

## Curriculum Plan - Year 2

English	Fire, fire!	Would you rather....?	Our Animal World
	Explore fire in fiction and it's use as a tool as well as a destructive force. <i>Outcome - Open afternoon for parents at the end of term</i>	A comparison of life in Plymouth and Coll with life in Australia <i>Outcome- Open afternoon for parents at the end of term</i>	Why are animals different? <i>Outcome - Create a PowerPoint about Animals for the school website</i>
	AUTUMN	SPRING	SUMMER
	Poetry - Patterns on a Page Firework poems + rhymes based on London's Burning Grammar focus statements, questions, exclamations. Use of full stops. Question marks and exclamation marks,	Poetry; - Hot and Cold Weather poems <ul style="list-style-type: none"> <li>Grammar focus- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon</li> </ul>	Poetry - Silly Stuff ( Rumble in the Jungle anthology) Tongue twisters
	<p style="text-align: center;"><u>Narrative</u></p> <p style="text-align: center;">Stories with a fantasy setting</p> <p><u>Text</u> -Tell me a dragon-grammar focus-nouns-expanded noun phrases correct use of present tense suffixes Adjectives Contrast with traditional tales The Paper bag princess and George and the Dragon.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p style="text-align: center;">Katie Morag and the two grandmothers</p> <ul style="list-style-type: none"> <li>Grammar focus- Correct choice and consistent use of present tense and past tense throughout writing.</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> </ul> <p style="text-align: center;">Dingo Dog (Australian trad)</p> <ul style="list-style-type: none"> <li>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> </ul> <p style="text-align: center;">Traction man used to teach the progressive form of verbs discretely.</p>	<p style="text-align: center;">Narrative</p> <p style="text-align: center;">Text - Sally &amp; the Limpet</p> <p style="text-align: center;">Another of the Traction man series to teach the progressive form of verbs. Use to write about an animal.</p>
	<p style="text-align: center;"><u>Non- Fiction</u></p> <p style="text-align: center;">Instructions -how to catch a dragon</p> <p style="text-align: center;">Grammar focus-commands</p> <p>Commas to separate items in a list. Verbs and adverbs Correct use of present tense</p> <p>Information text - Katie goes to London-or fire station text-grammar focus -Proper Nouns? determiners? Using conjunctions for co-ordination and subordination. Compound sentences. Outcome could link to GFOL and then correct use of past tense?</p>	<p style="text-align: center;"><u>Non- Fiction</u></p> <p style="text-align: center;">Non-chron report-use a text that links to plants and trees</p> <ul style="list-style-type: none"> <li>Grammar focus- Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> </ul>	<p style="text-align: center;"><u>Nonfiction</u></p> <p style="text-align: center;">Text - Penguins-use the present and past tense correctly</p> <p style="text-align: center;">Sub ordination using when if, that or because</p> <p style="text-align: center;">Persuasion-Wanted a perfect pet-Write a persuasive text to allow you to have the pet of your dreams!</p>
			<u>Big Writing</u>

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<b>Grammar</b> (within English)	<p>Year 2</p> <ul style="list-style-type: none"><li>• Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li><li>• Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li><li>• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li><li>• Correct choice and consistent use of present tense and past tense throughout writing.</li><li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li><li>• Commas to separate items in a list.</li></ul>
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Grammar/Spelling (discrete)	<p><b>Revisit</b> Phase 5 GPCs as required by pupils</p> <p><b>Homophones</b> Introduce Year 2 homophones when relevant. (example homophones: <i>see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two</i>)</p> <p><b>Year 2 phonics</b></p> <ul style="list-style-type: none"> <li>The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.</li> <li>The /s/ sound spelt 'c' before 'e', 'i' and 'y'</li> <li>The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words</li> </ul> <p><b>Common exception words</b> /ai/ sound spelt 'i' in common exception words: <i>find, kind, mind, behind, child (children), wild, climb</i> as well as others as needed by pupils.</p> <p><b>Strategies at the point of writing</b> Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:</p> <ul style="list-style-type: none"> <li>Segmentation</li> <li>Using a GPC chart</li> <li>Using spelling journals, word banks, the environment, a working wall.</li> <li>Word sort</li> <li>Which one looks right?</li> </ul> <p><b>Proofreading</b> After writing, teach pupils to:</p> <ul style="list-style-type: none"> <li>Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.</li> <li>Check writing for mistakes in common exception/tricky words.</li> <li>Ensure that guidance on marking is used to support children's proofreading.</li> </ul> <p><b>Learning and practising spellings</b> Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.</p> <ul style="list-style-type: none"> <li>Identify the tricky part of the word</li> <li>Segmentation strategy</li> <li>Look, Say, Cover, Write, Check</li> <li>Rainbow write</li> <li>Saying the word in a funny way</li> </ul>	<p><b>Revisit</b> The /l/ or /ɔl/ sound spelt '-le' at the end of words</p> <p><b>Homophones and near homophones</b> <i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant</p> <p><b>Apostrophe</b> The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p><b>Year 2 phonics</b> The /ai/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey' The /r/ sound spelt '-wr' at the beginning of words The /ɒ/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's'</p> <p><b>Common exception words</b> Examples include: <i>most, only, both, could, would, should, move, prove, improve</i> and others as needed by pupils</p> <p><b>Suffixes</b> Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'</p> <p><b>Strategies at the point of writing</b></p> <ul style="list-style-type: none"> <li>Have a go</li> <li>Using the working wall to find correct spellings of high frequency and common exception words</li> <li>Using an alphabetically-ordered word bank</li> </ul> <p><b>Proofreading:</b> After writing, teach pupils to:</p> <ul style="list-style-type: none"> <li>Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.</li> <li>Check writing for mistakes in common exception / tricky words.</li> <li>Use dictionary skills</li> </ul> <p>Ensure that guidance on marking is used to support pupils' proofreading.</p> <p><b>Learning and Practising spellings</b></p> <ul style="list-style-type: none"> <li>If not already introduced, introduce the use of spelling journals.</li> <li>Focus on learning of knowledge and patterns taught this term</li> </ul> <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> <li>Segmentation</li> <li>Look, Say, Cover, Write, Check</li> <li>Using mnemonics</li> <li>Saying the word in a funny way</li> </ul>	<p><b>Revisit</b> The possessive apostrophe (singular nouns)</p> <p><b>Homophones</b> Revision of all homophones taught so far</p> <p><b>Apostrophe</b> The possessive apostrophe (singular nouns)</p> <p><b>Year 2 phonics</b> The /l/ or /ɔl/ sound spelt '-el' at the end of words The /l/ or /ɔl/ sound spelt '-al' at the end of words The /l/ or /ɔl/ sound spelt '-il' at the end of words (unusual spelling) The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' The /ʌ/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w'</p> <p><b>Common exception words</b> All Year 2 words not taught so far</p> <p><b>Suffixes</b> Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',</p> <p><b>Strategies at the point of writing</b> Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies</p> <ul style="list-style-type: none"> <li>Introduce individual Have a Go sheets if not established already</li> <li>Teach using analogy to spell a word you don't know</li> </ul> <p><b>Proofreading</b> After writing, secure routines for proofreading:</p> <ul style="list-style-type: none"> <li>Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage.</li> <li>Check writing for mistakes in common exception or tricky words.</li> <li>Ensure that guidance on marking is used to support pupils' proofreading.</li> </ul> <p><b>Learning and practising spellings</b></p> <ul style="list-style-type: none"> <li>Secure learning routines with resources, for example spelling journals or environmental print.</li> </ul> <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> <li>Writing in the air</li> <li>Tracing over the word</li> <li>Rainbow writing</li> <li>Look, say, cover, write, check</li> </ul>

## Curriculum Plan – Year 2

### Maths

#### Number and Place Value

Any outstanding gaps from Year One to be addressed and revise count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

**Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.**

**Recognise the place value of each digit in a two-digit number (tens, ones) .EXP**

Compare and order numbers from 0 up to 100.

Use greater than, less than and = signs.

**Identify, represent and estimate numbers using different representations, including the number line.**

**Use place value and number facts to solve problems. EXP**

Read and write numbers to at least 100 in numerals and in words

#### Addition and Subtraction

Any outstanding gaps from year 1 to be addressed and

Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

Solve problems with addition and subtraction recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods.

Solve problems with addition and subtraction recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.

**Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers. EXP**

#### Shape

##### Fractions

Measure-weight linked to parent afternoon or Christmas fair.

#### Division

Any concepts from the previous term that need reinforcing and **EXP Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.**

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs.

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

**EXP Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.**

#### Statistics

**Read scales in divisions of ones, twos, fives and tens.**

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Ask and answer questions about totalling and comparing categorical data

#### Geometry

Any outstanding gaps from year 1 to be addressed and

**EXP Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.**

**EXP Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.**

Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid].

Compare and sort common 2-D and 3-D shapes and everyday objects.

#### Fractions and Decimals.

Any outstanding gaps from year 1 to be addressed and

**EXP Recognise, find, name and write fractions  $1/3$ ,  $1/4$ ,  $2/4$  and  $3/4$  of a length, shape, set of objects or quantity.**

Write simple fractions for example,  $1/2$  of  $6 = 3$  and recognise the equivalence of  $2/4$  and  $1/2$ .

#### Measurement

Any concepts from the previous term that need reinforcing and **EXP Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels**

Compare and order lengths, mass, **volume/capacity** and record the results using symbols for greater than, less than and =.

**EXP Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.**

#### Geometry

Any concepts from the previous term that need reinforcing and Order and arrange combinations of mathematical objects in patterns and sequences.

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

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	<p style="text-align: center;"><b>Measurement</b></p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>EXP Find different combinations of coins that equal the same amounts of money.</p> <p>] Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p style="text-align: center;"><b>Multiplication</b></p> <p>Any outstanding gaps from year 1 to be addressed and</p> <p>EXP Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs.</p> <p>EXP Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p style="text-align: center;"><b>Measurement</b></p> <p>Any concepts from the previous term that need reinforcing and</p> <p>EXP Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm);</p> <p>Compare and order lengths, mass, volume/capacity and record the results using symbols for greater than, less than and =.</p>	<p style="text-align: center;"><b>Problem Solving and Efficient Methods</b></p> <p>Focus on filling outstanding gaps.</p>
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## Curriculum Plan – Year 2

Geography	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><i>Locate and name England, Scotland, Wales &amp; N. Ireland on a map of the UK. Name the capital cities, recognise flags. Locate London on a map (Year 1 obj)</i></p>	<p><u>Life on islands in different parts of the world</u></p> <p>Name and locate the world's seven continents and 5 oceans. 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>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>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 □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>□ 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) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p><u>Comparing different animal groups</u></p> <p>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 basic geographical vocabulary to refer to physical and human features. .</p> <p>Identify seasonal and daily weather patterns across the world. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Name and locate the world's seven continents and five oceans.</p> <p>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 □ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
History	<p><u>The Great Fire of London</u></p> <p>Events beyond living memory that are significant nationally or globally.</p> <p><i>Sequence events of the Great Fire, discuss reasons for it's outbreak and spread. Compare modern London with London in 1666. Discuss the role of diarist Samuel Pepys</i></p> <p>□ the lives of significant individuals in the past who have contributed to national and international achievements</p> <p style="text-align: center;">Guy Fawkes</p>	<p><u>Changes in Plymouth over time</u></p> <p>Significant historical events, people and places in their own locality.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.eg The Mayflower</p>	

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<b>Science</b>	<p style="text-align: center;"><u>Everyday Materials</u></p> <ul style="list-style-type: none"> <li>□ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>□ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p style="text-align: center;"><u>Plants and Trees</u></p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p style="text-align: center;"><u>Animals and habitats</u></p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <ul style="list-style-type: none"> <li>□ 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</li> <li>□ identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>□ 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.</li> <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>RE</b>	<p style="text-align: center;"><u>Believing/Story</u></p> <p>Explore a range of religious stories and sacred writings and talk about their meanings. Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses. Identify and suggest meanings for religious symbols and begin to use a range of religious words</p>	<p style="text-align: center;"><u>Symbols</u></p> <p>Explore a range of religious stories and sacred writings and talk about their meanings. Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses. Identify and suggest meanings for religious symbols and begin to use a range of religious words</p>	<p style="text-align: center;"><u>Leaders and Teachers</u></p> <p>Explore a range of religious stories and sacred writings and talk about their meanings. Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses. Identify and suggest meanings for religious symbols and begin to use a range of religious words</p>



## Curriculum Plan - Year 2

Computing	<p><u>Technology around us and beyond school</u>            What technology is available to use at school. Logging on, saving, and retrieving. 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>Introduce multimedia -what can we use for which purposes?</i>  <i>Netbooks, whiteboards, digital cameras etc_</i>  <i>Using digital cameras to record equipment seen at Firestation</i></p>	<p><u>Using Beebots to plan roots around an island.</u>            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. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><i>Recording sound bites of Aboriginal music</i>  <i>Word processed invitation to Gallery open afternoon</i>  <i>Introduction to world wide web - Google maps to find Australian/ Scottish locations</i></p>	<p>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. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><i>Using Photostory/Powerpoint to create a presentation about animals</i>  <i>Explore world wide web</i>  <i>Website - create a minibeast</i></p>
D&T	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Evaluate their ideas and products against design criteria. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Evaluate their ideas and products against design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Evaluate their ideas and products against design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Select from and use a range of tools and equipment to perform practical tasks.</p>
	<p><u>Cooking and Nutrition</u>            Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from</p> <p><u>Making vegetable soup</u>  <i>Explore what happens to vegetables when heat is applied. Is this a reversible change?</i>  <i>Make, taste and evaluate.</i>  <i>Write a recipe for this soup (see Literacy)</i></p>	<p><u>Cooking and Nutrition</u>  <u>Considering where food comes from and the differences from food around the world.</u>            Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p> <p><i>Look at popular Australian and Scottish foods</i>  <i>Make lamingtons &amp; shortbread for Open Afternoon</i>  <i>. Discuss why Australian diet might be different from ours.</i></p>	<p><u>Cooking and Nutrition</u>  <u>What food do we get from animals?</u>            Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p> <p><i>What food do you get from animals? Making a healthy sandwich for us or a n=balanced meal for a bird eg: bird cake.</i></p>



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<b>Art &amp; Design</b>	<p>Use a pencils and charcoal creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p style="text-align: center;"><i>2D dragon pictures, involving colour mixing</i>  <i>Firework pictures (chalk)</i>  <i>2D houses using collage materials</i></p>	<p>Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 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.</p> <p style="text-align: center;"><u>Australian and Aboriginal art</u>  <i>Aboriginal Art - Look at examples of Aboriginal art</i>  <i>Artist to visit and teach techniques</i>  <i>Explore art as a means of story telling</i>  <u>Georgia O'Keeffe - Flower art</u></p>	<p>Use a range of materials creatively to design and make animal pattern materials. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p style="text-align: center;"><u>Animal patterns</u>  <i>Copy and extend animal patterns</i>  <i>Animal camouflage pictures (picture of animal- draw camouflage background)</i>  <i>Elmer the Elephant - patterns (display)</i></p>
<b>Music</b>	<p>Use their voices expressively and creatively            Play tuned and untuned instruments musically.            Listen with concentration and understanding.            Experiment with, create, select and combine sounds.</p> <p style="text-align: center;">Beat and rhythm            Pitch  <i>Stravinsky: Firebird</i></p>	<p>Use their voices expressively and creatively            Play tuned and untuned instruments musically.            Listen with concentration and understanding.            Experiment with, create, select and combine sounds.            Music from around the world. Traditional aboriginal music            Environmental sounds            Exploring instruments and Symbols            Observe and name a variety of sound sources .            Recognise that sound gets fainter with distance</p>	<p>Use their voices expressively and creatively            Play tuned and untuned instruments musically.            Listen with concentration and understanding.            Experiment with, create, select and combine sounds.            Noah's ark unit, timbre, dynamic and tempo focus.</p> <p style="text-align: center;"><i>Carnival of the animals</i>  <i>Jungle book songs</i>  <i>Animals songs</i></p>
<b>PE</b>	Basic Skills	Dance <i>Dance to Aboriginal music</i> <i>Simple Scottish dancing</i>	Team Games
<b>PSHE</b>	PSHE will be a consideration throughout all curriculum areas, and any issues that arise will be addressed during class circle time.		