



St Bede's Curriculum Long Term Plan Overview Year 2 2019 to 2020



Our intent for our children is for them to be:
resilient, independent, respectful, aspirational, responsible, reflective, critical thinkers, spiritual, problem solvers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Story of my life					
RE	Beginnings Signs and Symbols	Judaism Preparations	Books Thanksgiving	Islam Opportunities	Spread the Word Rules	Treasures
Quality Texts	Billy's Bucket Handa's Surprise Burger Boy Traction Man is here Squashy McFluff The Lighthouse Keeper's Lunch Town is by the sea Storm Whale Dolphin Boy Major Glad, Major Dizzy Daisy Saves the Day		Beetle Boy Wild Meerkat Mail Henry's Freedom Box I am Rosa Parks Cameron Can Too The Skin I'm in		Jim and the Beanstalk Ten Seeds There's a tiger in the garden Little Evie in the Wild Wood Leaf Man Major Glad, Major Dizzy Daisy Saves the Day	
	<p style="text-align: center;">Working scientifically in Year 2</p> <ul style="list-style-type: none"> Ask questions such as: Why do some trees lose their leaves in Autumn and others do not? How long are roots of tall trees? Why do some animals have underground habitats? Use equipment such as thermometers and rain gauges to help observe changes to local environment as the year progresses 					

	<ul style="list-style-type: none"> • Use microscopes to find out more about small creatures and plants • Know how to set up a fair test and to do so when finding out about how seeds grow best • Classify or group things according to a given criteria, e.g. deciduous and coniferous trees • Draw conclusions from fair tests and explain what has been found out • Use measures (within Year 2 mathematical limits) to help find out more about the investigations they are engaged with 		
<p>Science</p>	<p>What is our school made of?</p> <ul style="list-style-type: none"> • Know why a material might or might not be used for a specific job • know how the shapes of solid objects can be changed by squashing, bending, twisting and stretching <p>How will 5 a day keep me healthy?</p> <ul style="list-style-type: none"> • Know the basic stages in a life cycle for animals (including humans) • Know why exercise, a balanced diet and good hygiene are important for humans 	<p>Why would a dinosaur not make a good pet?</p> <ul style="list-style-type: none"> • Classify things by living, dead or never lived • Know how a specific habitat provides for the basic needs of things living there (plants and animals) • Match living things to their habitat • Name some different sources of food for animals • Know about and explain a simple food chain 	<p>How should our garden grow?</p> <ul style="list-style-type: none"> • Know and explain how seeds and bulbs grow into plants • Know what plants need in order to grow and stay healthy (water, light and suitable temperature)

<p>Humanities Geography History</p>	<p>Why do we love to be beside the seaside? (History/Geography link)</p> <ul style="list-style-type: none"> Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach Explain some of the advantages and disadvantages of living in a city or village <p>Why is the history of my locality so important?</p> <ul style="list-style-type: none"> Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not 	<p>How does Kampong Ayer compare with Marske-by-the-Sea?</p> <ul style="list-style-type: none"> 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 know the differences between a place in England and that of a small place in a non-European country <p>Who was George Stephenson and why was he important?</p> <ul style="list-style-type: none"> know about George Stephenson and explain why he is famous 	<p>Why does it matter where our food comes from?</p> <ul style="list-style-type: none"> Know the names and locate the seven continents of the world Know the names and locate the five oceans of the world Know the name of the four capital cities of England, Wales, Scotland and Ireland Know and use the terminologies: left and right; below, next to Use world maps, atlases and globes Use aerial maps, construct simple maps, undertake simple fieldwork locally <p>Why did the Titanic sink?</p> <ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older artefacts Know that life today is different to life long ago
<p>DT</p>	<p>Designing</p> <ul style="list-style-type: none"> Think of an idea and plan what to do next Explain why they have chosen specific materials/textiles <p>Making</p> <ul style="list-style-type: none"> Choose tools and materials and explain why they have chosen them Join materials and components in different ways Measure materials to use in a model or structure 		

	<p>Evaluating</p> <ul style="list-style-type: none"> • Explain what went well with their work <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Make a model stronger and more stable • Use wheels and axles, when appropriate to do so <p>Food technology</p> <ul style="list-style-type: none"> • weigh ingredients to use in a recipe • describe the ingredients used when making a dish or cake
<p>Art and Design</p>	<p>Using materials</p> <ul style="list-style-type: none"> • know how to create a printed piece of art by pressing, rolling, rubbing and stamping • know how to use different effects within an IT paint package • know how to make e.g a clay pot and how to join e.g two clay pots together <p>Drawing</p> <ul style="list-style-type: none"> • choose and use three different grades of pencil when drawing • know how to use charcoal, pencil and pastel to create art • know how to use a viewfinder to focus on a specific part of an artefact before drawing it <p>Use colour, pattern, texture, line, form, space and shape</p> <ul style="list-style-type: none"> • know how to mix paint to create all the secondary colours • know how to create brown with paint • know how to create tints with paint by adding white and know how to create tones with paint by adding black <p>Range of artists</p> <ul style="list-style-type: none"> • suggest how artists have used colour, pattern and shape • know how to create a piece of art in response to the work of another artist

	Natalie Pascoe Artist – seaside scenes		line drawings		making clay plant pots	
Music (Charanga Scheme of Work)	Hands, Feet, Heart Ho ho ho		I wanna play in a band Zootime		Friendship song Reflect, Rewind and Replay	
	<p>Singing</p> <ul style="list-style-type: none"> • sing or clap increasing and decreasing tempo • perform simple patterns and accompaniments keeping a steady pulse <p>Playing an instrument</p> <ul style="list-style-type: none"> • play simple rhythmic patterns on an instrument <p>Listening and appreciation</p> <ul style="list-style-type: none"> • make connections between notations and musical sounds <p>Create own music</p> <ul style="list-style-type: none"> • order sounds to create a beginning, middle and an end • create music in response to different starting points 					
PSHCE (Twinkl) and RSE	Think Positive Respecting Rights		VIPs One World		Growing Up Safety First	
Computing awaiting Sacred Heart - September						
PE	Invasion Games Dance <ul style="list-style-type: none"> • using hitting, kicking and/or rolling in a game • decide the best space to be in 	SAQ Multi Skills (PB) <ul style="list-style-type: none"> • change rhythm, speed, level and direction • follow rules 	Dance Gymnastics <ul style="list-style-type: none"> • change rhythm, speed, level and direction in dance • make a sequence by 	Indoor Athletics (PB) Gymnastics <ul style="list-style-type: none"> • plan and perform a sequence of movements • improve sequence based on feedback 	Net and Wall Games Outdoor and Adventurous <ul style="list-style-type: none"> • using hitting, kicking and/or rolling in a game • decide the best space 	Tri-golf (PB 3 wks) Athletics <ul style="list-style-type: none"> • change rhythm, speed, level and direction • follow rules

	<ul style="list-style-type: none"> during a game • use a tactic in a game • follow rules • change rhythm, speed, level and direction in dance • make a sequence by linking sections together • use dance to show a mood or feeling 		<ul style="list-style-type: none"> linking sections together • use dance to show a mood or feeling • plan and perform a sequence of movements • improve sequence based on feedback • think of more than one way to create a sequence that follows some 'rules' 	think of more than one way to create a sequence that follows some 'rules'	<ul style="list-style-type: none"> to be in during a game • use a tactic in a game • follow rules 	
French						
Global Awareness	<ul style="list-style-type: none"> Homelessness (British Council Connecting Classrooms) International Day of Peace Black History Week (October) World Toilet Day All Saints Day 1st November 	<ul style="list-style-type: none"> World Braille Day Louis Braille Fairtrade World Book Day 			<ul style="list-style-type: none"> World Health Day Refugee Week 	
British Values	Weekly downloads from Picture News and to be evidenced in Floor books, Curriculum Books or English Books (whole school)					

	<p>Is our help always wanted? (Mutual Respect)</p> <p>Should we give money to the homeless? (Individual Liberty)</p> <p>How different would life be without information at our fingertips? (Mutual Respect)</p> <p>Should young people who break the law be punished like adults? (Rule of Law)</p> <p>What would you find hardest about living in a world designed for people different to you? (Mutual Respect)</p> <p>Are there times we need to break the rules to change how people think? (Rule of Law)</p> <p>Should any animal be allowed to be kept as a pet if it is cared for? (Individual Liberty)</p> <p>Who decides what is art? (Rule of Law)</p> <p>Can remembering the past help us make a better future? (Respect)</p> <p>Should we be able to control when it is day and when it is night? (Democracy)</p> <p>Have we become a throwaway society? (Individual Liberty)</p> <p>Does your gender affect the job you choose? (Rule of Law)</p> <p>Should adverts be a place to share news and opinions? (Rule of Law)</p> <p>Should technology be banned at mealtimes? (Individual Liberty)</p> <p>What does it take to perform in front of others? (Mutual Respect)</p>	<p>Should drones be banned? (Rule of Law)</p> <p>Should our leaders make key decisions or should we all have a say? (Democracy)</p> <p>Should we spend more time with people who are older than us? (Mutual Respect)</p> <p>Should all children receive free fruit at school? (Individual Liberty)</p> <p>Is there a time when giving up is the right thing to do? (Mutual Respect)</p> <p>Is it everyone's responsibility to help us learn? (Tolerance)</p> <p>Is it ever acceptable to take time off school? (Rule of Law)</p> <p>Should you always vote if you have the chance? (Democracy)</p> <p>Do we have more clothes than we need? (Individual Liberty)</p> <p>Can we learn how to be happy? (Mutual Respect)</p> <p>Should schools be car free zones? (Rule of Law)</p> <p>Do we still need libraries in modern times? (Respect)</p> <p>Is it ever OK to copy others? (Individual Liberty)</p> <p>Should all schools have pets? (Respect)</p> <p>Who should decide what we eat for lunch? (Individual Liberty)</p>	<p>Should we always give people a second chance? (Rule of Law)</p> <p>Is it always better to rebuild than start again? (Respect)</p> <p>Can anyone become a good leader? (Democracy)</p> <p>Should McDonald's have banned plastic straws? (Respect)</p> <p>Does it take more than talent to succeed? (Individual Liberty)</p>
Enrichment/Visits	Saltburn Beamish	Railway Museum, York Discovery Museum, Newcastle	Garden Centre