

SHARE MAT Curriculum Plan Overview

Academy: Cowlersley Primary Academy:

Year Group: Year 2

Cycle 1

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Class Text: Not Now Bernard Journey Mrs Armitage on Wheels The start of something big. Jolly postman</p> <p>Writing Opportunities: T4W – Not now Bernard Diary from the hot air balloon Letters from the fairy tale characters. Character descriptions Advertisements Cinderella story writing.</p>	<p>Class Text: Pumpkin Soup Mr Wolfs pancakes The old women and the red pumpkin The midnight feast</p> <p>Non-fiction - Zed’s bread</p> <p>Writing Opportunities: T4W – Pumpkin Instructions to make pumpkin soup and bread. Story retelling and sequencing. Imitation and innovation Letters to Santa.</p>	<p>Class Text: Dr Xargle’s Book of Earthlets</p> <p>Whatever Next Grandpa was an astronaut The never girls</p> <p>Non-fiction – Rockets and living in space.</p> <p>Writing Opportunities: T4W – Dr Xargle’s Book of Earthlets. Life as an astronaut. Letters to people in space. What would it be like if you lived on Mars? Non-fiction labelling.</p>	<p>Class Text: The Lonely Beast</p> <p>Who’s afraid of the big bad book The Lock Ness Monster.</p> <p>Writing Opportunities: T4W – Who’s afraid of the big bad book. T4W – The Lonely Beast Newspaper article – spotting the Lock Ness.</p>	<p>Class Text: Dougal the deep sea diver</p> <p>Commotion in the ocean Big whale</p> <p>Writing Opportunities: T4W Dougal the deep sea diver Postcard Diary poetry</p>	<p>Class Text: Dinosaur diary</p> <p>Harry and the bucket full of dinosaurs</p> <p>Dinosaur fact files</p> <p>Writing Opportunities: T4W Dinosaur diaries Dinosaur fact files Fiction story writing.</p>
Mathematics	<p>AET</p> <ul style="list-style-type: none"> Investigating numbers and number systems Understanding patterns Solving calculation problems 	<p>AET</p> <ul style="list-style-type: none"> Exploring shape Generalising arithmetic Reasoning with measure 	<p>AET</p> <ul style="list-style-type: none"> Discovering equivalence Reasoning with fractions 	<p>AET</p> <ul style="list-style-type: none"> Investigating statistics Visualising shape 	<p>AET</p> <ul style="list-style-type: none"> Exploring change Proportional reasoning 	<p>AET</p> <ul style="list-style-type: none"> Describing position Measuring and estimating
Science	<p>As a scientist I can – Perform simple tests. Everyday Materials.</p> <p>Working scientifically: With help, suggest some ideas and questions Think about how to collect evidence Suggest what might happen Think about and discuss whether comparisons and tests are fair or unfair.</p>	<p>As a scientist I can – Use my observations and ideas to suggest answers to questions. Gather and record data to answer questions. Animals including humans.</p> <p>Working scientifically: To observe and classify.</p> <p>What makes our body work? How can we be healthy? Hibernation, nocturnal animals, what animals need to survive.</p>	<p>As a scientist I can – observe closely and use simple equipment. Plants Working scientifically: Make observations and comparisons using simple equipment and following simple instructions.</p> <p>Children learn about plants and what they need to survive and grow. Plant seeds and care for them. Do some experiments think about fair tests.</p>	<p>As a scientist I can - Investigate and observe. Living things and their habitat.</p> <p>Working scientifically: Think about how to collect evidence about where animals and living things might live. Make suggestions as to what might happen next? I.e. if humans didn’t exist. Discuss and compare different habitats.</p>	<p>As a scientist I can - Investigate and observe. Living things and their habitat.</p> <p>Working scientifically: Think about how to collect evidence about where animals and living things might live. Make suggestions as to what might happen next? I.e. if humans didn’t exist. Discuss and compare different habitats.</p> <p>Communicate findings in simple ways including graphs, tables etc. tadpole’s life cycle. Sea habitats.</p>	<p>As a scientist I can – Use my observations and ideas to suggest answers to questions. Gather and record data to answer questions. Animals including humans.</p> <p>Working scientifically: To observe and classify.</p> <p>Dinosaur bones and fossils. Past and present animals. Extinct animals, why do you think they didn’t survive? Which animals are endangered now?</p>

					Say whether what happened was expected and draw simple conclusions.	
Art	<p>Transport Draw from observation of cars and trains using outline and some inside detail</p> <p>Choose images or a variety of transport to stick into sketchbooks and have a go at drawing them.</p>	<p>Skill: Painting/Colour</p> <p>Recognise/work with warm and cool colour families.</p> <p>Experiment with shades of mixed colour</p> <p>Skill: Mark making & painting As an artist I can: Use drawing and painting the share ideas and express experiences.</p>	<p>Sculpture</p> <p>Discuss ideas of 3D work created by artists such as Jean Arp, Louise Bourgeois and Anthony Gormley.</p> <p>Manipulate Clay using different techniques.</p> <p>Create a model out of clay based on observations of 3D forms</p> <p>Add texture and detail to the sculpture using a variety of tools</p> <p>Create a paper laminate model in a group based upon a focus theme.</p>	<p>Painting/Colour</p> <p>Making marks using simple tools/experimental works on different surfaces.</p> <p>Mixing primary colours to form secondary colours.</p> <p>Applying colour using different scales</p>	<p>Develop observational sketches into their drawings. Still life sketches of animal's habitats. Use of charcoal to make marks/wax crayon/oil pastel to form surface to scrape images into:</p> <p>Wire and torn paper drawings. Fireworks. Linked the caring for animals during bonfire.</p> <p>Mixing primary colours to form secondary colours.</p> <p>Applying colour using different scales</p>	<p>As an artist, I can...</p> <p>Experience simple paper weaving</p> <p>Can choose and stick different papers to layer</p> <p>Make selections from given paper and material</p> <p>Can simply describe textures</p> <p>Can sort materials into colours and textures</p> <p>Can use fabrics to form group woven piece based on a theme.</p>
Computing / ICT	<ul style="list-style-type: none"> Understands what an algorithm is and is able to express simple linear (non-branching) algorithms as symbols. Understands that computers need precise instructions. Demonstrates care and precision to avoid errors. Understand that algorithms are used on digital devices as programs. Simple algorithms using loops and selection (as statements). Uses logical reasoning to predict outcomes 	<ul style="list-style-type: none"> Develops their own programs e.g. robots. Uses arithmetic operators and what if statements and loops within programs. Uses logical reasoning to predict the behaviour of programs and detects and corrects simple semantic errors i.e. debugging. 	<ul style="list-style-type: none"> Recognises the different types of data e.g. text and number. Appreciates that programs can work with different types of data. Recognises that data can be structured in tables to make it useful. Confidently organises, stores, edits and manipulates data in a range of digital formats. Begins to recognise the difference between data and information. 	<ul style="list-style-type: none"> Recognises that a range of digital devices can be considered a computer (look at examples). Recognises and uses a range of input and output devices (e.g. robotics) Understands how programs specify the function of a general purpose computer 	<ul style="list-style-type: none"> Navigates the web and can carry out simple web searches to collect digital content. Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online 	<p>Information Technology</p> <p>As a computer scientist, I can...</p> <ul style="list-style-type: none"> Uses software under supervision to create, store and edit digital content using appropriate files and folder names. Understands that people interact with computers. Shares their use of technology in school. Knows common use of information technology outside school.
Design / technology			<ul style="list-style-type: none"> As a designer I can: Works confidently within a range of different contexts. Use simple design criteria to develop ideas. Design and make a vehicle to get to space. 		<ul style="list-style-type: none"> As a designer I can: generate and develop ideas based on their own experiences. Use knowledge of existing products to help them come up with new ideas. Develop and communicate ideas by talking and drawing. Model ideas by exploring materials 	<p>As a designer I can:</p> <ul style="list-style-type: none"> Plans by suggesting what to do next. Selects from a range of tools, materials and components based on their characteristics. follows procedures for safety and hygiene. Uses a range of materials, tools and components.

					<p>and components by making templates and mock ups.</p> <ul style="list-style-type: none"> Use ICT where appropriate to develop and communicate their ideas. 	<p>Measures, marks out, shapes and cuts most materials independently.</p> <ul style="list-style-type: none"> Assembles, joins and combines materials and components. Begins to use finishing techniques including those from Art and Design sessions.
French	NA	NA	NA	NA	NA	NA
Geography	<p>As a geographer, I can...</p> <ul style="list-style-type: none"> Name, locate and identify the characteristics of 4 countries and capital cities of the UK. Identify hot and cold countries in relation to the equator and the North and South poles. 	<p>As a Geographer, I can...</p> <ul style="list-style-type: none"> Understands and explains the similarities and differences through studying the human and physical geography by studying a small local area within the UK and contrasting it with a similar sized area in a non-EU country. 	No geography this half term	<p>Animals from different countries.</p> <p>As a geographer, I can...</p> <ul style="list-style-type: none"> Fieldwork to develop knowledge and understanding of the school and local area. Uses simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surroundings. (e.g. note taking, sketches, data collection) 	<p>As a geographer, I can...</p> <ul style="list-style-type: none"> Identify hot and cold countries in relation to the equator and the North and South poles. Identify the human and physical features of 2 localities studied. 	<ul style="list-style-type: none"> Fieldwork to develop knowledge and understanding of the school and local area. Uses simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surroundings. (e.g. note taking, sketches, data collection)
History	<p>Phileas Fogg – Around the world in 80 days</p> <p>As a historian I can-</p> <ul style="list-style-type: none"> Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role play, storytelling and using ICT, 	<p>Food through the ages.</p> <p>As a historian, I can...</p> <ul style="list-style-type: none"> Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted the way they did. Recount the main events from a significant event in history. 	<p>Space Race-</p> <p>As a historian, I can...</p> <ul style="list-style-type: none"> Understand how to put people, events and objects in order of when they happened using a scale the teacher has given me. Describe objects, people or events in history. Use timelines to order events, objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role play, storytelling and using ICT, 	No history this after term	<p>Titanic</p> <p>As a historian, I can...</p> <ul style="list-style-type: none"> Understand how to put people, events and objects in order of when they happened Use timelines to order events, objects or place significant people Use a wide range of information to answer questions Recount the main events from a significant event in history. 	<p>Mary Anning</p> <ul style="list-style-type: none"> Identify different ways in which the past is represented. Ask questions about the past Use a wide range of information to answer questions. Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted the way they did.

			<ul style="list-style-type: none"> Use a timeline to place important events. 			<ul style="list-style-type: none"> Recount the main events from a significant event in history.
Physical Education	Cricket	Dance	HIIT	Netball	Basketball	Sports Day Practise
	Football	Baseball	Rugby	Gymnastics	Yoga	Tennis
Religious Education	<p>Skill: To know and understand a range of religions and world views.</p> <p>a) Beliefs teaching and sources (metaphysics and Textual enquiry)</p> <p>Tell a religious story and suggest its meaning.</p>	<p>Skill: To know and understand a range of religions and world views.</p> <p>a) Practices and ways of life (phenomenology)</p> <p>Talks about some of the things that are same the about different religious people.</p> <p>e.g. Christians pray in churches and Sikhs go to the Gurdwara.</p>	<p>Skill: To know and understand a range of religions and world views.</p> <p>a) Forms of expression (Language and communication)</p> <p>Say what some symbols stand for in different religions.</p>	<p>Skill: Express ideas and insights about the nature, significance and impact of religions and world views.</p> <p>a) Identity and belonging (Anthropology, Sociology, psychology)</p>	<p>Skill: Express ideas and insights about the nature, significance and impact of religions and world views.</p> <p>Meaning, purpose and truth (Ontology)</p>	<p>Asks about what happens to others with respect to their feelings.</p> <p>Talks about what some of the art is about.</p>
PSHE / Jigsaw	<p>Being me in my world.</p> <p>Identify some ways in which my friend is different from me.</p> <p>I can tell you why I value the differences.</p> <p>I can compare myself to others.</p>	<p>Dreams and goals</p> <p>I can work co-operatively with others.</p> <p>I can express how I feel when working as part of a team.</p> <p>I can explain how I helped my group.</p>	<p>Healthy me</p> <p>I can make some healthy snack choices.</p> <p>I can express how it feels to share healthy food with my friends.</p>	<p>Relationships</p> <p>I can identify some of the things that cause conflict between me and my friends.</p> <p>I can demonstrate how to use the positive problem-solving technique.</p>	<p>Changing me</p> <p>I can recognise the physical difference between boys and girls.</p> <p>Use the correct names for parts of the body.</p> <p>Appreciate some parts of the body are private.</p> <p>I can tell you what I like/don't like about being a boy or a girl.</p>	<p>Democracy – discussion of voting (head boy, head girl)</p>