

Year 2 Spring 2 Curriculum Overview



YEAR GROUP:	2	TERM:	Spring 2
SCIENCE	GEOGRAPHY	HISTORY	COMPUTING
<p><u>ANIMALS INC HUMANS</u> -To describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>	<p><u>PLACE KNOWLEDGE</u> -To 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.</p> <p><u>HUMAN AND PHYSICAL GEOGRAPHY</u> -To use basic geographical vocabulary to refer to: -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>Taught in Spring 1</p>	<p>-To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. -To create and debug simple programs. -To use logical reasoning to predict the behaviour of simple programs. -To use technology purposefully to create, organise, store, manipulate and retrieve digital content. -To recognise common uses of information technology beyond school. -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.</p> <p><i>-To know that some things on the Internet are not true.</i></p>

			<ul style="list-style-type: none">-To know what these are: clipart, photograph, text, video, and sound.-To know that some things on the Internet are not true.-To explain why I need to keep my password private-To use different software programs and discuss the benefits of their usage-To construct a binary tree to separate different items.-To use a database to answer more complex questions.-To understand how internet searches work.-To predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm.-To create a simple program to perform a task.-To create and debug simple programs.-To find and fix simple bugs in programs.-To understand that programs run by following clear instructions.-To create a computer program using simple algorithms.
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			<ul style="list-style-type: none"> -To debug simple programs. -To predict what objects will do.
ART AND DESIGN	DESIGN AND TECHNOLOGY	MUSIC	PE
Taught in Spring 1	<p>Using Mechanisms</p> <ul style="list-style-type: none"> -To design purposeful, functional, appealing products for themselves and other users based on design criteria. -To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. -To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. -To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. -To explore and evaluate a range of existing products. -To evaluate their ideas and products against design criteria. -To explore and use mechanisms [for example, 	<ul style="list-style-type: none"> -To use their voices expressively and creatively by singing songs and speaking chants and rhymes. -To play tuned and untuned instruments musically. -To listen with concentration and understanding to a range of high-quality live and recorded music. -To experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Dance – Choreography</p> <ul style="list-style-type: none"> -To perform dances using simple movement patterns. -To introduce on and off beat rhythms. -To understand dynamics – time, weight, space, flow, speed, levels and direction. -To develop poise and control. -To improve flexibility and strength through dynamic movement criteria and basic actions (stretch, lean, reach, spread). -To understand phrasing, count and rhythm. -To explore choreographic language.

	levers, sliders, wheels and axles], in their products.		
PSHE	RE	MFL	PE
<p><u>BEING A RESPONSIBLE CITIZEN – RIGHTS AND RESPONSIBILITIES</u></p> <ul style="list-style-type: none"> -To know that people and other living things have needs. -To understand the difference between the need and a want. -To know about The United Nations Convention on the Rights of the Child. -To be aware of some basic rights for children and young people. -To be aware of the need to protect children's rights in other countries and societies. -To know that childhood looks different for many children in other parts of the world. -To begin to have an awareness of my responsibilities as a member of the class, my family and the wider community. 	<p>Easter – Resurrection (Christianity)</p> <ul style="list-style-type: none"> -To re-tell the Easter story. -To understand what Jesus' resurrection means for Christians. 	<ul style="list-style-type: none"> -To learn the names of different pets. -To use the correct prefix for masculine and feminine words. -To be able to talk pets using the correct grammar. -To match the correct words and phrases to images of pets. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> -To master basic movements including running, jumping, throwing and catching. -To run with agility and confidence. -To learn the best jumping techniques for distance. -To throw different objects in a variety of ways. -To hurdle an obstacle and maintain effective running style. -To run for distance. -To complete an obstacle course with control and agility.