



Greensted Infant School & Nursery – Curriculum Planning

Year 2 – 1st half Spring Term

Themes used to teach the curriculum are at the discretion of the Year Group teachers, and are to be planned & evaluated with the children.

Literacy	See separate planning
Maths	See separate planning
Science	Investigational work: Asking simple questions & recognising that they can be answered in different ways; observing closely, using simple equipment; performing simple tasks; identifying & classifying; using their observations and ideas to suggest answers to questions; gathering & recording data to help in answering questions. 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 Identify and name a variety of plants and animals in their habitats, including micro-habitats 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.
Computing	Computing is taught in the Junior School ICT suite by a Junior member of staff. Programmes used: Lego, Photo Collage, E-safety Understand what algorithms are, how they are implemented as programs on digital devices; and that programs execute by following precise & unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate & retrieve digital content Recognise common uses of information technology beyond school 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 & Technology	Design: To design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate ideas through templates, mock ups, & where appropriate, ICT Make: Select from and use a range of tools and equipment to perform practical tasks Select from & use a wide range of materials & components, including construction materials, textiles & ingredients Evaluate: Explore & evaluate a range of existing materials. Evaluate own ideas and products against design criteria Technical knowledge: Build structures, exploring how they can be made stronger, stiffer & more stable Explore use mechanisms (eg levers, sliders, wheels & axles) in their products Cooking & Nutrition: Use the principles of a healthy & varied diet to prepare dishes Understand where food comes from
Art & Design	Choose 1 artist to study from: van Gogh, Lowry, Henry Moore, Picasso, Kandinsky, Arcimboldo. Through this context: Use a range of materials creatively to design & make products Use drawing, painting & sculpture to develop and share ideas, experiences, & imagination To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space

	Learn about the range of artists, craft makers & designers, describing the differences and similarities between different practices and disciplines, & making links to their own work
History	Historical figures: Florence Nightingale, Mary Seacole Look at the lives of significant individuals in the past who have contributed to national & international achievements. Some should be used to compare aspects of life in different periods eg Elizabeth 1 & Queen Victoria Changes: Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Geography	Use simple compass directions (North, South, East, West) & locational and directional language (for example near & far, left & right), to describe the location of features & routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devising a simple map; and use and construct basic symbols in a key
Music	Use of Primary PPA Cover KS1 Music Scheme of Work – Rhythm Listening to a variety of music from a diverse range of composers including Franz Schubert Rhythmical accuracy with a clear start and end point Performance - recorded
Physical Education	Use of Sports Premium money to fund games coach, gymnastics coach & dance coach. Children to access 1 per half term. Additional weekly PE sessions not funded by Sports Premium taught by games coach. Master basic movements including running, jumping, throwing & catching, as well as developing balance, agility & co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking & defending Perform dances using simple movement patterns
Religious Education	Please see Essex County Council Agreed Syllabus for Religious Education Support Material for more detail Theme: Special Ways of Living Additional focus: Islam (5 pillars, including prayer)
PSHE	PSHE is an integral part of our core curriculum. Objectives are taught throughout the year, as the occasion arises. In addition, objectives below are explicitly taught during this term. <u>Core theme 1: Health & WellBeing – to be Taught in Spring Term</u> Healthy Lifestyles (Physical WellBeing) H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy Mental Health H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better Ourselves, Growing & Changing H22. to recognise the ways in which we are all unique H24. how to manage when finding things difficult H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

	H27. about preparing to move to a new class/year group Keeping Safe H28. about rules and age restrictions that keep us safe H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) Drugs, Alcohol & Tobacco H37. about things that people can put into their body or on their skin; how these can affect how people feel
--	--