



## Year 2 Spring 1 Curriculum Overview

<b>YEAR GROUP:</b>	2	<b>TERM:</b>	Spring 1
<b>SCIENCE</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>	<b>COMPUTING</b>
<p><u>PLANTS</u></p> <ul style="list-style-type: none"> <li>-To observe and describe how seeds and bulbs grow into mature plants.</li> <li>-To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<p>Taught in Spring 2</p>	<p>Lives of significant individuals in the past who have contributed to national and international achievements</p> <p><b>Florence Nightingale/ Edith Cavell</b></p>	<ul style="list-style-type: none"> <li>-To 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>-To create and debug simple programs.</li> <li>-To use logical reasoning to predict the behaviour of simple programs.</li> <li>-To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>-To recognise common uses of information technology beyond school.</li> <li>-To 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> <p><i>-To know that some things on the Internet are not true.</i></p>

		<ul style="list-style-type: none"><li>-To know what these are: clipart, photograph, text, video, and sound.</li><li>-To know that some things on the Internet are not true.</li><li>-To explain why I need to keep my password private</li><li>-To use different software programs and discuss the benefits of their usage</li><li>-To construct a binary tree to separate different items.</li><li>-To use a database to answer more complex questions.</li><li>-To understand how internet searches work.</li><li>-To predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm.</li><li>-To create a simple program to perform a task.</li><li>-To create and debug simple programs.</li><li>-To find and fix simple bugs in programs.</li><li>-To understand that programs run by following clear instructions.</li><li>-To create a computer program using simple algorithms.</li></ul>
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ART AND DESIGN	DESIGN AND TECHNOLOGY	MUSIC	PE
<p><u>TEXTILES/COLLAGES</u></p> <ul style="list-style-type: none"> <li>-To use a range of materials creatively to design and make products.</li> <li>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>-To learn 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> <p><i>- To use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</i></p> <ul style="list-style-type: none"> <li>-To create textured collages from a variety of media.</li> <li>-To make a simple mosaic.</li> <li>-To stitch, knot and use other manipulative skills.</li> </ul>	Taught in Spring 2	<ul style="list-style-type: none"> <li>-To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>-To play tuned and untuned instruments musically.</li> <li>-To listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>-To experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>To develop balance, agility and co-ordination.</li> <li>-To move confidently and safely in their own and general space.</li> <li>-To copy or create and link movement phrases with beginnings, middles and ends.</li> <li>-To perform movement phrases using a range of body actions and body parts.</li> <li>-To know how to carry and place equipment.</li> <li>-To recognise how their body feels when still and when exercising.</li> <li>-To watch, copy and describe what they and others have done.</li> </ul>
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<p><u>HEALTH AND WELLBEING:</u> <u>PHYSICAL – KEEPING MYSELF HEALTHY</u></p> <ul style="list-style-type: none"> <li>-To be able to feel the effect of exercise on my body.</li> <li>-To be able to explain why physical activity is healthy.</li> <li>-To be able to say what physical activity I enjoy.</li> <li>-To be able to explain what choices I make that are healthy.</li> <li>-To be able to explain the different kinds of food that I should eat.</li> <li>-To be able to explain how some foods can harm my body.</li> <li>-To be able to make healthy choices in my food.</li> <li>-To describe how to look after particular parts of the body.</li> <li>-To explain why it is important to keep clean.</li> <li>-To describe and carry out basic hygiene.</li> <li>-To know what to take responsibility for and when to ask for help.</li> <li>-To explain what things an adult can do that a baby cannot.</li> </ul>	<p>Passover (Judaism) <i>-To understand how celebrating Passover helps Jews show God they value their special relationship with Him.</i></p> <p>Prayer at home (Islam) <i>-To explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.</i></p>	<ul style="list-style-type: none"> <li><i>-To use Spanish words and phrases to talk about members of the family.</i></li> <li><i>-To listen and understand dialogue about their family.</i></li> <li><i>-To read and translate words about their family.</i></li> <li><i>-To learn the rule about feminine and masculine words.</i></li> </ul>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li><i>-To develop balance, agility and co-ordination.</i></li> <li><i>-To describe and explain how performers can transition and link gymnastic elements.</i></li> <li><i>-To perform with control and consistency basic actions at different speeds and on different levels.</i></li> <li><i>-To challenge themselves to develop strength and flexibility.</i></li> <li><i>-To create and perform a simple sequence that is judged using simple gymnastic scoring.</i></li> <li><i>-To develop body management through a range of floor exercise.</i></li> <li><i>-To use core strength to link recognized gymnastics elements. e.g. back support and half twist</i></li> <li><i>-To attempt to use rhythm whilst performing a sequence.</i></li> </ul>
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