



BARLBY BRIDGE LONG TERM CURRICULUM PLAN 2020

YEAR 2



SUBJECT	AUTUMN	SPRING	SUMMER
S C I E N C E	Animals, including humans I can explain the basic stages in a life cycle for animals, including humans. I can describe what animals and humans need to survive. I can describe why exercise, a balanced diet and good hygiene are important for humans	Everyday materials I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. I can suggest why a material might or might not be used for a specific job. I can explore how solid objects can be changed by squashing, bending, twisting and stretching. Plants I can observe and describe how seeds and bulbs grow into plants. I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature).	Living things and their habitats I can identify things that are living, dead and never lived and compare the differences. I can describe how a specific habitat provides for the basic needs of things living there (plants and animals). I can identify and name plants and animals in a range of habitats. I can describe how animals find their food. I can name some different sources of food for animals. I can explain a simple food chain.
	Working scientifically	<i>I can ask simple scientific questions. I can carry out simple tests. I can suggest what I have found out. I can read and spell scientific vocabulary related to my age</i>	<i>I can use simple equipment to make observations. I can identify and classify things. I can gather, record data to help answer questions.</i>
H I S T O R Y	I can study the lives of significant individuals from the past: Florence Nightingale & Mary Seacole I can use words to describe the past. I can order events on a simple timeline. I can describe how they have contributed to national and international achievements.	Changes within living memory: Toys I can begin to question and debate the reliability of sources. I think of some questions for my own enquiries. I can compare two toys from different time periods, identifying similarities and differences and begin to suggest reasons for this.	I can study events beyond living memory: Seaside holidays I can explain how holidays have changed over time. I can compare two versions of a past event. I can order events on a simple timeline.
	History skills: <i>I can give examples of things that were different when my grandparents were children. I can use words and phrases like: before, after, past, present, then and now. I can order dates on a simple timeline. I can observe/handle evidence to find answers to simple questions about the past. I can find out things about the past by talking to an older person. I can choose and select evidence and say how it can be used to find out about the past. I can compare two versions of a past event. I know the life of 2 significant people from different time periods, who have contributed to national or international achievements. I can identify similarities and differences between ways of life in different periods. I can understand that there are reasons why people in the past acted as they did. I can use drama/role play to communicate my knowledge about the past. I can show an understanding of historical terms, such as monarch, parliament, government, war, remembrance.</i>		
G E O G R A P H Y	I can describe the key features of a place from a picture, photo, maps, diagrams using the words: forest, hill, mountain, ocean, valley, vegetation, city, town, village, factory, farm, house, office, port, harbour, shop. I can explain the facilities that a village, town and city may need and give reasons. I can use aerial photographs to recognise basic human and physical features.	I can describe a place outside Europe using geographical words and comparing it to a place in the UK. I can use simple compass directions and draw simple maps. I can describe the location of features and routes on a map. I can devise a simple map and symbols. I can observe and conduct fieldwork in the school grounds and identify features.	I can name the 7 continents of the world and name the 5 world oceans and locate them on a world map, globe and in atlases. I can name the capital cities of England, Wales, Scotland and Ireland and name the characteristics of each country. I can identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles.
A R T	Portraits- Picasso	Fabrics- Batik/weaving	Nature Sculpture – Andy Goldsworthy
	<i>I can choose and use three different grades of pencil when drawing. I can use charcoal, pencil and pastel to create art. I can use a viewfinder to focus on a specific part of an artefact before drawing it. I can mix paint to create all the secondary colours. I can create brown with paint. I can create tints with paint by adding white. I can create tones with paint by adding black. I can create a printed piece of art by pressing, rolling, rubbing and stamping. I can make a clay pot. I can join two clay finger pots together. I can use different effects within an IT paint package. I can suggest how artists have used colour, pattern and shape. I can create a piece of art in response to the work of another artist.</i>		

D T	Food- Dips and Dippers		Fabric Bunting		Structures- Private Lunchbox	
	<p>I can think of an idea and plan what to do next. I can choose tools and materials and explain why I have chosen them. I can join materials and components in different ways. I can explain what went well with my work. I can explain why I have chosen specific textiles. I can measure materials to use in a model or structure. I can describe the ingredients I am using.</p>					
C O M P U T I G	Programming Preparing for Turtle Logo and Scratch -Moving forward and making turns -Half and quarter turns -Right 90 and left 90 -Completing algorithms -Command abbreviations -From here to there	E-Safety Using the Internet -One word search -For kids - Links - Taking photos for a blog -Blogging -Comments	Multimedia-Computer Skills It's all about the Skills! -Folders -What is a presentation? -New slide layout -Add and format -Reorder slides and present -Searching and printing	Programming Turtle Logo and Scratch -Drawing shapes -Repeat -Movement and sound -Repeat and say something -Green flag -Sprites	Computer Art Creating a masterpiece -Pixel pointillism -Mastering Mondrian -Producing Picasso -Colour coding -PC-Pop Art -Creating a masterpiece	Handling Data Databases -Introduction to branching database -Entering information into a branching database and answering questions about data -Editing a branching database. -creating your own branching database
	Hockey I can hit a ball with a stick. I can pass and receive. I can play as part of a team.	Football I can dribble a ball. I can volley. I can receive the ball.	Tag-Rugby I can pass a rugby ball. I can run and evade working in a team.	Netball I can throw underarm.. I can move and stop safely. I can throw and catch with both hands.	Golf I can chip and put. I can chip the ball to hit targets.	Kwik Cricket I can control a bat. I can throw overarm. I can field.
P E	Multi-skills I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely.	Dance I can move to music. I can perform my own dance moves. I can repeat actions and skills. I can move with control and care.	Multi-skills I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely.	Gymnastics I can make my body curled, tense, stretched and relaxed. I can control my body when travelling and balancing. I can copy sequences and repeat them.	Multi skills I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely.	Athletics I can compete in relay races.
	1.2 – Who is Muslim and what do they believe?		1.8 – How should we care for others and the world and why does it matter?		1.4 – How can we learn from sacred books? <i>Link to Christians and Muslims</i>	
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	Hands, feet, heart South African styles	Ho Ho Ho Christmas, Big Band, Motown, Elvis, Freedom songs	I wanna play in a Band Rock	Zootime Reggae	Friendship Song Pop, Soul, Film, Musicals	REFLECT, REWIND, REPLAY Western Classical
M U S I C	<p>I can sing and follow a melody. I can play simple rhythmic patterns on an instrument. I can order sounds to create a beginning, middle and an end. I can choose sounds which create an effect. I can make connections between notations and musical sounds. I can improve my own work.</p>					
	<p>I can perform simple patterns and accompaniments keeping a steady pulse. I can sing or clap increasing and decreasing tempo. I can create music in response to different starting points. I can use symbols to represent sounds. I can listen out for particular things when listening to music.</p>					
P H S E	Me and my relationships I can discuss the physical changes to my body since birth. With help I manage and form relationships with a range of different people.	Keeping myself safe I can explore how some substances can help or harm my body.	My healthy lifestyle I discuss why healthy eating and physical activity are beneficial.	Me and my future I find out where money comes from and the choices people make to spend money on the things that they want.	Becoming an active citizen I can reflect on and evaluate my choices from the past year and begin to prepare for KS2. I am beginning to understand the school community and the part I can play within it.	Moving on I can reflect and evaluate my time in year 2 and prepare to move to the next year group.