

Medium Term Plan Curriculum Overview

Year 2	Term 1 & 2 Discover	Term 3 & 4 Explore	Term 5 & 6 Create
History	<p>Events beyond living memory that are significant nationally or globally</p> <p>How has medicine changed over time?</p> <p>A comparison of the lives of significant individuals in the past who have contributed to national and international achievements. Achievements in medicine.</p>	N/A	N/A
Geography	Looking at world maps to identify where in the world significant individuals lived.	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	N/A

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		<p>-Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], 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>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	
<p>Science</p>	<p>Animals including humans Pupils should be taught to: notice that animals, including humans, have offspring which grow into adults</p>	<p>Living things and their habitats Pupils should be taught to: explore and compare the differences between things that are living, dead, and things that have never been alive</p>	<p>Materials Pupils should be taught to: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick,</p>

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	<p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>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> <p>Plants Pupils should be taught to: 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.</p>	<p>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>
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<p>Art</p>	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
<p>Computing</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>Understand what algorithms are, how they are implemented</p>	<p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have</p>	<p>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</p>

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	as programs on digital devices, and that programs execute by following precise and unambiguous instructions	concerns about content or contact on the internet or other online technologies.	where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
PSHE	<p>Making choices about aspects of health and well-being and understanding what makes us healthy.</p> <p>Explain ways of keeping clean and naming parts of the body.</p> <p>Describe the harmful aspects of some household products and medicines.</p>	<p>Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims</p> <p>Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties</p> <p>Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another</p> <p>Recognise and be able to describe more confidently choices they can make and the difference between right and wrong</p>	<p>Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates</p> <p>Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour</p> <p>Describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school</p> <p>Realise and be able to describe that money comes</p>

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		Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them	
Music	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
RE	Places of Worship Christmas	Easter Hinduism	All about Saints Days Stories Jesus told

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<p>DT</p>	<p>Design 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 Make 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 Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge</p>		<p>Design 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 Make 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 Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge</p>
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	<p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p>		<p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p>
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