



Greensted Infant School & Nursery – Curriculum Planning

Year 2 – 2nd half Autumn 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. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.
Computing	Computing is taught in the Junior School ICT suite by a Junior member of staff. Programmes used: Word & Powerpoint, Portraits, Basic coding, 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	Study events beyond living memory that are significant nationally or globally eg Guy Fawkes, Nelson Mandela (Black History Month) Study significant historical events, people & places in their own locality – Remembrance Sunday
Geography	Name & locate the world's seven continents and five oceans
Music	Use of Primary PPA Cover KS1 Music Scheme of Work – Voice Singing with accuracy within a range of notes Performance instructions: starting, stopping, dynamics, tempo Recognising and demonstrating the link between pitch and shape using graphic notation
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 session 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 People Additional focus: Buddhism (Buddha & Wesak)
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 2: Relationships – to be taught in the Autumn Term</u> Families and Close Positive Relationships R3. about different types of families including those that may be different to their own R4. to identify common features of family life Managing Hurtful Behaviour & Bullying R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult Safe Relationships Year 2: R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard