



Paganel Primary School Curriculum Planning

Year 2

Topics:

Autumn Term – The Earth: Our Home

Spring Term – Buildings

Summer Term – The Toymaker

National Curriculum Knowledge and Skills:

Subject	Skills	Knowledge and Understanding
Art and Design	Make/use a simple sketch book, using a range of joining techniques including gluing, tying and stapling.	Know the names of artists, craft makers and designers.
	Develop ideas from a variety of starting points, including the natural world, man-made objects, fantasy and stories.	Know the names and describe the features of different practices and disciplines, describe differences and similarities between them making links to their own work.
	Choose appropriate materials and techniques for a given project.	
	Use line and tone to draw shape, pattern and texture.	
	Mix paint colours to suit a task.	
	Use modelling materials to create an imaginary or realistic form.	
	Create single and multi-coloured prints using a range of printing techniques.	
	Cut and tear fabrics and papers, attaching them using different joining techniques.	
	Use a zoom feature to show an object in detail.	
	Select and match colours when painting from observation, explaining how different colours make them feel.	
	Create patterns using natural materials (e.g. pebbles, sticks, shells, leaves and petals).	
	Use tone to show light and shade.	
	Build simple thumb pots using clay, including rolling out clay on a board.	
Explain the main successes and challenges encountered when completing a piece of art work.		

	Explain what they like/dislike about an artwork, comparing it with other pieces of art.
Subject	Skills
Computing	Recognise what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
	Write and test simple programs.
	Use logical reasoning to predict the behaviour of simple programs.
	Explain why digital folders are used.
	Organise work into digital folders
	Recognise common uses of ICT beyond school.
	Organise, store, manipulate and retrieve data in a range of digital formats.
	Identify obviously false information in a variety of contexts. Identify personal information that should be kept private.
	Communicate safely, respecting and considering other people's feelings online.
	Explain how a branching or tree diagram works.
	Place objects and pictures in a list or simple table. Make a simple Y/N tree diagram to sort information.

Subject	Skills	Knowledge and Understanding	
Design and Technology	Planning	Technical Knowledge	Know how to make structures, stronger, stiffer and more stable.
			Know how to use mechanisms e.g. levers, sliders, wheels and axles in their products.
			Know the names of important designers and building and describe why they are important.
	Making	Use tools safely for cutting and joining materials and components.	
		Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect.	
		Work safely and hygienically in construction and cooking activities.	
		Cut, measure, form and shape materials to fix or repair something, explaining objectives.	
		Join fabrics using running stitch, glue, staples, over sewing and tape.	
		Create simple hinges and pop-ups using card.	
		Cut wood/dowel using a bench hook and hacksaw.	
		Attach features to a vehicle (e.g. an axle and wheels). Join appropriately, with glue and/or tape, for different materials and situations.	
Improve structures by making them stronger, stiffer and more stable.			

		Create and use wheels and axles, levers and sliders.
		Create working circuits to light a bulb or work a buzzer.
		Input a sequence of instructions to a device for a planned outcome.
		Cut, peel, grate and chop a range of ingredients to make dishes from other countries.
		Recognise the need for a variety of foods in a diet.
		Explain where the food they eat comes from (e.g. by referring to countries, counties animals and plants).
	Evaluation	Describe similarities and differences between own and others' work including work by professional crafts people and designers.
		Investigate a range of existing products and say if they do what they are supposed to do.
		Explain how finished products meet their design criteria and say what they could do better in the future.
		Describe why a design, building or designer is important.
Subject	Skills	Knowledge and Understanding
Geography	Draw simple maps or plans using symbols for a key.	Describe and compare human and physical features seen in their local environment and other places in the world.
	Locate the seven continents and five oceans on a world map.	Name and locate the capital cities of the United Kingdom and its surrounding areas.
	Name, describe and compare human and physical features of their own locality and another named place, asking and responding to questions.	Name and locate the world's continents and oceans on a world map or globe.
	Use geographical vocabulary to name features of familiar and unfamiliar places (see appendix 1 for vocabulary for children to use).	Suggest ways of improving the local environment.
	Use information texts and the web to gather information about the world's human and physical geography.	Describe how a physical or human process has changed an aspect of an environment (e.g. the local environment).
	Use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map.	Explain simple patterns and offer an explanation as to why the pattern occurs.
	Locate the Equator, North and South Poles.	Locate hot and cold areas of the world in relation to the Equator and the North and South Poles and explain how weather affects these areas.
	Collect and organise simple data from first and second hand sources including field work.	Describe and compare the physical similarities and differences between an area in the United Kingdom and one of a contrasting non-European Country.
	Identify and describe geographical human and physical features using an aerial photograph.	Explain how a place has changed over time. Use given information and observations to ask and respond to questions about the environment, recognising how people affect this.
Subject	Skills	Knowledge and Understanding

History	Describe how their own life is different from past generations of their own family.	Order events in a period of history studied and begin to recall dates of important festivals or celebrations.
	Use further terms associated with the past (year, decade and century).	Show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawings.
	To understand what is meant by chronological order and sequence events from a studied period of history accurately.	
	Use the stories of famous historical figures to compare aspects of life in different times.	
	Describe how people, places and events in their own locality have changed over time.	
	Describe changes in the local area during their own lifetime and that of their parents and grandparents.	
	Ask and answer questions about a range of historical sources.	
	Build a bigger picture of a historical period, using a range of source material.	
Subject	Skills	Knowledge and Understanding
Music	Describe how an instrument has been used to represent a sound or object. Begin to recall sounds.	
	Carefully choose instruments to combine layers of sound, showing awareness of the combined effect.	
	Describe basic elements of a piece of music (e.g. pace, volume, emotion).	
	Use own voice in different ways, including speaking, singing and chanting for different effects.	
	Use own voice in different ways, including a loud or soft voice, and sing simple repeated phrases.	
	Identify the difference between rhythm and pulse.	
	Follow a simple piece of written rhythmic notation.	
	Explain what they like or dislike about a piece of music and why.	

Appendix 1

- 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