



## Year 2 Autumn Term New Curriculum



Term	Autumn 1	Autumn 2
<b>Main subject and theme</b>	Farming History	The World Geography
<b>Suggested questions</b>	<i>Would I like to be a farmer now or in the past?</i>	<i>Could I be a mermaid/man?</i>
<b>Objectives covered</b>	Changes within living memory, including aspects of change in national life.	<ul style="list-style-type: none"> <li>• Locate and name the 7 continents and five oceans.</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 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Also to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>• Use maps, atlases, and globes to identify continents and oceans studied at this key stage</li> </ul>
<b>SCIENCE</b>	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> <li>- Notice that animals, including humans, have offspring which grow into adults</li> <li>- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	
<b>Links to English:</b>	<p><u>Working Scientifically</u></p> <p>Record and communicate their findings in a range of ways and begin to use simple scientific language.</p>	
<b>Links to Maths:</b>	<p><u>Working Scientifically</u></p> <p>Gather and record data to help in answering questions Observe closely, use simple measurements and equipment (e.g. hand lenses, egg timers).</p>	
<b>ART &amp; DESIGN</b>	<p><u>Optional Topic- Farm machinery sculpture animals John Lopez</u></p> <p><i>Sculptor- John Lopez</i></p> <p><i>Opportunities to sketch farm machinery, farm animals etc. (link to History)</i></p> <p><i>Opportunities to use materials and create a collage of the life cycle of a butterfly using pasta (link to Science)</i></p>	<p><u>Topic- Portraits Picasso</u></p> <p>Use a range of materials to design and make products</p> <p><b>Materials:</b> Pencil, Pencil crayons, Collage materials</p> <p>Use drawing, painting and sculpture to share their ideas, experiences and imagination</p> <p><b>Focus: Drawing</b></p> <p>To develop a wide range of Art and Design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b>Focus – line, shape, form and space</b></p> <p>About the work of a range of artists, craft makers and designers describing the differences and similarities between different practises and disciplines and making links to their own work</p> <p><b>Artist – Picasso</b></p>

<p><b>D&amp;T</b></p>	<p><b>Design:</b> Talk about their ideas making realistic suggestions, drawing on previous experience.          Draw labelled pictures to show what they have made or intend to make.          Consider purpose and appeal to user.          Model their ideas using materials, components.</p> <p><b>Make:</b> Select and use appropriate tools use task. Mark out and accurately cut materials using scissors. Use needles with close supervision. Join materials effectively using glue, treasury tags, sticky tape, split pins and string.</p> <p><b>Evaluate:</b> Evaluate and explore a range of existing products. Evaluate their products against design criteria. Suggest improvements and next steps.</p> <p><b>Technical Knowledge:</b> Simple stitching using needles and felt – running stitch          Investigate joining using a variety of materials e.g. PVA glue, glue stick, sticky tape, treasury tags, split pins, blu tak</p> <p>Make a Christmas decoration out of felt using stitching (running stitch).</p>	
<p><b>Expressive Arts</b></p>	<p><b>To perform dances using simple movement patterns.</b></p> <p>Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>• Develop fundamental movement skills (agility, balance &amp; coordination)</li> <li>• Become increasingly competent and confident in moving the body</li> <li>• Work individually and with others</li> <li>• Engage in co-operative physical activities</li> <li>• Explore a range of increasingly challenging situations</li> </ul> <ul style="list-style-type: none"> <li>• Learning Outcomes:</li> <li>• Master a variety of basic movement patterns</li> <li>• Develop balance, agility and co-ordination</li> <li>• Perform dances using simple movement patterns</li> </ul> <p>Children split into groups and explore/create a dance to represent a different country.</p> <p>E.g:</p> <p>India: Jai Ho (Use of hand gestures, dynamic rolls, jumps and robotic movements).</p> <p>China: Chinese dragon (Use dragon masks and create a sequence of movements to show the dragon attacking – menacing and forceful moves).</p> <p>Spain:          Bullfight: (dodging/circling/ teasing/attacking)          Flamenco: (Toe/heel clicking steps, complex rhythmic patters).</p>	

		Africa: Tribal dance (chanting, harmonies, clapping).
<b>MUSIC</b>	<p>Play tuned and untuned instruments musically.  Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><a href="#">Active music digital instrument unit, leading to an 'under the sea' composition.</a></p>	
<b>COMPUTING</b>	<p>E-Safety - 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><a href="#">Lee and Kim planning</a></p>	
<b>Links to English books</b>	<p>Baboushka – 'Christmas' in other countries  Bog Baby – (Science- classification of animals)</p>	