



Year 2 KS1	I Live In The UK	Fly Me To The Moon	The Olympics
<b>Literacy</b>	ARE Reading ARE Writing		
<b>Maths</b>	Schools to follow own schemes		
<b>Science</b>  Working Scientifically Types of enquiry	<p>The national curriculum for science aims to ensure that all pupils: Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. Will learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include:</p> <ul style="list-style-type: none"> <li>• Observing over time</li> <li>• Pattern seeking</li> <li>• Identifying, classifying and grouping</li> <li>• Comparative and fair testing</li> <li>• Research using secondary sources</li> </ul>		
<b>Science</b> (Year 2 of 2 year cycle)	<b>Seasonal Changes</b>  <b>Everyday Materials</b>	<b>Seasonal Changes</b>  <b>Animals ( including humans)</b>	<b>Seasonal Changes</b> <b>Plants</b> <b>Living things and their habitats</b>
<b>History</b>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements.	Events beyond living memory that are significant nationally or globally.  The lives of significant individuals in the past who have contributed to national and international achievements.	Significant historical events, people and places in their own locality  The lives of significant individuals in the past who have contributed to national and international achievements.
<b>Geography</b>	Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Human and Physical Geography  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  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	Name and locate the world's seven continents and five oceans Compare local area to a non-European country Use basic geographical vocabulary to refer to local and familiar features 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  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	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
<b>Geographical skills and fieldwork</b> Skills to be taught over course of key stage	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 Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 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 geography of their school and its grounds and the key human and physical features of its surrounding environment.		
<b>Art</b> Skills to be taught over course of key stage	Pupils should be taught: <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		
<b>DT</b> Skills to be taught over course of key stage	Design purposeful, functional and appealing products Generate, model and communicate ideas Use a range of tools and materials to complete practical tasks Evaluate existing products and own ideas		
<b>DT</b>	Build structures, exploring how they can be made stronger, stiffer and more stable	Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.	Build and improve structures and mechanisms



<b>Computing</b> Skills to be taught over course of key stage	Understand use of algorithms Write and test simple programs Use logical reasoning to make predictions# Organize, store, retrieve and manipulate data Communicate online safety and respect Recognize use of IT outside of school		
<b>MFL</b>	Schools to follow own schemes		
<b>Music</b> Skills to be taught over key stage	Sing songs Play tuned and untuned instruments musically Listen to and understand live and recorded music Make and combine sounds musically		
<b>PE</b>	Schools to follow own schemes		
<b>PSHE</b> Taken from NYCC PSHE and Citizenship guidance for schools – Sep 17	<b>Me and my relationships</b>  <b>Keeping myself safe</b>	<b>My healthy lifestyle</b>  <b>Becoming an active citizen</b>	<b>Me and my future</b>  <b>Moving On</b>  <b>School's own scheme for SRE/RSE</b>
<b>RE</b>	Schools to either follow the Diocese of York or the North Yorkshire Syllabus		
<b>Enterprise</b> Ideas to develop enterprise throughout the year groups over the academic year	Positive can do attitude, resilience, risk-taking, creativity, innovation, self-belief Aim: To be ready to start a business. Links that could be made as appropriate: What are the local economies of the area studied? Why are they here? Why do economies differ by area? What impact will change have on the local economies? What new business enterprise would survive here? Career opportunities for the future. <b>Curriculum possibilities:</b> Rotary club Looking at economies through geography Environmental impact E.g. Potash mine (Sirius/Boulby) tourism. Raise funds for a school project or local charity.		
<b>Outdoor Learning</b>	Ongoing throughout the year.		
<b>British Values</b>  Ongoing throughout the year for all year groups	<b>Spiritual Development</b> Reflect whenever possible. This may be about religious beliefs, personal beliefs, the beauty of art or natural things etc. This will need building into the curriculum at all opportunities. Develop a sense of enjoyment and fascination about themselves, others and the world about them. Being creative and imaginative in their work. <b>Curriculum opportunities:</b> Embed reflection in all aspects of the curriculum Give reflection time in assemblies Create opportunities for open discussion.	<b>Moral Development</b> Maintaining high profile school rules and behaviour policy. Discussing moral and ethical issues and understanding different viewpoints across the curriculum. Develop through use of relevant stories – discuss dilemmas and explore possibilities. Identifying opportunities when children could have a say. <b>Curriculum opportunities:</b> Identifying stories etc. with issues, dilemmas Make voting etc. a clear part of the curriculum The role of colonisation of other countries	
	<b>Social Development</b> Develop links to other communities. Conflict resolution – use of school rules, exploring conflicts through literacy, geography, history. Rule of law <b>Curriculum opportunities:</b> Conflicts through choice of stories Literacy based on different cultures	<b>Cultural Development</b> Strengthen awareness of cultural influences. Cultures within the country. Democratic systems. Participation in artistic, musical, sporting and cultural opportunities. Respect Collective worship and a chance to reflect	