Observe closely, using simple equipment. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Ask simple questions and recognise that they can be answered in different ways.</p> <p>P.E: Aa7 Run with a good technique at different speeds. Aa8 Perform a two footed jump. Aa9 Show a good throwing technique and extend accuracy and distance. Aa10 Compete in a range of team events. Aa11 Describe the differences in the way their body works and feels when trying athletic activities. Aa12 Begin to watch others and focus on specific actions to improve own skills.</p> <p>Art: -Print with a growing range of objects. -Identify the different forms printing takes.</p> <p>P.S.H.C.E: Develop relationships through work and play (for example, by sharing equipment with other pupils or other friends in a group task. Make real choices, e.g. healthy meal options in school meals, which games to play, how to save and spend money.</p> <p>Computing: Recognise what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.</p> <p>I can use keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might</p>	<p>Science: 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> <p>History: Learn about events beyond living memory that are significant nationally or globally. Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>D.T: Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). Design purposeful, functional, appealing products for themselves and other users based on design criteria. Explore and evaluate a range of existing products. Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Geography: 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 with a focus on islands. Name and locate the world's seven continents and five oceans. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>P.S.H.C.E: Consider social and moral dilemmas that they come across in everyday life, for example aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues.</p> <p>Computing: Recognise common uses of ICT beyond school. Explain how a branching diagram or tree works.</p> <p>I can explain simple guidance for using technology in different</p>	<p>Science: 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. 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. Perform simple tests</p> <p>Computing: Use logical reasoning to predict the behaviour of simple programs. Write and test simple programs.</p> <p>I can describe how online information about me could be seen by others. I can describe and explain some rules for keeping my information private. I can explain what passwords are and can use passwords for my accounts and devices. I can explain how many devices in my home could be connected to the internet and can list some of those devices.</p> <p>D.T: Understand where food comes from.</p> <p>Geography: 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.</p> <p>P.E: Da8 Discuss different stimuli and explore ideas, moods and feelings to extend their movement phrases. Da9 Recognise the need for warm up and cool down. Da10 Discuss why they like a performance and suggest improvements.</p>

<p>be used (e.g. Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be true.</p> <p>R.E: Identify and describe how religion is expressed in different ways. Suggest the symbolic meaning of imagery and actions.</p>	<p>environments and settings. I can say how those rules/guides can help me. I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.</p> <p>Art: Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. Natural and manmade patterns. Discuss regular and irregular.</p> <p>R.E: Ask relevant questions talk about their own identity and values</p> <p>Build castle with the parents – junk art</p>	<p>Da11 Create short dance phrases that express an idea, mood or feeling, with control, coordination and spatial awareness. Da12 Evaluate dance phrases with emphasis on their feelings. Da13 Communicate different moods, feelings and ideas through dance with an awareness of the expressive qualities of dance. Da14 Create, repeat and perform short dances from a prompt.</p> <p>Art: Overlapping and overlaying to create effects/collage. Use large eyed needles – running stitches. Simple appliqué work. Start to explore other simple stitches.</p> <p>P.S.H.C.E: Recognise that they belong to various groups and communities such as family and school. Maintain personal hygiene. Know how some diseases can be spread and controlled. Know about the process of growing from young to old and how people's needs change.</p>
<p style="text-align: center;"><u>Cultural Capital</u></p> <p>Go on a trampoline</p>	<p style="text-align: center;"><u>Cultural Capital</u></p> <p>Visit a castle</p>	<p style="text-align: center;"><u>Cultural Capital</u></p> <p>Collect and look at mini-beasts</p>
<p style="text-align: center;"><u>Enrichment Week</u></p> <p>Exercise with parents – activities in the playground on how to keep healthy. Children prepare healthy fruit kebabs with the parents.</p>	<p style="text-align: center;"><u>Enrichment Week</u></p> <p>Build castle with the parents – junk art.</p>	<p style="text-align: center;"><u>Enrichment Week</u></p> <p>Perform a mini-beast dance for parents (PE dance)</p>
<p style="text-align: center;"><u>Visits</u></p> <p>Ascent trampoline park</p>	<p style="text-align: center;"><u>Visits</u></p> <p>Lancaster castle</p>	<p style="text-align: center;"><u>Visits</u></p> <p>Pond dipping at Brockholes</p>

DT, Geography, Art, Science, History, PE, RE, PSHE, Computing, Music