

Thorn Grove Primary School
Medium Term Curriculum
Overview
Year 2

Half term or <u>Term (Autumn)</u>	Focus : <i>Significant events beyond living memory</i>	Subjects	Year 2				
		Enquiry Question: What should we remember in the UK?	History	Statutory Objectives: <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 			
				Non Statutory Guidance: <ul style="list-style-type: none"> Great Fire of London, Events commemorated through festivals (bonfire night, remembrance day) Make sure there is a range of events covered 			
				Assessment Criteria: I know where the people and events I have studied fit on a basic timeline. I can tell you a few similarities and differences between ways of life at different times. I can name a few people in the past who have contributed to national and international achievements. I can put a few objects or events in the correct order they happened. I can tell you about some of the people or events from my work I can give more than one cause of an event and give a reason why people in the past acted as they did. I understand some of the ways in which we find out about the past. I can tell you a few ways how the past has been presented or described.			
				Suggested ideas/activities/books/web links		Possible trips/artists to school/etc	
				Books: Memorial book A brush with the past ABC UK – Ongoing for Geograophy Archies WAR		Nantwich Museum & Field work whilst on trip.	
		Secondary	Geography To be linked to main topic	Statutory Objectives: <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 key human and physical features of its surrounding environment. E.g Nantwich use world maps, atlases and globes to identify the United Kingdom and its countries. use basic geographical vocabulary 			
		Non Statutory Guidance:					
		Assessment Criteria: I can name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seas I can complete a chart to express opinions during Fieldwork. I can recognise and record different types of land use, buildings and environments I use and understand basic geographical specific vocabulary relating to human and physical geography I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.					
Ideas for Geography	Suggested ideas/activities/books/web links			Possible trips/artists to school/etc			

		Art/DT	<p>Art Focus: making pictures of skies taken from Turner's works, use sponges to apply tones, make a large scale group painting for display. Theme: painting Artist: Turner</p> <p>DT Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable
Taught as a discrete subjects not as part of the topic theme			
	SCIENCE: Plants (7 weeks)	<p>Statutory Objectives:</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	
		<p>Non Statutory Guidance: Pupils should use the local environment throughout the year to observe how plants grow (including seeds, bulbs, fruit and vegetables, deciduous and evergreen bushes and trees). Pupils should be introduced to the requirements of plants for growth and survival, as well as the process of reproduction and growth in plants. Note: Seeds and bulbs need water to grow but do not need light; seeds and bulbs have a store of food inside them. Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p>	

	Assessment Criteria: <ul style="list-style-type: none"> • I can observe and describe how seeds and bulbs grow into mature plants • I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	
Ideas for plants	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc
	Look at the plants that are associated with the 4 countries that make up the UK	
Science – Animals including humans *On-Going though the year	Statutory Objectives: Pupils should be taught to: <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (use explorers in Spring Term for human element) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	
	Non Statutory Guidance: Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.	
	Assessment Criteria: I know about the life cycle I know what animals need in order to survive I know the importance of healthy eating and exercise. I know the importance of being hygienic and looking after myself.	
Ideas for Animals including humans	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc

	Computing	<p>Autumn 1 – We are Journalists (rising stars) Autumn 2 – We are painters (rising stars)</p> <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • 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>Use the iPads and the software program-IMotion to make a simple animation of the Great Fire of London. Add commentary.</p>
	Music	<p>Stockport’s preferred Music scheme; Charanga</p> <p>Autumn 1 Unit: Hands, Feet, Heart Style: South African styles South African music and Freedom Songs. Topic and cross curricular links: Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p> <p>Autumn 2 Unit: Babushka Style: General Christmas Topic and cross curricular links: Christmas</p>
	RE	<p><i>Stockport RE Agreed Syllabus: These units can be moved in sequence if coverage is maintained</i> Autumn: Who is a Muslim and what do they believe? (Believing)</p>
	PE Indoor	See PE Passport long term overview for Autumn 1 & 2
	PSHE	<p><u>HEALTH AND WELLBEING</u></p> <p>Recognising what they are good at; setting goals. Growing; changing and being more independent; Correct names for body parts (including external genitalia) Keeping safe in different situations (road, environment, online, in unfamiliar situations) How to ask for help if they are worried about something; privacy in different contexts. Taking care of own health Different feelings; managing feelings.</p> <p>Supported by additional weekly circle sessions</p>

<p style="text-align: center;">Half term or Term (SPRING)</p> <p style="text-align: center;"><i>Focus: Name and locate continents, oceans, hot and cold areas</i></p>	<p style="text-align: center;">Enquiry Question: Hot or cold: Where would you go?</p>	Subjects	<u>Year 2</u>		
		History	Statutory Objectives: The lives of significant individuals in the past who have contributed to national and international achievements. <ul style="list-style-type: none"> • Use to compare aspects of lives in different periods 		
			Non Statutory Guidance: Use traveller ideas to plot routes and map the journeys across the different continents and oceans		
			Assessment Criteria: I know where the people and events I have studied fit on a basic timeline. I can tell you a few similarities and differences between ways of life at different times. I can name a few people in the past who have contributed to national and international achievements. I can put a few objects or events in the correct order they happened. I can tell you about some of the people or events from my work I can give more than one cause of an event and give a reason why people in the past acted as they did. I understand some of the ways in which we find out about the past. I can tell you a few ways how the past has been presented or described.		
			Suggested ideas/activities/books/web links	Possible trips/artists to school/etc	

	Main Supplements	Geography	Statutory Objectives: <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans Location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary 	
			Non Statutory Guidance: <ul style="list-style-type: none"> Use Armstrong and Columbus 	
			Assessment Criteria: I can name & locate world's 7 continents and 5 oceans I use and understand basic geographical specific vocabulary relating to human and physical geography key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) I use world maps, atlases and globes to identify UK & its countries I can identify the countries, continents and oceans studied.	
	Ideas for geography element		Suggested ideas/activities/books/web links	Possible trips/artists to school/etc
	Secondary	Science All living things and their habitats (7 weeks)	Statutory Objectives: <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive 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 identify and name a variety of plants and animals in their habitats, including micro-habitats 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. 	
			Non Statutory Guidance: Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human); describing the conditions in different habitats and micro-habitats (under log, on stony path, under bushes); finding out how the conditions affect the number and type(s) of plants and animals that live there.	

			Assessment Criteria: I know the difference between things which are alive and those that are not. I can describe the different habitats of animals. I can describe a simple food chain.
	Ideas for All Living things and their habitats	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc
	Art/DT	DT <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from World came to my place today- book by Jo Readman This book focuses on understanding where food comes from. Link to fair trade.	
		ART Focus: drawing plants and leaves utilising observations to create a collage of plant form. Theme: drawing leaves from real plants observed in school and photos Artist: Rousseau	
Taught as a discrete subjects not as part of the topic theme			
SCIENCE: Plants (continuous) (7 weeks)	Statutory Objectives: <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 		
	Non Statutory Guidance: Pupils should use the local environment throughout the year to observe how plants grow (including seeds, bulbs, fruit and vegetables, deciduous and evergreen bushes and trees). Pupils should be introduced to the requirements of plants for growth and survival, as well as the process of reproduction and growth in plants. Note: Seeds and bulbs need water to grow but do not need light; seeds and bulbs have a store of food inside them. Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.		
	Assessment Criteria: I can describe what a seed and bulb needs to grow.		
Ideas for plants	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc	

Science – Animals including humans *On-Going though the year	<p>Statutory Objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	
	<p>Non Statutory Guidance: Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</p>	
	<p>Assessment Criteria: I know about the life cycle I know what animals need in order to survive I know the importance of healthy eating and exercise. I know the importance of being hygienic and looking after myself.</p>	
	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc
Computer	<p>Spring 1 – rising stars – we are creators Spring 2 – rising stars – We are communicators</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 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>Links to email-email other schools or set up a pretend email to the Meerkat as he travels around-he could then reply to them. Hey could attach pictures etc.</p>	

	Music	<p>Stockport's preferred music scheme: Charanga</p> <p>Spring 1</p> <p>Unit: Glockenspiel Stage 1</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross curricular links: Introduction to the language of music, theory and composition</p> <p>Spring 2</p> <p>Unit: I Wanna Play In A Band</p> <p>Style: Rock</p> <p>Topic and cross curricular links: Spring 2 Teamwork, working together. The Beatles. Historical context of musical styles.</p>
	RE	<p>Stockport RE Agreed Syllabus: These units can be moved in sequence if coverage is maintained</p> <p>Spring: What can we learn from scared books? (believing)</p>
	PE Indoor	<p>See PE Passport Long term overview for Spring 1 & 2</p>
	PSHE	<p><u>RELATIONSHIPS</u></p> <p>Listening to others and playing cooperatively.</p> <p>Appropriate and inappropriate touch;</p> <p>Teasing and bullying.</p> <p>Respecting similarities and differences in others;</p> <p>Sharing views and ideas.</p> <p>Behaviour; bodies and feelings can be hurt</p> <p>Supported by additional weekly circle sessions</p>

<p style="text-align: center;">Half term or Term (Summer)</p> <p style="text-align: center;"><i>Focus: Significant historical events, people and places in their own locality.</i></p>		Subjects	<u>Year 2</u>
	<p style="text-align: center;">Enquiry Question: What should we remember about Stockport?</p>	<p style="text-align: center;">History</p>	<p>Statutory Objectives:</p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality. (Needs to be a range of each)
			<p>Non Statutory Guidance:</p> <ul style="list-style-type: none"> Stockport
			<p>Assessment Criteria:</p> <p>I know where the people and events I have studied fit on a basic timeline. I can tell you a few similarities and differences between ways of life at different times. I can name a few people in the past who have contributed to the history of Stockport. I can put a few objects or events in the correct order they happened. I can tell you about some of the people or events from my work I can give more than one cause of an event and give a reason why people in the past acted as they did.</p>
			<p>Suggested ideas/activities/books/web links</p>

	Secondary Support History focus	Geography	Statutory Objectives: <ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography and the key human and physical features of its surrounding environment use basic geographical vocabulary see list of geography vocabulary to be provided by Geography lead. 	
			Non Statutory Guidance:	
			Assessment Criteria: I use and understand basic geographical specific vocabulary relating to human and physical geography key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) key human features (city, town, village, factory, farm, house, office, port, harbour, shop, address) I use world maps, atlases and globes to identify UK & its countries I can follow a route on prepared maps (left/right) & find information (centre of Stockport) I can use simple compass directions (NSEW) I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. I can make a simple map (e.g. from a story). I can use & construct basic symbols in a key	
Ideas for Local Area Geography	Suggested ideas/activities/books/web links		Possible trips/artists to school/etc	
		Art/DT	Design <ul style="list-style-type: none"> 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 Make <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to the Evaluate <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable Make hats based on trip to hat museum	

Taught as a discrete subjects not as part of the topic theme

SCIENCE: Uses of everyday materials

Statutory Objectives:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Non Statutory Guidance:

Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for (e.g. wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic). Pupils should identify the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual materials who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.

Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home); observing closely, identifying and classifying the uses of different materials, and recording their observations.

Assessment Criteria:

I can describe different materials by their properties
I can describe how materials can be changed.

Ideas for Everyday materials

Suggested ideas/activities/books/web links

Possible trips/artists to school/etc

Science – Animals including humans
*On-Going though the year

Statutory Objectives:

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Non Statutory Guidance:

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should be encouraged to observe and describe the growth of animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how animals grow (e.g. chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, etc). Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; and suggesting ways to find answers to their questions.

	<p>Assessment Criteria: I know about the life cycle I know what animals need in order to survive I know the importance of healthy eating and exercise. I know the importance of being hygienic and looking after myself.</p>	
Ideas for Animals including humans	<p>Suggested ideas/activities/books/web links</p>	<p>Possible trips/artists to school/etc</p>
		<p>Possibly get outside fitness coach in to talk about exercise and benefits. Possible trip to Tesco-they run workshops for healthy eating at the store.</p>
Computing	<p>Summer 1 – We are travellers (rising stars)</p> <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have problems or needs <p>Use Bee Bots Summer 2- review of key skills learned through the year.</p>	
Music	<p>Stockport’s preferred music scheme: Charanga Summer 1 Unit: Zootime Style: Reggae Topic and cross curricular links: Animals, poetry and the historical context of musical styles.</p> <p>Summer 2 Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 2 Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music in context. Consolidate the foundations of the language of music.</p>	

ART/ DT	<p>ART Focus: printing Theme: making string printing blocks to create a patterned fabric for hats. Artist: William Morris or Orla Kiely</p> <p>DT</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and <p>Make hats based on portraits and the trip to the hat museum</p>
RE	<p>Stockport RE Agreed Syllabus: These units can be moved in sequence if coverage is maintained Spring: How should we care for others and the world, and why does it matter? (Living)</p>
PE Indoor	<p>See PE Passport Long term overview for Spring 1 & 2</p>
PSHE	<p><u>LIVING IN THE WIDER WORLD</u></p> <p>Group and class rules; Respecting their own and others' needs; Groups and communities they belong to; people who work in the community; Getting help in an emergency. Looking after the local environment. Where money comes from; saving and spending money; making choices; keeping traction of money spent/saved</p> <p>Supported by additional weekly circle sessions</p>