# Chancellor Park Primary School – Year 2

| Subject | Autumn<br><br>Topic:  Great Fire of London | IDEAS | Spring<br><br>Topic:    Living and growing | IDEAS | Summer<br><br>Topic:   Florence Nightingale | IDEAS |
|---|---|---|---|---|---|---|
| Science | **Sc2/3.1   Uses of everyday materials**<br><br>Sc2/3.1a   identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses<br><br>Sc2/3.1b   compare how things move on different surfaces.<br><br>Sc2/3.1c   find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching<br><br><br>**Sc2/1   Working Scientifically**<br><br><br><br>Sc2/1.1   asking simple questions and recognising that they can be answered in different ways<br><br>Sc2/1.2   observing closely, using simple equipment<br><br>Sc2/1.3   performing simple | | **Sc2/2.1   Living things and their habitats**<br><br>Sc2/2.1a   explore and compare the differences between things that are living, dead, and things that have never been alive<br><br>Sc2/2.1b   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<br><br>Sc2/2.1c   identify and name a variety of plants and animals in their habitats, including microhabitats<br><br>Sc2/2.1d   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.<br><br>**Sc2/2.2   Plants**<br><br>Sc2/2.2a   observe and | | **Sc2/2.3   Animals including humans**<br><br>Sc2/2.3a   notice that animals, including humans, have offspring which grow into adults<br><br>Sc2/2.3b   find out about and describe the basic needs of animals, including humans, for survival (water, food and air)<br><br>Sc2/2.3c   describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.<br><br><br><br>**Sc2/1   Working Scientifically**<br><br><br>Sc2/1.4   identifying and classifying<br>Sc2/1.6   gathering and recording data to help in answering questions.<br>Sc2/1.1   asking simple questions and recognising that they can be answered in different ways | |

| | | | | | |
|---|---|---|---|---|---|
| | tests<br><br>Sc2/1.4   identifying and classifying | | describe how seeds and bulbs grow into mature plants<br><br>Sc2/2.2b   find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.<br><br>**Sc2/1   Working Scientifically**<br><br>Sc2/1.2   observing closely, using simple equipment<br><br>Sc2/1.5   using their observations and ideas to suggest answers to questions<br>Sc2/1.1   asking simple questions and recognising that they can be answered in different ways | | |
| **Geography** | **Ge1/1.4   Geographical Skills and Fieldwork**<br><br>Ge1/1.4a   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 | | **Ge1/1.4   Geographical Skills and Fieldwork**<br><br>Ge1/1.4d   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 | | **Ge1/1.4   Geographical Skills and Fieldwork**<br><br>Ge1/1.4a   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<br><br>**Ge1/1.2   Place Knowledge**<br><br>Ge1/1.2a   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<br><br>**Ge1/1.3   Human and Physical Geography**<br><br>Ge1/1.3b   use basic geographical vocabulary to refer to:<br><br>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | |
| **History** | Hi1/1.2   events beyond living memory that are significant nationally or globally | | | | Hi1/1.3   the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | |
| **Computing** | **We are astronauts**<br>-understand what algorithms are; how they are implemented as programs on digital<br>devices; and that programs execute by following precise and unambiguous instructions<br>- create and debug simple programs<br>- use logical reasoning to predict the behaviour of simple programs<br>**We are games testers**<br>-understand what algorithms | | **We are photographers**<br>-use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>-recognise common uses of information technology beyond school<br>-use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have | | **We are detectives**<br>-use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>-recognise common uses of information technology beyond school<br>-use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions<br>- use logical reasoning to predict the behaviour of simple programs<br>-recognise common uses of information technology beyond school<br>-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. | | concerns about content or contact on the internet or other online technologies<br>**We are researchers**<br>-use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>-recognise common uses of information technology beyond school<br>-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. | | concerns about content or contact on the internet or other online technologies.<br><br>**We are zoologists**<br>-use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>- recognise common uses of information technology beyond school<br>-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. | |
| **Design and Technology** | **DT1/1.3  Evaluate**<br><br>DT1/1.3a  explore and evaluate a range of existing products<br><br>Cooking and nutrition<br>Dt1/2.1a use the basic principles of a healthy and varied diet to prepare dishes.<br>Dt1/2.1b understand where food comes from.<br>Dt1/1.4 technical knowledge<br>Dt1/1.4a build structure, exploring how they can be made stronger, stiffer and more stable<br><br>Developing, planning and communicating ideas. | | **DT1/1.1  Design**<br><br>DT1/1.1a  design purposeful, functional, appealing products for themselves and other users based on design criteria<br><br>**DT1/1.2  Make**<br><br>DT1/1.2a  select from and use a range of tools and equipment to perform <span style="color:blue">practical tasks</span><br><br>DT1/1.2b  select from and use a wide range of materials and components, including construction materials, textiles and | | **DT1/1.2  Make**<br><br>DT1/1.2a  select from and use a range of tools and equipment to perform <span style="color:blue">practical tasks</span><br><br>DT1/1.2b  select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics<br><br>**DT1/1.3  Evaluate**<br><br>DT1/1.3a  explore and evaluate a range of existing | |

| | | | | | |
|---|---|---|---|---|---|
| | Follow verbal instructions. Explain what they are making and which materials they are using. Name the tools they are using. Describe what they need to do next. Select materials from a limited range that will meet the design criteria Select and name the tools needed to work the materials. Select appropriate technique explaining first...next...last explore ideas by rearranging materials. Select pictures to help develop ideas. Describe their models and drawings of ideas and intentions. Use kits/ reclaimed materials to develop an idea. Use drawings to record ideas as they are developed. Discuss their work as it progresses. Add notes to drawings to help explanations.<br><br>Materials and components-knowledge and understanding Textiles Colour fabrics using a range of techniques Cut out shapes which have been created by drawing round a template onto the fabric.<br><br>Join fabrics by using running stitch, glue, staples, over sewing, tape Decorate fabrics with buttons, beads, sequins, braids, ribbons. | | ingredients, according to their characteristics<br><br>**DT1/1.3   Evaluate**<br><br>DT1/1.3a   explore and evaluate a range of existing products<br><br>Cooking and nutrition Dt1/2.1a use the basic principles of a healthy and varied diet to prepare dishes. Dt1/2.1b understand where food comes from. Cut, peel, grate, chop a range of ingredients. Work  safely and hygienically. Understand a need for a variety of foods in our diet. Measure and weigh food items, non statutory measures e.g spoons and cups. | | products<br><br>Dt11.3b evaluate their ideas and products against design criteria .<br><br>Dt1/1.4 explore and use mechanisms in their products Dt1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate information and communication technology . | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Constructions<br>Make vehicles with constructions kits.<br>Use a range of materials to create models<br>Attach wheels to a chassis using a axle<br>Join appropriately for different materials and situations<br>Mark out materials to be cut using a template<br>Cut strip wood/ dowel using hacksaw and bench hook<br>See glue gun used by an adult<br><br>Sheet materials<br>Curl paper<br>Use hole punch<br>Insert paper fasteners for card linkages<br>Create hinges<br>Use simple pop ups<br><br>Evaluating<br>Say what they like and do not like about items they have made and attempt to say why<br><br>Talk about changes made during the making process<br>Discuss how closely their finishes products meet their design criteria. | | | | | |
| **Art** | Ar1/1.1   to use a range of materials creatively to design and make products<br><br>Ar1/1.2   to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination<br><br>Explore drawing over existing | | Ar1/1.4About the work of a range of artists , craft makers and designers, describing in the difference and similarities between different practices and disciplines and making links to their own work.<br><br>To understand how to join two pieces of clay by making | | Ar1/1.3   to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br><br>Understand how to make dark colours by adding black.<br><br>To use and investigate think | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | images to add detail<br><br>Investigate light and dark to create different tones (smudging and blending)<br><br>To make different shades of colour and describe them.<br><br>Collage<br><br>Explore how to create pattern and shapes by folding and cutting holes into strips of paper.<br><br>Sculpture<br><br>Investigate undoing and rearranging junk materials to create shape and form e.g a box.<br><br>Use junk to create a model. | | the joining areas rough and using slip to join them back together.<br><br>To understand how to mould by out and cover junk models using paper mache.<br><br>Create finger prints and prints using parts of the hand for example knuckles and side of hands.<br><br>To fold, cut and decorate circle patterns.<br><br>To understand how to roll and decorate clay tiles to create pattern and shape. | | and thin paint and it's effect.<br><br>Painting<br>To understand what the primary and secondary colours are.<br><br>To understand how to create curling, fanning and twisting to create shape, pattern and texture. | |
| **Music** | Mu1/1.1   use their voices expressively and creatively by singing songs and speaking chants and rhymes<br>Use their voices expressively and creatively by singing songs and speaking chants and rhymes (from memory)<br>control of breath and dynamics. | | Mu1/1.2   play tuned and untuned instruments musically<br><br>Mu1/1.3   listen with concentration and understanding to a range of high-quality live and recorded music<br><br>Experiment with create, select  and combine sounds using pitch. | | Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music.<br><br>Play tuned and unturned instruments musically listen with concentration and understanding to a range of high quality live and recorded music | |

| | | PE1/1.1  Sport & Games | | PE1/1.1  Sport & Games | | PE1/1.1  Sport & Games | |
|---|---|---|---|---|---|---|---|
| **Physical Education** | | PE1/1.1c   perform dances using simple movement patterns.<br>Dance<br>Children should learn to;<br>Understand and perform simple basic travelling skills on feet.<br>Use change of direction.<br>Work co-operatively in pairs to create a dance<br>Understand and show the difference between sad and happy movements.<br>Recognise that dance is active and that changes occur to the body.<br><br>Use different levels, directions and speeds.<br>Touch, feel, listen to different stimuli in order to share language, ideas, images and initial movement responses.<br>Improvise an idea- display an immediate response.<br>Choose appropriate movements to convey the dance idea. | | PE1/1.1a   master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>PE1/1.1b   participate in team games, developing simple tactics for attacking and defending<br><br>gymnastics<br><ul><li>To turn, spin and twist on different body parts, showing control and co-ordination.</li><li>To understand that one part of the body must be fixed.</li><li>To create a twist. To link together three movements showing contrasts in speed and level.</li><li>To use their understanding of turning, spinning and turning to adapt work safely from the floor to the apparatus.</li><li>To travel confidently and competently in different ways and on different</li></ul> | | PE1/1.1a   master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>Dance<br>Respond to a different type of stimulus- flash cards<br><br>Use their different understanding of basic dance skills to select appropriate ones for the dance idea.<br><br>Work co-operatively in pairs or small groups.<br><br>Change and vary actions.<br><br>Look critically at their own and others work to recognise what is good and what could be improved. | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | body parts.<br>• To understand and create different pathways and move in different directions.<br>• To link together three different movements showing contrast in speed and level<br>• To perform a limited range of skills with a partner. | | | |
| **Physical Education** | Games<br>• To throw catch and bouce in different ways when standing still or on the move.<br>• To choose and apply skills to make up games.<br>• To develop simple strategies for extending their skills.<br>• To describe their game and teach it to a partner.<br>• To develop new skills relevant to specific games.<br>• To know and apply basic and strategies for attacking play<br>• To work co-operatively with another person in a team.<br>• To observe and select information | | Multi skills<br>To remember, repeat and link combinations of actions with greater control and co-ordination.<br><br>To choose equipment to help them meet the challenge set.<br><br>To describe what their bodies feel like during exercise<br><br>To watch and describe what others have done.<br><br>To use their bodies and variety of equipment with greater control and co-ordination.<br>To choose skills suitable from the challenge.<br><br>To describe what their bodies feel like during different activities. | | Games<br><br>To develop and extend their sending and receiving skills<br><br>To know the rules for a game.<br><br>To develop simple group tactics<br><br>To move actively and safely about the space in teams. | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | to evaluate their own and others work. | | | | | |
| **RE** | • talk about the natural world being 'special' to me and to others<br>• respond sensitively to the natural world and its needs<br>• retell the Genesis story of creation and identify why this story is important to Christians<br>• identify how Christians celebrate the importance of the natural world and belief in God's creation at Harvest<br>• retell the Genesis story of creation and identify why this story is important to Jews<br>• identify how Jews celebrate the importance of the natural world and belief in God's creation through the Psalms and at Sukkot<br>• make basic links between the stories of creation in Genesis, Christian and Jewish beliefs and the celebrations at Harvest and Sukkot<br>• ask, and respond | | • use religious words and phrases to identify Sikh symbols<br>• use religious words and phrases to identify how Sikhs express their beliefs through symbols of belonging (dress, rituals and ceremonies)<br>• talk about the reasons why my school or town is special and of value to me<br>• respond in words or pictures to my special place<br>• recognise the church as a special place for Christians<br>• identify features of different churches<br>• describe similarities and differences between churches and cathedrals<br>• begin to describe the impact of some pilgrimage sites on believers' lives | | • respond sensitively to questions about special people in words and through artistic expression<br>• talk about what is 'special' to me and to others<br>• respond sensitively to the natural world and to the needs of others<br>• identify features of Christian beliefs and practice<br>• identify the importance of religious teaching for Christians<br>• identify features of Muslim belief and practice<br>• identify the importance of religious teaching for Muslims<br>• talk about why some words are special and of value<br>• recognise that promises are about values and matters of right and wrong<br>• use religious | |

| | | | | | |
|---|---|---|---|---|---|
| | sensitively to, questions about who is 'special' to me and to others<br>• recognise my own and others' values when questioning the right way to treat special people<br>• use religious words and phrases to identify how Christian beliefs are expressed in rituals and ceremonies<br>• identify the importance of religion for Christians at different times of their lives<br>• retell stories about Jesus and some of the saints<br>• identify the Buddha as a special person for Buddhists<br>• identify the importance of the Buddha's teaching for Buddhists | | • identify features of a mandir<br>• identify why these objects are important for Hindus and Hindu worship<br>• retell some Hindu stories<br>• make basic links between the murtis and objects found in a mandir and Hindu beliefs and worship | | words and phrases to identify features of Christian beliefs and practice<br>• use religious words and phrases to identify how Christians express their beliefs through special stories, hymns and prayers at the festival of Easter<br>• identify the Torah as the special writings of the Jewish community<br>• identify the Shema as special words which express Jewish beliefs<br>• recognise my own values and those of others expressed through symbols<br>• ask, and respond sensitively to, questions about my own and others' feelings of identity and belonging<br>• use religious words and phrases to |
| | | | | | |
| | | | | | |

| | | | | | identify features of Christian beliefs and practice | |
|---|---|---|---|---|---|---|
| | | | | | • use religious words and phrases to identify how Christians express their beliefs through special symbols, artefacts, and festivals | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |