



# Eider Ducks (Y2) Curriculum St. Peter's C. of E. Primary School

*'I have come in order that you might have life, life in all its fullness'*



2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Values</b>	<b>Responsibility</b>	<b>Joy</b>	<b>Love</b>	<b>Forgiveness</b>	<b>Truth</b>	<b>Courage</b>
<b>Theme</b>	<b>The Place Where I Live</b>	<b>Fighting Fit</b>	<b>Explorers</b>	<b>The Farm Shop</b>	<b>Wind In The Willows</b>	<b>Buckets and Spades</b>
<b>Focus Text(s)</b>	Katie Morag and Information Texts	Little Red Reading Hood Fairy tales with a twist	Stories by Simon Bertram - Bob and Barry's Space Adventure Series Dougal the Deep-Sea Diver	Mudpuddle Farm by Michael Morpurgo	The Wind In The Willows by Kenneth Grahame The Day The Crayons Quit by Oliver Jeffers	The Lighthouse Keeper Stories by Ronda and David Armitage Various Seaside Poems
<b>Predictable Interest</b>	Harvest Multicultural Week	Bonfire night Christmas Remembrance Day	Valentine's Day New Year	Easter Mother's Day	Sports day	Father's Day Summer fair Friends' Fun Day Viking Festival
<b>Topic</b> <b>Subjects and Coverage</b>	<p><b>History</b> Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>Recognising the distinction between present and past in their own and other people's lives.</li> <li>Identifying some similarities and differences between ways of life in different periods.</li> <li>Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical features <b>and</b> key human features.</li> <li>Use a range of maps at different scales.</li> <li>Know that maps give information about places in the world</li> <li>Locate land and sea</li> <li>Recognise simple features</li> <li>Recognise landmarks and basic human features on aerial photos.</li> <li>Know that symbols mean something on maps.</li> <li>Use simple fieldwork techniques to study the geography of the school and its surrounding environment.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>Explore art from different times and cultures for differences and similarities.</li> <li>Record and explore ideas from first hand observations.</li> <li>Print with a range of hard and soft materials.</li> </ul>	<p><b>Science</b> Animals – Animal Survival and Growth (Humans)</p> <ul style="list-style-type: none"> <li>Notice that humans have offspring which grow into adults.</li> <li>Find out about and describe the basic needs of humans, for survival (water, food and air).</li> </ul> <p>Health – How we Grow and Stay Healthy</p> <ul style="list-style-type: none"> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>Medicines can be useful when we are ill.</li> <li>Medicines can be harmful if not used properly.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</li> <li>Work on different scales.</li> <li>Mix primary shades and tones.</li> <li>Manipulate malleable materials in a variety of ways including rolling and kneading.</li> </ul>	<p><b>History</b> To tell the difference between past and present in their own and other people's lives by:</p> <ul style="list-style-type: none"> <li>Using and making simple comparisons to parts of stories and features of events</li> <li>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li> <li>Recount simple stories accurately and suggest why people and events were important.</li> </ul> <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> <li>Ask and answer questions about the past through observing a range of sources, such as pictures, films and written sources.</li> </ul> <p><b>Geography</b> Locational and Place Knowledge</p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Small area in a contrasting non-European country.</li> </ul> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <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</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>Explore existing products and investigate how they have been made.</li> <li>Join appropriately for different materials and situations</li> <li>Try out different axle fixings and their strengths and weaknesses.</li> </ul>	<p><b>Science</b> Plants: Plant Growth</p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (<i>and how changing these affects the plant</i>).</li> <li>Plants are living and eventually die.</li> </ul> <p>Health: How We Grow and Stay Healthy</p> <ul style="list-style-type: none"> <li>Describe the importance for humans of eating the right amounts of different types of food.</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>Explore existing products and investigate how they have been made.</li> <li>Decide how existing products do/do not achieve their purpose.</li> <li>Develop a food vocabulary using taste, smell, texture and feel.</li> <li>Group familiar food products e.g. fruit and vegetables.</li> <li>Explain where food comes from.</li> <li>Cut, peel, grate, chop a range of ingredients.</li> <li>Work safely and hygienically.</li> <li>Understand the need for a variety of foods in a diet.</li> <li>Measure and weigh food items, non statutory measures e.g. spoons, cups.</li> <li>Use pictures and words to convey what they want to design/make.</li> <li>Propose more than one idea for their product.</li> <li>Select appropriate technique explaining: First... Next... Last...</li> </ul>	<p><b>Science</b> Living Things and Their Habitats</p> <ul style="list-style-type: none"> <li>Explore living, dead, and things that have never been alive.</li> <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 micro-habitats.</li> <li>Use simple food chains to describe how animals obtain their food</li> <li>There are different kinds of habitat near school which need to be cared for</li> <li>Habitats provide the preferred conditions for the animals/plants that live there</li> <li>Observe living things in their habitats during different seasonal changes</li> </ul> <p>Animals - Animal Survival and Growth</p> <ul style="list-style-type: none"> <li>Notice that animals have offspring which grow into adults.</li> <li>Find out about and describe the basic needs of animals for survival (water, food and air).</li> </ul> <p><b>Geography</b> Locational Knowledge</p> <ul style="list-style-type: none"> <li>Countries and capital cities of the United Kingdom</li> </ul> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom</li> <li>Use basic geographical vocabulary to refer to key physical features including season and weather.</li> </ul> <p>Mapping</p> <ul style="list-style-type: none"> <li>Continue to build on previous learning with maps this year</li> </ul> <p><b>Design and Technology</b> Textiles</p>	<p><b>Science</b> Material Properties Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, water, rock, paper and cardboard for particular uses.</p> <ul style="list-style-type: none"> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (forces)</li> <li>Some materials can be found naturally; others have to be made.</li> </ul> <p><b>History</b> Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>Recognising the distinction between present and past</li> <li>Identifying some similarities and differences between ways of life in different periods</li> <li>Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time</li> <li>Tell the difference between past and present by using and making simple comparisons to parts of stories and features of events</li> <li>Recognise that their own lives are different from the lives of people in the past</li> <li>Show that they understand key features of events.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>Record ideas from first hand observations.</li> <li>Experiment with a variety of media</li> <li>Explore ideas digitally</li> <li>Record visual information using digital cameras, video recorders.</li> </ul>



# Eider Ducks (Y2) Curriculum St. Peter's C. of E. Primary School

*'I have come in order that you might have life, life in all its fullness'*



				<ul style="list-style-type: none"> <li>Make vehicles with construction kits which contain free running wheels.</li> <li>Use a range of materials to create models with wheels and axles.</li> <li>Attach wheels to a chassis using an axle.</li> <li>Use pictures and words to convey what they want to design/make.</li> <li>Develop more than one idea; model ideas reclaimed materials.</li> <li>Talk about their design as they develop and identify good and bad points.</li> <li>Select materials appropriately</li> <li>Evaluate their completed work in relation to its intended user.</li> </ul>	<ul style="list-style-type: none"> <li>Select pictures to help develop ideas.</li> <li>Use drawings to record ideas as they are developed.</li> <li>Add notes to drawings to help explanations.</li> <li>Describe their drawings of ideas and intentions.</li> <li>Discuss their work as it progresses.</li> <li>Select ingredients (materials) from a limited range that will meet the design criteria.</li> <li>Select and name the tools needed to work the ingredients (materials).</li> <li>Explain what they are making.</li> <li>Explain which ingredients (materials) they are using and why.</li> <li>Name the tools they are using.</li> <li>Describe what they need to do next.</li> </ul>	<ul style="list-style-type: none"> <li>Cut out shapes which have been created by drawing round a template onto the fabric.</li> <li>Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape.</li> <li>Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons.</li> <li>Colour fabrics using a range of techniques e.g. fabric paints, printing, painting.</li> </ul>	<ul style="list-style-type: none"> <li>Match and sort fabrics and threads for colour, texture, length, size and shape.</li> <li>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>Cut and shape fabric using scissors/snips.</li> <li>Apply shapes with glue or by stitching.</li> <li>Apply decoration using beads, buttons, feathers etc.</li> <li>Create cords and plaits for decoration.</li> <li>Apply colour with printing, dipping, fabric crayons.</li> <li>Create and use dyes</li> <li>Create fabrics by weaving materials</li> <li>Create images from a variety of media</li> <li>Arrange and glue materials to different backgrounds.</li> <li>Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers.</li> </ul>				
<b>Outcomes</b>	Create maps of the local area and design a new play park in the local area.	3D Sculpture	A vehicle with moving axles and wheels.	A seasonal salad	Puppets for retelling stories to younger children	Mixed media seaside collage					
<b>Enrichment</b>	Local area walk – visit the play park and play on the equipment.	Pantomime trip to The Dukes – Beauty and the Beast	Local area walk – 'Explorers' on the barrows	Farm Visit	Visit to Heysham Nature Reserve	Visit to the beach Visit from a local shrimper					
<b>PE</b>	Gymnastics/Games	Dance/Games	Games/OAA	Gymnastics/OAA	Games/Athletics	Games/Athletics					
<b>RE</b>	Unit 2.1 The Bible: Why is it such a special book? (6hours) Other holy books: The Quran (4hours)	Unit 2.7 Christmas: The Journey to Bethlehem (4hours)	Unit 2.3 Jesus, friend to everyone. (6hours)	Unit 2.4 Easter: How do symbols help us to understand the story? (5hours)	Unit 2.6 What happened at the Ascension and Pentecost? (4hours)	S13 Multicultural Christianity (4hours) S5 Expressing Christian faith through Art (4hours)					
<b>Music</b>	<b>Unit 1 Hands, Feet and Heart</b> South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.	<b>Unit 2 Ho, Ho, Ho</b> Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.	<b>Unit 3 I Wanna Play in a Band</b> Teamwork, working together. The Beatles. Historical context of musical styles.	<b>Unit 4 Zootime</b> Animals, poetry and the historical context of musical styles.	<b>Unit 5 Friendship Songs</b> Listen to an appraise The Friendship Song by Joanna Mangona and Pete Readman and other well-known songs about friendship.	<b>Unit 6 Reflect, Rewind, Replay</b> The history of music in context, listen to some Western Classical music and place the music from the units covered throughout the year in their correct time and space. Consolidate the foundations of the language of music.					
<b>PHSE</b>	Jigsaw Unit 1 Being Me	Jigsaw Unit 2 Celebrating Differences	Jigsaw Unit 3 Dreams and Goals	Jigsaw Unit 4 Healthy Me	Jigsaw Unit 5 Relationships	Jigsaw Unit 6 Changing Me					
<b>Computing</b>	IT - sound / multimedia	DL - electronic communication	CS - computational thinking /	IT - data handling	IT - presenting information	CS - programming					
<b>Maths</b>	Number: Place Value	Number: Addition and Subtraction	Measure: Money	Number: Multiplication and Division	Statistics	Geometry: Properties of Shape	Number: Fractions	Measure: Length & Height	Geometry: Position & Direction	Measure: Time	Measure: Mass, Capacity & Temperature
<b>English</b>	See English Planning										



## **Eider Ducks (Y2) Curriculum St. Peter's C. of E. Primary School**

*'I have come in order that you might have life, life in all its fullness'*

