



Year 2 KS2	Chocolate	The Race To Space	Olympics
<b>Rationale</b>	Chocolate is a highly engaging foundation for a whole tapestry of discovery, where children have the opportunity to explore issues of global trade and social justice within fun and plentiful opportunities for geography and history to enrich learning. Many creative opportunities exist to enhance learning further.	This topic allows a scientific approach to develop curiosity and inspire children to question the world beyond our planet. It links to the topic of “Save Our Planet” by helping children gain knowledge and understanding of where we as humans, on planet Earth fit within the solar system.	The Olympics is a great example of diversity and equality in society, and is a great way to explore these topics in action. Learning about the countries, athletes and ethos of the Olympics will engage our children and develop our understanding of British Values.
<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.</p> <p>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>Electricity</b>  <b>Forces and Magnets</b>	<b>Light</b>  <b>Earth and Space</b>	<b>Plants</b>  <b>Animals including humans</b>
<b>History</b>	<b>A non-European society that provides contrasts with British history:</b> Mayan civilization c. AD 900		<b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world
<b>Geography</b>	<p><b>Locational Knowledge</b> locate the world’s countries, using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Place Knowledge</b> 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</p> <p><b>Human and physical geography</b> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		<p><b>Locational Knowledge</b> locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>



<b>Geographical skills and fieldwork</b> Skills to be taught over course of key stage	Use fieldwork to observe, measure and record Use fieldwork to record and explain areas Use 8 points of compass, symbols and keys Use 4 and 6 figure grid references on OS maps Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		
<b>Art Skills</b>	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>		
<b>Art</b>	Drawing focus (link to design work and packaging designs)	Sculpture focus (link to science models)	Painting focus (eg. study of artists and flags from other Olympic countries)
<b>DT</b> Skills to be taught over key stage	Use research and criteria to develop products which are fit for purpose Use annotated sketches and prototypes to explain ideas Evaluate existing products and improve own work		
<b>DT</b>	Use mechanical and electrical systems in own products, including programming.	Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
<b>Computing</b> Skills to be taught over course of key stage	<b>LKS2</b> Design and write programs to achieve specific goals, including solving problems Use logical reasoning Understand computer networks Use internet and search technologies safely and appropriately Collect and present data appropriately	<b>UKS2</b> Design and write programs to solve problems by decomposing them into smaller parts Use sequences, repetition, inputs, variables and output in programs Detect and correct errors in programs Understand uses of networks for collaboration and communication Be disconcerting in evaluating digital content	
<b>MFL</b>	Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing Languages understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. The starred (*) content above will not be applicable to ancient languages		
<b>Music</b> Skills to be taught over course of key stage	Use voice and instruments with increasing accuracy, control and expression Improvise and compose music Improvise and compose using dimensions of music Listen with attention and detail Listen to detail and recall aurally Appreciate a wide range of live and recorded music Begin to develop an understanding of history Develop an understanding of the history of music, including great musicians and composers Perform with control and expression solo and in ensembles Use and understand basic staff notation		



<p><b>PE</b></p>	<p><b>Gymnastics</b> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <b>Dance</b> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Multi-skills</b> use running, jumping, throwing and catching in isolation and in combination <b>Indoor and Outdoor adventurous activity Challenges</b> take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>Competitive Games</b> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>
	<p><b>Swimming and Water Safety</b> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p>		
<p><b>PSHE</b> Taken from NYCC PSHE and Citizenship guidance for schools – Sep 17</p>	<p><b>Me and my relationships</b> <b>Keeping myself safe</b></p>	<p><b>My healthy lifestyle</b> <b>Becoming an active citizen</b></p>	<p><b>Me and my future</b> <b>Moving On</b> <b>School's own scheme for SRE/RSE</b></p>
<p><b>RE</b></p>	<p>Schools to either follow the Diocese of York or the North Yorkshire Syllabus</p>		
<p><b>Enterprise</b> Ideas to develop enterprise throughout the year groups over the academic year</p>	<p>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.</p>		
<p><b>Outdoor Learning</b></p>	<p>Ongoing throughout the year.</p>		
<p><b>British Values</b> Ongoing throughout the year for all year groups</p>	<p><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.</p>	<p><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</p>	
	<p><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</p>	<p><b>Cultural Development/Cultural Capital</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</p>	



<b>Opportunities for Diversity and Equality Teaching</b>	In all lessons: Ensure differences are respected, recognised and valued Promote positive relationships and attitudes Promote a shared sense of belonging and inclusion Challenge stereotype and prejudice Choose resources carefully for diversity excluding those that promote stereotypes Incorporate a range of learning styles and plan appropriately considering the diversity in your class
--	---