

Year 2 Wider Curriculum

	Autumn	Spring	Summer
Science	<p>Living things and their habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • 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 • identify and name a variety of plants and animals in their habitats, including micro-habitats • 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. <p>Animals, including humans</p> <ul style="list-style-type: none"> • Pupils should be taught to: • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	<p>Uses of everyday materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Plants</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

	<ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 		
Geography	<p>What makes a place beautiful? Place knowledge 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>What is the earth made up of? Locational knowledge To name and locate the world's continents and oceans. Human and physical geography To identify daily weather patterns around the world.</p>	<p>How do explorers find their way around the world? Geographical skills and fieldwork 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 use simple compass directions (North, South, East and West), to describe the location of features and routes on a map</p>
History	<p>Did the Great Fire of London impact life afterwards? events beyond living memory that are significant nationally or globally</p>	<p>Why do we remember Florence Nightingale? Significant individuals in the past who have contributed to national and international achievements.</p>	<p>What was Leeds like during the Victorian era? Significant historical events, people and places in their own locality</p>
Art	<p>How could we use printing to create different artwork?</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices 	<p>How does colour improve our world?</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and 	<p>Why use black?</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space □ about the work of a range of artists, craft makers and designers, describing the

	and disciplines, and making links to their own work.	designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	differences and similarities between different practices and disciplines, and making links to their own work.
I.T.			
D.T.	<p>A balanced diet – Cooking and nutrition</p> <p>Make</p> <ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 	<p>Baby bear’s chair – Structures</p> <p>Design</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>Make</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, 	<p>Moving monsters – Mechanisms</p> <p>Design</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>Make</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>textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <ul style="list-style-type: none"> • evaluate their ideas and products against design criteria <p>Technical Knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable 	<p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical Knowledge</p> <ul style="list-style-type: none"> • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
MFL			
Music			
P.E.			
R.E.			
PSHE			
Citizenship			