

## Year 2 Curriculum Coverage

### Art

	<b>Using Materials</b>	<b>Drawing</b>	<b>Use colour, pattern, texture, line, form, space and shape</b>	<b>Range of artists</b>
	<i>use a range of materials creatively to design and make products</i>	<i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	<i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>	<i>Study a range of artists, craft makers and designers</i>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>know how to cut, shape and join materials to create a 3D product</li> <li>create effects with mixed media</li> </ul>	<ul style="list-style-type: none"> <li>know how to use charcoal, pencil and pastel to create different effects, including lines of different thickness</li> <li>know how to use hatching, cross hatching, stippling and shading to create effects in art</li> </ul>	<ul style="list-style-type: none"> <li>know how to create tints with paint by adding white and know how to create tones with paint by adding black</li> <li>use techniques such as pointillism</li> <li>use a range of media, including chalks, paints and oil pastels to create moods</li> <li>know how to use different tools and effects within an IT paint package</li> </ul>	<ul style="list-style-type: none"> <li>suggest how artists have used colour, pattern and shape</li> <li>know how to create a piece of art in response to the work of another artist</li> </ul>
<b>Artists/ themes</b>	<b>Sunflowers, Penguins, Paul Klee, George Seurat, Frances Hatch (seascapes)</b>			

# Computing

	<b>Algorithms</b>	<b>Create programs</b>	<b>Reasoning</b>
	<i>Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i>	<i>Pupils should be taught to create and debug simple programs</i>	<i>Pupils should be taught to use logical reasoning to predict the behaviour of simple programs</i>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>understand that algorithms are used on digital devices</li> </ul> <p>Espresso Coding</p>	<ul style="list-style-type: none"> <li>write a simple program and test it</li> </ul> <p>Espresso Coding</p>	<ul style="list-style-type: none"> <li>predict what the outcome of a simple program will be (logical reasoning).</li> </ul> <p>Espresso Coding</p>
	<b>Using technology</b>	<b>Uses of IT beyond school</b>	<b>Safe use</b>
	<i>Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>	<i>Pupils should be taught to recognise common uses of information technology beyond school</i>	<i>Pupils should be taught 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</i>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>understand that programs require precise instructions</li> <li>organise, retrieve and manipulate digital content using Word</li> <li>combine text and images using Word</li> <li>create simple animations (ilearn)</li> </ul>	<ul style="list-style-type: none"> <li>know how technology is used in school and outside of school e.g. survey of uses, how technology is used in communication (email etc.) music, medicine or transport</li> </ul>	<ul style="list-style-type: none"> <li>use technology safely</li> <li>keep personal information private</li> <li>know where to go for help if concerned.</li> </ul>

# Design and Technology

	<b>Designing</b>	<b>Making</b>	<b>Evaluating</b>	<b>Technical Knowledge</b>	<b>Food Technology</b>
	<p><i>Design - purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p>	<p><i>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i></p> <p><i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p>	<p><i>explore and evaluate a range of existing products</i></p> <p><i>evaluate their ideas and products against design criteria</i></p>	<p><i>build structures, exploring how they can be made stronger, stiffer and more stable</i></p> <p><i>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i></p>	<p><i>use the basic principles of a healthy and varied diet to prepare dishes</i></p> <p><i>understand where food comes from</i></p>
<b>Year 2</b>	<p>use own ideas to design something and describe how their own idea works</p> <p>design a product for a given purpose</p> <p>explain to someone else how they want to make their product and make a simple plan before making</p>	<p>use own ideas to make something</p> <p>make a product which fulfils the given purpose</p> <p>choose appropriate resources and tools</p>	<p>describe how something works</p> <p>explain what works well and not so well in the product they have made</p>	<p>make their own product stronger, better joined or more appealing</p>	<p>cut food safely</p> <p>know about how ingredients are part of a healthy, balanced diet</p> <p>describe where some ingredients come from</p>

# Geography

	Location Knowledge	Place Knowledge	Human and Physical Geography
	<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 UK and its surrounding seas</li> </ul>	<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 UK and a small area in a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>- identify seasonal and daily weather patterns in the UK</li> <li>- identify the location of hot and cold areas of the world in relation to the equator and the North and South poles</li> <li>- use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>- key physical features</li> <li>- key human features</li> </ul> </li> </ul>
Year 2	<p><b>Seaside</b></p> <ul style="list-style-type: none"> <li>- Label a map of the UK with the <b>four countries, capital cities and surrounding seas</b></li> <li>- Label a map of the world with the world's <b>seven continents and five oceans</b></li> </ul> <p>Know the differences between a village, town and city.</p>	<p><b>Seaside</b></p> <p>Compare <i>e.g. Great Yarmouth</i> in the UK to <i>e.g. Bondi Beach</i> in Australia</p> <ul style="list-style-type: none"> <li>- weather</li> <li>- landmarks and landscapes</li> <li>- sea life and animals</li> <li>- jobs and pastimes</li> </ul>	<p><b>Seaside</b></p> <p>Name and describe the seasons in the UK and compare to <i>e.g. Bondi</i> in Australia.</p> <p>Key Vocabulary: <b>All Y1 vocabulary below plus</b></p> <ul style="list-style-type: none"> <li>- <b>ocean, cliff, coast, beach, valley, soil, vegetation, city, village, town</b></li> </ul> <p><b>SCIENCE links</b></p> <p>Animal Habitats</p> <ul style="list-style-type: none"> <li>- The Polar regions</li> <li>- Equatorial habitat</li> </ul> <p><b>Plants</b></p> <p>Where does food grow?</p> <p>Where is cocoa grown? (Charlie and the Chocolate Factory)</p>

## Geographical Skills and Fieldwork

- use world maps, atlases and globes to identify the UK and its countries
- use world maps, atlases and globes to identify the countries, continents and oceans studied in this Key Stage
- use simple compass directions (North, South, East, West)
- use locational and directional language e.g. near, far, left, right to describe the location of features and routes

- use aerial photos and plan perspectives to recognise landmarks and basic human features devise a simple map
- use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds
- use simple fieldwork and observational skills to study the key human and physical features of environment surrounding the school

### Fieldwork

A local walk linked to topic e.g. posting letters to Flat Stanley, local habitat or RE visit to a place of worship

- plot route on map
- read and use map symbols
- look at aerial photos
- observe landmarks e.g. fire station
- describe location and direction

Year 2

# History

	Within Living Memory	Beyond Living memory	Lives of Significant People	Local History
	<ul style="list-style-type: none"> <li>- changes within living memory. Where appropriate, these should be used to reveal aspects of national life.</li> </ul>	<ul style="list-style-type: none"> <li>- events beyond living memory that are significant nationally or globally</li> </ul>	<ul style="list-style-type: none"> <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.</li> </ul>	<ul style="list-style-type: none"> <li>- significant historical events, people and places in their own locality</li> </ul>
Year 2	<p><b>Toys</b></p> <ul style="list-style-type: none"> <li>- Describe how my grandparents and great-grandparents toys and games were different to my own.</li> </ul>	<p><b>Battle of Hastings</b></p> <ul style="list-style-type: none"> <li>- Understanding of chronology – know it happened 1000 years ago.</li> <li>- Describe key events in the battle.</li> <li>- Learn about this in the context of a Castles topic.</li> </ul> <p><b>Seaside</b></p> <ul style="list-style-type: none"> <li>- Lighthouses – know what they are used for and that some are more than 300 years old. Linked to the story of Grace Darling</li> </ul>	<p><b>William The Conquerer and King Harold</b></p> <ul style="list-style-type: none"> <li>- Know that William the Conquerer led the Norman invasion around 1000 years ago and that Harold was defending his homeland.</li> <li>- Know how life, including buildings, food, jobs (particularly in the army) and travel were different in the past to now.</li> <li>- Learn this in the context of a Castles topic.</li> </ul> <p><b>Grace Darling (Seaside)</b></p> <ul style="list-style-type: none"> <li>- Know why she’s remembered and how sea rescue is still important.</li> <li>- Describe how Grace’s life was different in one or two aspects from modern day life.</li> </ul>	<p><b>Bedford Castle</b></p> <ul style="list-style-type: none"> <li>- Know facts about the siege, including that it led to the destruction of the castle.</li> <li>- Know that this happened about 800 years ago (800 year anniversary in 2024).</li> <li>- Know that Castle Mound is where the castle used to stand.</li> <li>- Relate this to work on the features and types of castles across the ages.</li> </ul> <p><b>Kempston History and People</b></p> <ul style="list-style-type: none"> <li>- Know that Camestone is the old name for Kempston.</li> <li>- Know that King Harold’s brother, Earl Gyrth, was killed alongside Harold at the Battle of Hastings. Earl Gyrth held Kempston and the rest of East Anglia.</li> </ul>

# Music

Singing		Playing an instrument	Listening and appreciate	Create own music
<i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>		<i>Pupils should be taught to play tuned and untuned instruments musically</i>	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality music</i>	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• sing or clap increasing and decreasing tempo</li> <li>• perform simple patterns and accompaniments keeping a steady pulse</li> </ul>	<ul style="list-style-type: none"> <li>• play simple rhythmic patterns on an instrument</li> <li>• vary dimensions of music when playing – pitch, dynamics, pulse, tempo</li> </ul>	<ul style="list-style-type: none"> <li>• make connections between notations and musical sounds</li> <li>• pick out elements of music they like or dislike</li> </ul>	<ul style="list-style-type: none"> <li>• create simple patterns of notes and rhythms</li> <li>• create music in response to different starting points</li> </ul>

# PE

	<b>Gymnastic Movements</b>	<b>Basic movements and Team Games</b>	<b>Dance</b>
	<i>developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	<i>master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i>	<i>perform dances using simple movement patterns</i>
<b>Year 2</b>	<ul style="list-style-type: none"><li>• plan and perform a sequence of movements</li><li>• improve sequence based on feedback</li><li>• think of more than one way to create a sequence which follows some 'rules'</li></ul>	<ul style="list-style-type: none"><li>• use hitting, kicking and/or rolling in a game</li><li>• decide the best space to be in during a game</li><li>• use a tactic in a game</li><li>• follow rules</li></ul>	<ul style="list-style-type: none"><li>• change rhythm, speed, level and direction in dance</li><li>• make a sequence by linking sections together</li><li>• use dance to show a mood or feeling</li></ul>



# Science

Year 2				
Biology			Chemistry	
All living things and their habitats	Animals, including Humans	Plants	Everyday Materials	
<i>Alive or dead</i> <i>Habitats</i> <i>Adaptations</i> <i>Food chains</i>	<i>Animal reproduction</i> <i>Healthy living</i> <i>Basic needs</i>	<i>Plant and seed growth</i> <i>Plant reproduction</i> <i>Keeping plants healthy</i>	<i>Identify different materials</i> <i>Name everyday materials</i> <i>Properties of materials</i>	<i>Compare the use of different materials</i> <i>Compare movement on different surfaces</i>
<ul style="list-style-type: none"> <li>Classify things by living, dead or never lived</li> <li>Know how a specific habitat provides for the basic needs of things living there (plants and animals)</li> <li>Match living things to their habitat</li> <li>Name some different sources of food for animals</li> <li>Know about and explain a simple food chain</li> </ul>	<ul style="list-style-type: none"> <li>Know the basic stages in a life cycle for animals, (including humans)</li> <li>Know why exercise, a balanced diet and good hygiene are important for humans</li> </ul>	<ul style="list-style-type: none"> <li>Know and explain how seeds and bulbs grow into plants</li> <li>Know what plants need in order to grow and stay healthy (water, light &amp; suitable temperature)</li> </ul>	<ul style="list-style-type: none"> <li>Know how materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<ul style="list-style-type: none"> <li>Know why a material might or might not be used for a specific job</li> </ul>
Working Scientifically				
<input type="checkbox"/> Ask questions such as: <ul style="list-style-type: none"> <li>Why do some trees lose their leaves in Autumn and others do not?</li> <li>How long are roots of tall trees?</li> <li>Why do some animals have underground habitats?</li> </ul>				
<input type="checkbox"/> Set up a test e.g. to see which materials keeps things warmest, know if the test has been successful and can say what has been learned				
<input type="checkbox"/> Use microscopes to find out more about small creatures and plants				
<input type="checkbox"/> Know how to set up a fair test and do so when finding out about how seeds grow best				
<input type="checkbox"/> Classify or group things according to a given criteria, e.g. deciduous and coniferous trees				
<input type="checkbox"/> Draw conclusions from fair tests and explain what has been found out				
<input type="checkbox"/> Use measures (within Year 2 mathematical limits) to help find out more about the investigations they are engaged with				