Kingsley CP Curriculum Overview

Year 2 Spring Term 1

Science:

In Science, we will be learning about...

Living things and their habitats. In this unit the children will explore the differences between living and non-living things looking specifically at the seven life processes. They will be exploring habitats all around the world including oceans, deserts, the Arctic, rainforests and the different types of animals that live in them. They will also be venturing out into the wild area to explore local habitats and microhabitats. They will investigate a microhabitat and record the information they gather. The children will also describe how animals find their food and start to understand simple food chains.

Key knowledge:

To explore and compare the differences between things that are living, dead, and things that have never been alive

To 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

To identify and name a variety of plants and animals in their habitats, including microhabitats

To 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.

Key vocabulary:

Life process,
movement,
respiration,
sensitivity,
growth,
reproduction,
excretion,
nutrition,
Habitat
Microhabitat
Food chain
Producer
Consumer

Art

In Art, we will be learning about...

Sculptures! The children will make clay dragon eyes which require shaping, joining techniques and adding pattern and mark to the final pieces. They will research ancient Chinese architecture including that with dragons, making links with their literacy work. They will practise using a range of tools, discovering which tools are best suited to particular patterns and they will learn how to join clay pieces to their sculptures using the 'slip, score, blend' technique. Decoration and evaluation will also play a key part to the sculpture process.

Key vocabulary:

patterns	decoration
texture	modelling
carving	construct
shape	clay
form	malleable
rolling	pinching
kneading	

Key knowledge:

To be able to make their own sculpture piece based on dragon's eyes.

To use equipment and media (clay) with increasing confidence making patterns and marks to add finer detail to their sculptures.

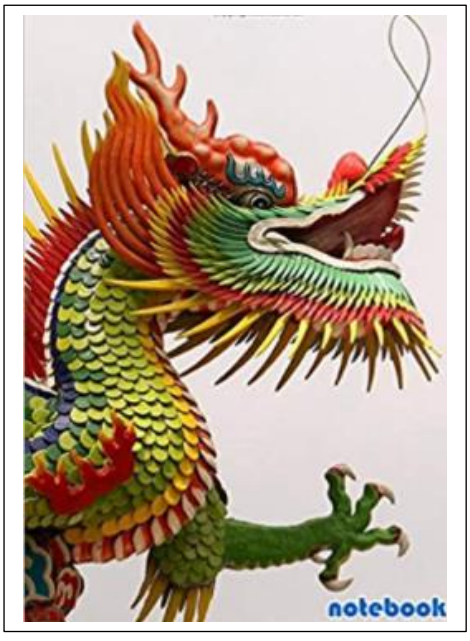
To explore and play with clay, experimenting with form and shape in order to gain the skills necessary for careful model making.

To learn how to use a range of tools to add detail and pattern and will explore to see which tools best suit the chosen patterns.

To research famous sculptors in order to develop their own ideas and imagination.

To develop and refine their skills over time before putting their skills into practise.

To evaluate their work.



Geography

In Geography we will be learning about...

Food! We will be looking at the different journeys food goes on right from where it comes from in its raw form and how it is turned into the foods we eat. We will be looking into the life of a farmer, how foods are grown, packaged and transported as well as exploring the foods we eat in school by touring our school kitchen. We will also be looking at our local high street and whether the foods they sell are fresh, frozen or fast! We will look at traditional foods around the UK and how the environment around us can be best suited to growing certain fruits and vegetables and rearing certain animals.

Key vocabulary

Farmer

Processed

Raw ingredient

Reared

Shop

Dairy

Meat

Vegetable

Fruit

Traditional

Key knowledge:

- To start to understand that shops sell foods from many different locations and that different shops will sell fresh, frozen and fast food items.
- To know that food comes from either plants or animals.
- To understand that the food we eat has a food story and that it has often been changed (processed).
- To understand what farming is, what a farmer does and where the plants and animals we eat come from.
- To understand that animals are reared in the UK, and used for dairy and meat.
- To understand that some traditional foods originate in the UK.

Religious Education

In Religious Education, we will be learning about...
Christianity. We will focus on the main question "Why is the bible a special book for chirstians?" The children will think about which books are special to them and why before learning about the bible being a sacred book to Christians. They will learn about how the bible is treated in a special way and that is consists of the New and Old Testaments. They will also learn that Christians believe the bible guides them through their life and what this means and they will listen to some stories from the Old Testament including David and Goliath. Finally, the children will listen to the story "Stilling of the storm" from the New Testament in order to begin to learn how such stories help christians. Prayers and the Lord's Prayer will also be explored.

Key knowledge:

To know why Christians try to live their lives according to the bible.

To know that the bible is made of stories within 2 main parts.

To know that Christians believe their life is guided by the bible giving them messages and word of wisdom.

To know how and what stories in the bible teach Christians.

To know what prayers are and why Christians pray.

Key vocabulary

Christians

Bible

Old Testament

New Testament

Sacred, holy, special

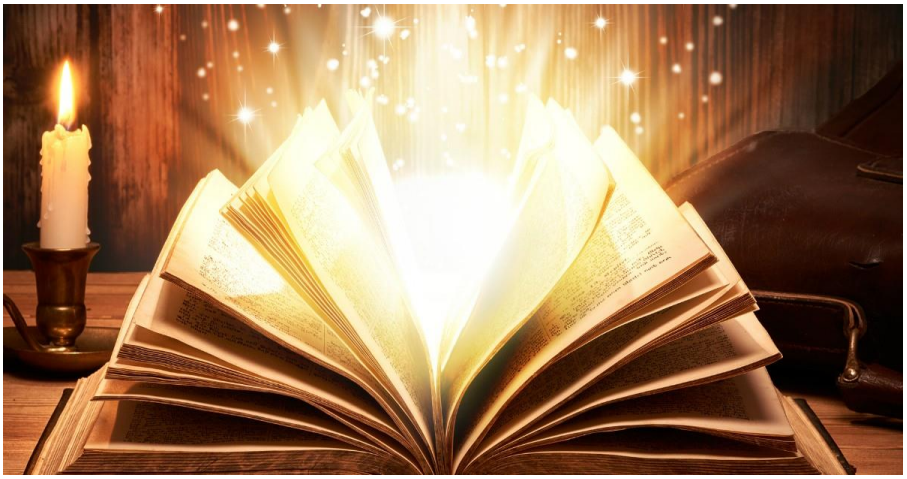
Gospel

Wisdom

Guide

Belief

Prayers



Computing

In Computing, we will be learning about...

Programming! More specifically we will be looking at robot algorithms. The aim is to develop the children's understanding of instructions in sequences and the use logical reasoning to predict outcomes. The children will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.

Key knowledge:

To describe a series of instructions as a sequence.

To explain what happens when we change the order of instructions.

To use logical reasoning to predict the outcome of a program.

To explain that programming projects can have code and artwork.

To design an algorithm.

To create and debug a program that they have written.

Key vocabulary

Program

Algorithm

Instructions

Debug

Artwork

Code

Physical Education

In Physical Education, we will be learning about...

The children will learn about gymnastics and net/wall games. In gymnastics, the children will learn to develop balance, agility and co-ordination. They will do this via floor work which will entail them working on their own, with a partner or in a small group. They will work together to make simple routines or sequences which will require them to copy, repeat and remember actions looking at different types of stepping and rolls. They will talk about what is different between what they did and that someone else did as a means to improving their own work as well as offering advice to others. They will develop greater control in their movements and work cooperatively with a partner. In net/wall games the children will develop their catching and throwing skills, working on hand-eye coordination. They will practise with a range of balls and then move onto smaller balls and rackets in which they will develop their racket-eye coordination. They will play games and use partner and groups work to develop and refine their catching and throwing skills.

Key vocabulary

Team work
Commitment
Perseverance
Hand-eye co-ordination
Racket-eye coordination
Sequence Repeat Patterns
Control balance
Direction co-ordination
Sequence routine
Perform
Rolls
Stepping

Key knowledge:

Net/wall games

I can develop hand-eye coordination

I can develop and improve racket-eye coordination

I can use proper technique for throwing

I can develop racket skills and hit with control

Gymnastics

I can make movements and simple sequences with control, balance and co-ordination.

I can work co-operatively with a partner.

I can improve my actions by watching and listening to others.

I can create sequences including stepping and rolls.

Music

In Music, we will be learning about...

Appraisal – which type of music do you like? Is it OK to like/not like songs/music?

Song style and make up – are all songs the same? Do they all have a chorus? How many verses do they have? What type of music can you hear?

Instruments and vocals – do all songs have vocals? What instruments can you hear? Which instrument do you like the sound of? Are the singers male or female? Is there more than one singer? Can you play an instrument? Can you play amongst your class and keep the rhythm?

Singing and performing – learn the lyrics to a song or part of a song. Would you prefer to sing the loud parts or quiet parts? Can you dance and improvise with instruments in time to the music? Can you find and keep the pulse while dancing?

Key vocabulary

pulse	tempo
rhythm	dynamics
chorus	improvise
vocals	verse

instruments (guitar, piano, trumpet, saxophone, sleigh bells etc)

music styles (rap, motown, pop, disco, jazz, rock)

Key knowledge:

To know some songs have a chorus or a response/answer part.

To know that songs have a musical style.

To know that music has a steady pulse, like a heartbeat.

To know that we can create rhythms from words, our names, favourite food, colours and animals.

Rhythms are different from the steady pulse.

We add high and low sounds, pitch, when we sing and play our instruments.

Songs include other ways of using the voice e.g. rapping (spoken word).

To know why we need to warm up our voices.

Improvisation is making up your own tunes on the spot

Composing is like writing a story with music.

A performance is sharing music with an audience.

Learn the names of the notes in their instrumental part from memory or when written down.