

Co-op Academy Clarice Cliff - Curriculum Overview – Year 2 - 2023-2024

	Autumn 1 Geography/ Art	Autumn 2 History/ D.T	Spring 1 Geography/ Art	Spring 2 History/ D.T.	Summer 1 Geography/ Art	Summer 2 History/ D.T.
Geography/history	<p>What is London like? (National)</p> <p><i>What are the features of a capital city? So that I can compare a city with my local area.</i></p> <p>Pupils should 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>use basic geographical vocabulary to refer to: key physical features and key human features</p> <p>use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>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>Significant People: (Sir Reginald Mitchell and Lilian Bader)</p> <p><i>What impact has he/she had on the world today? What might be different if they hadn't?</i></p> <p>Know where the people and events they study fit within a chronological framework</p> <p>Pupils should be taught about changes within living memory (aspects of change in national life)</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally</p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Trip to the Extremes (Global) (Arctic and desert)</p> <p>Do you prefer a hot or cold climate? So that I can explain human reactions to the physical environment?</p> <p>use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>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>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>know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>What was childhood like in the past? (WW2)</p> <p><i>How did childhood change during WW2?</i></p> <p>Identify similarities and differences between ways of life in different periods</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about changes within living memory (aspects of change in national life)</p>	<p>Around the world; seven continents and five oceans. (Global)</p> <p>Can I name the continents and oceans of the world? <i>So that I can compare the continents and oceans of the world.</i></p> <p>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>name and locate the world's seven continents and five oceans</p>	<p>The Great Fire of London</p> <p><i>What changes were made as a result of the Great Fire of London?</i></p> <p>Know where the people and events they study fit within a chronological framework</p> <p>Ask and answer questions, choosing and using sources to show that they know and understand key features of events</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally</p>

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<p>Art/D.T.</p>	<p>Explore and Draw</p> <p>How can the world around me inspire my artwork? (Science - living things and habitats)</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> - That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. - That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. - That we can use the things we find to draw from, using close observational looking. - That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. - We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. 	<p>Mechanisms: sliders and levers (Geography – Local area study)</p> <p><i>How could we use mechanisms to create a pop-up fact book and bring a book to life?</i></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><u>Make</u></p> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p><u>Evaluate</u></p> <ul style="list-style-type: none"> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <p><u>Technical knowledge</u></p>	<p>Exploring through Monoprint</p> <p>How can I combine line, mark, shape and colour in a monoprint? (Geography - Trips to the extreme) Arctic and Desert animals</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> - When we make mono prints we use mark making to create one off prints. <p>When we make mono prints we create an impression of a drawing.</p> <ul style="list-style-type: none"> - That we can generate playful narratives and inventions through drawing. - That we understand that using a range of marks will generate different effects when creating mono prints. - That we can create creative responses to different stimuli and make the work our own. 	<p>Structures: freestanding structures (Geography/Art – Town and Country)</p> <p><i>How can I strengthen a structure for people to live in?</i></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><u>Make</u></p> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p><u>Evaluate</u></p> <ul style="list-style-type: none"> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria 	<p>Stick Transformation</p> <p>How can I transform a familiar object into something new? (Science - everyday materials)</p> <p>How can I express my ideas using new materials?</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> -That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things. - That making art can be playful and fun. That we can create things for other people to enjoy/use. - That we can use our imagination to help us shape the world. <p>Year 2/3 transition art project: Clarice Cliff Project landscape/house drawing on clay saucer</p>	<p>Textiles: templates and joining techniques (History – Great Fire of London)</p> <p><i>How could we make our fabric look 3D for a class mural?</i></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><u>Make</u></p> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p><u>Evaluate</u></p> <ul style="list-style-type: none"> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria
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		<ul style="list-style-type: none"> - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 		<p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 		<p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Science	<p>Living things & their habitats.</p> <p>Identify that most living things live in habitats to which they are suited.</p> <p>Describe how different habitats provide for the basic needs of different kinds of animals and plants, and to understand how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro habitats.</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p>	<p>Living things & their habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p> <p>Identify and name different sources of food.</p> <p>Animals, including Humans</p> <p>Describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>Animals, including Humans</p> <p>That animals, including humans, have offspring which grow into adults.</p> <p>Describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans to have exercise.</p> <p>Understand humans need to eat the right amounts of different types of food.</p> <p>Understand the importance of hygiene.</p>	<p>Plants</p> <p>Find out and describe how plants, need water, light and a suitable temperature to grow and stay healthy.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p>	<p>Use of everyday materials</p> <p>How the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>Sustainable Science</p>
	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 					
Main text(s)	The Gingerbread Man	Willy the Wimp	Little Red Riding Hood	Snow White	The Disgusting Sandwich	The Enormous Crocodile
Supporting texts	The Ninja Bread Man by Katrina Charman	Willy the Champ Willy the Wizard	On the Way Home – Jilly Murphy	People in History: Henry VIII	George's Marvellous Medicine By Roald Dahl	Coasts - Let's Explore Britain

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	Supertato by Sue Hendra Emergency Services Popcorn: People who help us	Willy the Dreamer By Anthony Browne National Geographic Kids: Rosa Parks	Good Little Wolf – Nadia Shireen	People in History: Elizabeth I DKfind out! Castles	Roald Dahl's Revolting Recipes	Seashore: Explore Nature with fun facts and activities (Nature Explorers) The Lighthouse Keeper's Lunch Katie Morag and the New Pier
English	Narrative – retell traditional tale (3 weeks) Narrative –Write an alternative story (2 weeks)	Narrative – Description of character in context of the story – Retell and innovate adventure stories (4 weeks) Informal letter (1 week) Non Narrative- Information texts- Significant People- Rosa Parks (2 weeks)	Narrative –Retell fairy tale (3 weeks) Non Narrative – (3 weeks)	Narrative – Setting description in context of the story (3 weeks) Non Narrative – Recount of Visit to Tamworth Castle (2 weeks)	Narrative –Stories with a familiar setting – Alternative characters (4 weeks) Non Narrative – Instructions – How to make a disgusting Sandwich (2 weeks)	Narrative – Innovate stories (New animal/tricks) (3 weeks) Non Narrative – Information texts/ Non chronological report – Crocodiles (2 weeks)
Maths (White Rose)	<i>Number: Place Value (Within 10)</i> <i>Number: Addition and Subtraction (Within 10)</i> <i>Geometry: Shape</i> <i>Number: Place Value (Within 20)</i>		Number: Addition and Subtraction (Within 20) Number: Place Value (Within 50) Measurement: Length and Height		Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (Within 100) Measurement: Money Measurement: Time	
PE	Hands 2	Gymnastics (linking)	Dance (explorers)	Games for understanding	Athletics (jumping 1)	Rackets, bats and balls
Music (Charanga)	Hands, Feet, Heart - South African Music <i>children will learn;</i> to sing, play, improvise and compose with this song, to listen and appraise different styles of South African music.	Ho Ho Ho -Big Band, Motown, Elvis, Freedom Songs <i>children will learn;</i> to take integrated approach to music to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and	I Wanna Play in a Band - Rock <i>children will learn;</i> about singing and playing together in an ensemble. to sing, play, improvise and compose with this song to listen and appraise classic Rock songs.	Zoo Time - Reggae <i>children will learn;</i> to take integrated approach to music to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked	Friendship Song - <i>children will learn;</i> to take integrated approach to music to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked	Reflect, Rewind and Replay - Western Classical <i>children will learn;</i> to take integrated approach to music to revisit songs and musical activities recognise a context for the History of Music

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		playing instruments are all linked				recognise and use the beginnings of the Language of Music.
Computing (Purple Mash)	<p>Online Safety (2 weeks) 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.</p> <p>Spreadsheets (3 weeks) Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school</p>	<p>Coding (5 weeks) Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Questioning (5 weeks) Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p>	<p>Effective searching (3 weeks) Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>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.</p> <p>Music Making (3 weeks) Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p>	<p>Creating pictures (5 weeks) - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of information technology beyond school.</p>	<p>Presenting Ideas (4 weeks) - Use technology purposefully to create, organise, store, manipulate and 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.</p>
RE	<p>1.6 Who is Jewish and how do they live? (part 1)</p> <p>Introduction to in-depth study of Jewish people, not studied in depth before in KS1, but mentioned in some thematic units. This unit is then built on in another systematic unit in year 2.</p>	<p>1.3 Why does Christmas matter to Christians?</p> <p>Learning about another systematic religion allows for comparisons and exploration of similarities and differences. Christmas studied at Christmas links to other learning and helps contextualise learning.</p>	<p>1.6 Who is Jewish and how do they live? (part 2)</p> <p>Opportunity to retrieve knowledge and understand and build on it.</p>	<p>1.4 What is the 'good news' Christians believe Jesus brings?</p>	<p>1.5 Why does Easter matter to Christians?</p> <p>Easter is not taught at Easter time to help children with chronology, There is a danger that children will think that Jesus was born at Christmas and died at Easter and was only alive for four months.</p>	<p>1.8. What makes some places sacred to believers?</p> <p>Systematic study leads to thematic study at the end of the year. Allowing informed comparison and further recall of subject knowledge.</p>
PSHE (Jigsaw)	<p>Being me in my world I understand the rights and responsibilities for</p>	<p>Celebrating differences I can identify some ways in which my friend is different to me.</p>	CO-OP VALUE SELF-HELP	<p>Healthy Me I can make some healthy snacks and explain why they are good for my body.</p>	<p>Relationships I can identify some of the things that cause conflict</p>	<p>Changing me I can recognize the physical differences between boys and girls, use the correct</p>

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	<p>being a member of my class and school</p>	<p>I can tell you why I value this difference about him/her.</p>		<p>I can express how it feels to share healthy food with my friends.</p>	<p>between me and my friends.</p>	<p>names for parts of their body (penis, testicles, vagina) and appreciate that some parts of my body are private.</p>
	<p>I can listen to other people and contribute my own ideas about rewards and consequences</p>				<p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.</p>	
	<p>I can recognize the choices I make and understand the consequences</p>					<p>I can tell you what I like/don't like about being a boy/girl.</p>