

# Sacred Heart

## Catholic Primary School

## Curriculum Overview Year 2



	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>Religion</b>	Old testament stories/ prayers 2a Our Church – 2k	Sharing the Life of Jesus 2b Advent 2c Christmas 2d	Parables and Miracles 2e	Lent 2g Holy Week 2h	Easter 2i Pentecost 2j	The Mass – 2l Special Celebrations 2f
<b>Computing</b>	E-Safety & Communication Paint	Programing Word	Research Internet Browser	Programing Keynote on ipads	Data Handling Powerpoint	Research Pages on ipad
<b>Science</b>	Use of Everyday Material (Chemistry)  Scientific Enquiry	Use of Everyday Material (Chemistry)  Scientific Enquiry	Animals including humans (Biology)  Scientific Enquiry	Plants (Biology)  Scientific Enquiry	Living things and their habitats (Biology)  Scientific Enquiry	Living things and their habitats (Biology)  Scientific Enquiry
<b>PE</b>	I - Dance (PAS) O - Games	I - Gymnastics O - Games	I – Apparatus (Gymnastics) O - Games	I – Apparatus (Gymnastics) O - Games	I - Gymnastics (Alan Higgs) O - Games	I – Dance O - Games
<b>Theme Title</b>	Knights and Castles	India	London’s Calling	London’s Horrible History	Animal Madness	Jurassic Park
<b>Geography</b>		YES	YES		YES	
<b>History</b>	YES			YES		YES
<b>Art and Design</b>		Yes Rangoli art and printing Visit Herbert Art Gallery – Focus Patterns and Print	Yes Famous artists in London Galleries e.g. Matisse -investigate different techniques		Yes Animal sculptures – Investigating different materials for sculptures	

<b>Music</b>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and rhymes</li> <li>• Play tuned and untuned instruments</li> <li>• Listen to high quality music and show understanding</li> <li>• Experiment with, create, select and combine sounds</li> </ul>	Morning of Music			<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and rhymes</li> <li>• Play tuned and untuned instruments</li> <li>• Listen to high quality music and show understanding</li> <li>• Experiment with, create, select and combine sounds</li> </ul>	
<b>Design and Technology</b>	YES Designing a castle -levers and pulleys			YES Cooking Traditional English recipes		YES Dinosaur cards -sliders
<b>Personal Development</b>	New Beginnings	Getting on and Falling out	Going for Goals	Good to be Me	Relationships	Changes
<b>Entry/Exit Point</b>						
<b>Enrichment Opportunities (trips, visitors, artefacts)</b>						

**Specific Objectives** (broken down for each theme)

Theme Title	Knights and Castles	India	London's Calling	London's Horrible History	Animal Madness	Jurassic Park
<p><b>Geography</b></p>		<p><b>Name continents and Oceans of India</b>                      Use atlases and globes                      Compare localities with another                      Weather patterns                      Diverse people</p> <p>NC:  <b>Locational knowledge</b>  <input type="checkbox"/> name and locate the world's seven continents and five oceans</p> <p><b>Place knowledge</b>  <input type="checkbox"/> 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>  <input type="checkbox"/> identify seasonal weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to physical and human features</p> <p><b>Geographical skills and fieldwork</b>  <input type="checkbox"/> 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</p>	<p><b>London Capital Cities Landmarks</b>                      Recognised features on aerial photographs                      Basic geographical vocabulary</p> <p>NC:  <b>Locational knowledge</b>  <input type="checkbox"/> name, locate and identify characteristics of the countries and capital cities of the United Kingdom and its surrounding seas                      Human and physical geography</p> <p>use basic geographical vocabulary to refer to physical and human features</p> <p><b>Geographical skills and fieldwork</b>  <input type="checkbox"/> 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</p>		<p>Geography of the local area and fieldwork (Coombe Abbey)- animals that are found in those habitats</p> <p>NC:  <b>Human and physical geography</b>                      use basic geographical vocabulary to refer to physical and human features</p> <p><input type="checkbox"/> use simple fieldwork and observational skills to study the geography and wildlife of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Compare with wildlife of a different locality in Britain and use geographical terms such as beach, cliff, coast, forest, hill, mountain, river, season</p>	

<p><b>History</b></p>	<p><b>Focus on history of castles in the local area and the Kings and Queen's whose history has been involved with them e.g. Kenilworth and Warwick</b></p> <p>NC: the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>significant historical events, people and places in their own locality</p> <p>look at the chronology of local events</p>			<p><b>The Stuarts Gunpowder Plot The plague Great Fire of London Significant people and events</b></p> <p>NC: events beyond living memory that are significant nationally or globally</p>	<p>NC: the lives of significant individuals in the past who have contributed to national and international achievements (look at scientists and explorers who have found new species of animals/insects)</p>	<p><b>Key event in the past – How the world has changed.</b></p> <p>events beyond living memory that are significant nationally or globally</p>
<p><b>Music</b></p>	<p>NC</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					
<p><b>Art and Design</b></p>	<p>NC:</p> <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>• 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> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>					

<p style="text-align: center;"><b>Design and Technology</b></p>	<p><b>Design</b></p> <p><input type="checkbox"/> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Evaluate</b></p> <p>evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b></p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>			<p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p><input type="checkbox"/> understand where food comes from.</p>		<p><input type="checkbox"/> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b></p> <p><input type="checkbox"/> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b></p> <p>evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b></p> <p><input type="checkbox"/> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
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