

Year 2 Curriculum Planning

Term	Week	Unit and 'I can' statements	
Autumn 1		Let's Explore	PSHE – Being me in my world
	1 and 2	Science – Life cycles and hygiene and diet <ul style="list-style-type: none"> I can explain the basic stages in a life cycle for animals, including humans. I can describe why exercise, a balanced diet and good hygiene are important for humans. 	<ul style="list-style-type: none"> I can understand and explain the school's code of conduct. I can develop an understanding of rights and responsibilities. I can make my own choices. I can understand that actions have consequences.
	3 and 4	Geography – Continents <ul style="list-style-type: none"> I can describe key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean and valley. I can explain the facilities that a village, town and city may have and give reasons. I can find where I live on the map of the United Kingdom. I can say what I like and do not like about the place I live in. I can explain how an area has been spoilt or improved and give my reasons. 	RE – Is it possible to be kind to everyone all of the time? <ul style="list-style-type: none"> I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason.
	5 and 6	History – Christopher Columbus <ul style="list-style-type: none"> I can use words and phrases like: before, after, past, present, then and now. I can research the life of a famous person from the past using different sources of evidence. Computing – Research (as part of the History topic) <ul style="list-style-type: none"> I understand what a computer is. I know some of the functions of a computer and what I can use them for. I can open and save my work. 	Target Games <ul style="list-style-type: none"> I can develop my coordination and accuracy skills. I can follow sequences in the correct order. I know and use rules fairly. Music – Hands, feet and heart – Essex scheme <ul style="list-style-type: none"> I can learn to sing, play, improvise and compose. I can listen and appraise other tunes.
Half Term			


Year 2 Curriculum Planning

Autumn 2		<p>In Times Gone By</p> <p>Theatre company – Great fire of London</p> <p>1 <i>Invictus Games unit – see separate planning English, maths. Geography, PSHE and PE.</i></p> <p>2 and 3 History – Changes within living memory</p> <ul style="list-style-type: none"> • I can give examples of things that were different when my grandparents were children. • I can find out things about the past by talking to an older person. • I can answer questions using books and the internet. <p>4 and 5 History – Toys and games</p> <ul style="list-style-type: none"> • I can explore the types of toys that children in the past would have played with. • I can learn the rules of simple playground games and songs from the past. • I can talk about the differences between toys in the past and the present. • I can research, design, make and evaluate a toy which a child would have had in the past (eg a cup and ball or a toy soldier) <p>6 and 7 <i>Christmas unit – see separate planning Art</i></p>	<p>PSHE – Celebrating differences</p> <ul style="list-style-type: none"> • I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her. <p>RE – Why do Christians believe god gave Jesus to the world?</p> <ul style="list-style-type: none"> • I can say how I could help solve a problem by showing love. • I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. • I can tell you why Christians think God gave Jesus to the world. <p>Try Golf</p> <ul style="list-style-type: none"> • To teach the children the correct grip. • For the children to understand the difference between the clubs they will be using. • To get the children to produce a steady well controlled swing. <p>Music – Christmas Super Star – Essex scheme</p> <ul style="list-style-type: none"> • I can learn to sing, play, improvise and compose. • I can listen and appraise other tunes.
Christmas Holiday			

Year 2 Curriculum Planning

Spring 1		<p>Life Long Ago</p> <p>1 and 2 History & Geography – Mary Anning and Dinosaurs</p> <ul style="list-style-type: none"> • I can use words and phrases like: before, after, past, present, then and now. • I can research the life of a famous person from the past using different sources of evidence. • I can recount a life of someone famous from Britain, who lived in the past. I can explain what they did earlier and what they did later. • I can describe some features of an island. • I can describe key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean and valley. <p>3 and 4 Science – Dinosaurs & Living, Dead, Never Alive</p> <ul style="list-style-type: none"> • I can identify things that are living, dead and have never lived. • I can describe what plants need in order to grow and stay healthy (water, light and suitable temperature). • I can classify and name animals by what they eat (carnivore, herbivore and omnivore). <p>Sophie the Dinosaur – Experience and Writing</p> <ul style="list-style-type: none"> • I can use an experience to produce a piece of writing. <p>Sophie the dinosaur visit and workshops.</p> <p>5 and 6 Art and DT – Making a fossil</p> <p><u>Art</u></p> <ul style="list-style-type: none"> • I can cut, roll and coil materials. <p><u>DT</u></p> <ul style="list-style-type: none"> • I can think of an idea and plan what to do next. • I can choose tools and materials and explain why I have chosen them. • I can join materials and components in different ways. • I can explain what went well with my work. • I can measure materials to use in a model of structure (weight). 	<p>PSHE – Dreams and Goals</p> <ul style="list-style-type: none"> • I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her. <p>RE – How important is it for Jewish people to do what god asks them to do?</p> <ul style="list-style-type: none"> • I can talk about why I do as some people ask but not others. • I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. • I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason. <p>Gymnastics (Shape)</p> <ul style="list-style-type: none"> • I can adapt sequences to suit different types of apparatus and criteria. • I can explain how strength and suppleness affect performance. • I can compare and contrast gymnastic sequences. • I can work in a controlled way. • I can include change of speed and direction. • I can include a range of shapes. • I can work with a partner to create, repeat and improve a sequence with at least three phases. <p>Music – I wanna play in a band – Essex scheme</p> <ul style="list-style-type: none"> • I can learn to sing, play, improvise and compose. • I can listen and appraise other tunes.
Half Term			

Year 2 Curriculum Planning

Spring 2		<p>Down In The Jungle</p> <p>School Trip – Royal Gunpowder Mills – Explorer programme (Fresh water and Woodland and wildlife)</p> <p>1 Rainforest Art (vivid colours and creatures)</p> <ul style="list-style-type: none"> • I can suggest how artists have used colour, pattern and shape. • I can create a piece of art in response to the work of another artist. • I can mix paint to create all of the secondary colours. • I can create brown paint. • I can create tints with paint, adding white. • I can create tones with paint by adding black.  <p>2 World Book Day unit – see separate planning English and Drama.</p> <p>3 and 4 Geography – Rainforests</p> <ul style="list-style-type: none"> • I can say what I like and do not like about a place and why. • I can describe a place, outside Europe, using geographical words. • I can explain how an area has been spoilt or improved and give reasons. • I can explain how jobs may be different in other locations. <p>5 and 6 Science – Rainforest and Home Comparison: Habitats, Food Chains & Mini-beasts</p> <ul style="list-style-type: none"> • I can identify and name plants and animals in a range of habitats • I can match living things to their habitat • I can describe how animals find their food. • I can name some different sources of food for animals. • I can explain a simple food chain. 	<p>PSHE – Healthy Me</p> <ul style="list-style-type: none"> • I can make some healthy snacks and explain why they are good for my body. • I can express how it feels to share healthy food with my friends. <p>RE – Does praying at regular intervals help a Muslim in his/her everyday life?</p> <ul style="list-style-type: none"> • I can explain how it felt to have to stop doing something to reach the target we had set. • I can use the right words to describe how Muslims pray and begin to explain why they do this. • I can start to think through how praying 5 times a day might help in some ways more than others. <p>Volleyball</p> <ul style="list-style-type: none"> • I can throw and catch with control • I can decide the best space to be in during a game. <p>Music – Down in the jungle – Essex scheme</p> <ul style="list-style-type: none"> • I can learn to sing, play, improvise and compose. • I can listen and appraise other tunes.

Easter Holiday

Year 2 Curriculum Planning

Summer 1	1	Changes Around Us <i>Earth Week unit – see separate planning Geography, PSHE, DT, Science, Drama, Art and Computing.</i>	PSHE – Relationships <ul style="list-style-type: none">• I can identify some of the things that cause conflict between me and my friends.• I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends. RE – How special is the relationship Jews have with God? <ul style="list-style-type: none">• I can explain why agreements are important and why they should be kept.• I can tell a story about Abraham or Moses and say why one of these men is important to Jews today.• I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God. Athletics <ul style="list-style-type: none">• I can run at fast, medium and slow speeds; changing speed and direction.• I can take part in a relay, remembering when to run and what to do Music – Friendship – Essex scheme <ul style="list-style-type: none">• I can learn to sing, play, improvise and compose.• I can listen and appraise other tunes.
	2 and 3	Science – Plants and how they grow <ul style="list-style-type: none">• I can describe how seeds and bulbs grow into plants.• I can describe what plants need in order to grow and stay healthy (water, light and suitable temperature).• I can identify and name plants in a range of habitats.• I can carry out simple tests.• I can use simple equipment to make observations.• I can suggest what I have found out.• I can use simple data to answer questions.	
	4	<i>Science and Maths unit – see separate planning Every day materials</i>	
	5	Computing – Produce (Bee-bots) <ul style="list-style-type: none">• I can predict how a computer program will behave• I can run a program• I can spot an error in an algorithm• I can fix a bug• I can write a simple program	
	Half Term		

Year 2 Curriculum Planning

Summer 2		<p>Summer At The Seaside</p> <p>School Trip – Southend / Canvey</p> <p>1 and 2 History & Geography – Changes at the Seaside</p> <ul style="list-style-type: none"> • I can use words and phrases such as before, after, past, present, then and now. • I can give examples of things that were different when my grandparents were children. • I can find out things about the past by talking to an older person. • I can answer questions using books and the internet. • I can say what I like and what I do not like about a different place. • I can describe some of the features of an island. <p>3 and 4 Geography & Computing – Map work</p> <ul style="list-style-type: none"> • I can describe key features of a place from a picture using words like beach, coast and ocean. • I can use a range of instructions, eg. Directions, angles and turns. • I can test and amend a set of instructions. • I can find errors and amend (debug). • I can write a simple programme and test it. • I can predict what an outcome of a simple programme will be (logical reasoning). • I understand that algorithms are used on a digital device. • I understand that programmes require precise instructions. <p>5 and 7 DT – Puppets</p> <ul style="list-style-type: none"> • I can think of an idea and plan what to do next. • I can choose tools and materials and explain why I have chosen them. • I can join materials and components in different ways. • I can explain what went well with my work. • I can explain why I have chosen specific textiles. • I can measure materials to use in a model or structure. <p>6 My money unit – see separate planning</p>	<p>PSHE – Changing Me</p> <ul style="list-style-type: none"> • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private • I can tell you what I like/don't like about being a boy/girl <p>RE –Does going to a mosque give Muslims a sense of belonging?</p> <ul style="list-style-type: none"> • I can understand how meeting in a certain place could make me feel like I belong. • I can explain what happens when Muslims pray alone or at the mosque. • I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be. <p>Sports Day Prep</p> <ul style="list-style-type: none"> • I am aware of space and use it to support teammates and cause problems to the opposition. <p>Music – Reflect, rewind and replay – Essex scheme</p> <ul style="list-style-type: none"> • I can learn to sing, play, improvise and compose. • I can listen and appraise other tunes.
----------	--	---	---