



**ST. JOHN BOSCO CATHOLIC PRIMARY
CURRICULUM PLANNING**

YEAR 2		TERM 1	TERM 2	TERM 3		
Science	<ul style="list-style-type: none"> ▪ Identify the differences between things that are living, dead, and things that have never been alive, using some of the 7 life processes (movement, respiration, sensitivity, growth, reproduction, excretion, nutrition). ▪ Identify that most living things live in habitats to which they are suited. ▪ Explain in simple terms how an animal or plant is suited to its habitat. ▪ Name a variety of plants and animals in their habitats, including micro-habitats. ▪ Explain that different conditions in a habitat and micro habitat can affect the number and type of plants/animals that live there. ▪ Describe how plants and animals depend on each other for food and shelter. ▪ 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. ▪ Construct a simple food chain that includes humans (e.g. grass, cow, human) with arrows pointing in the correct direction. 	<p>Plants</p> <ul style="list-style-type: none"> ▪ Plants can grow from seed or bulbs ▪ Seeds and bulbs germinate and grow into seedlings ▪ Seedlings grow into mature plants ▪ Plants need light, water, space, suitable temperature in order to grow ▪ Some plants grow best in full sun ▪ Some plants grow best in the shade ▪ Some plants need lots of water ▪ Some plants don't need much water ▪ Some plants grow quicker than others. 	<p>Animals, including humans.</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Some offspring are born live and others hatch from eggs. • Some offspring look like their parents and others don't. • 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>Materials</p> <ul style="list-style-type: none"> ▪ Identify what properties a material needs for a particular purpose. <ul style="list-style-type: none"> • Name the materials from which different objects are made. • Recognise suitable and unsuitable choices of materials for particular purposes based on physical properties (see vocabulary appendix for examples). • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. ▪ Know that materials can be either man-made or naturally occurring. <ul style="list-style-type: none"> • Group objects into man-made or natural categories. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Light</p> <ul style="list-style-type: none"> ▪ Light comes from a source and we see things when light comes directly from the source or when it is reflected off an object. ▪ Light travels in straight lines ▪ Light enters the eye and our eye and brain work together to 'see' ▪ Light is reflected off all surfaces which is why we can see things ▪ Shadows are formed when the light from a light source is blocked by an opaque object ▪ Shadows have the same shapes as objects that cast them ▪ Rainbows are formed when sunlight is scattered from raindrops into the eyes of an observer. 	<p>Electricity</p> <ul style="list-style-type: none"> ▪ Electricity is a form of energy, used for lighting, heating, making sound and making machines and appliances work. ▪ Pylons and cables carry electricity through the countryside, some electricity cables in busy cities are buried underground ▪ Appliances are devices that run on electricity and they should be used safely (includes, no frayed wires, avoid spillages and keep away from water, not putting objects into sockets ▪ Compare life in a village that has no electricity ▪ A circuit is a complete path around which electricity can flow ▪ Circuits contain components like wires, switches and bulbs.
		History	B	Comparing Queens	B	Great Fire of London

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- Understand that our present/current Queen has been queen for a long time (longest reigning monarch).
- Place the reigns of the Queens in order; know who was the 'earliest' and who is the most recent.
- Sequence events from the lives of queens.
- Identify 'clues' which tell us that someone is from the past, and begin to compare these e.g. from portraits/ photographs.
- Use sources and facts to describe aspects of life during Victorian and Elizabethan times.
- Identify what makes each queen significant/ what they are remembered for.
- Identify similarities and differences between the reigns of each queen.
- Identify similarities and differences between the periods in which they lived.

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- Place the events of the Great Fire of London in chronological order.
- Use historical language to talk about events and when the fire happened e.g. before, then, now, century, after.
- Ask and answer questions about the lives of significant individuals including Samuel Pepys.
- Identify various historical sources of evidence, understanding what individual sources tell us about the past.
- Use eye-witness accounts and paintings to understand why the fire spread so quickly.
- Investigate and describe how firefighting has developed since the Great Fire.
- Make comparisons between London in 1666 and London today.
- Understand how the landscape of London changed dramatically after the fire.
- Describe the impact of the Great Fire of London and how actions taken afterwards ensure another similar event could not happen again.

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- River Wear**
- Discover the route of the River Wear.
 - Name the sea that the River Wear enters.
 - Research the route of the River Wear.
 - Collect a selection of facts about the route.
 - Develop an understanding of the depth of the River and why this is important for its use now and in the past.

<p>Geography</p>	<p>Planet Earth</p> <ul style="list-style-type: none"> - Understand the locations of the seven continents - Be able to name the seven continents and five oceans. -Understand why the oceans are so important. -Understand how the UK is made up and be able to name the four countries and their capital cities. -Understand what is meant by physical geography. -Recognise the physical geography of South America and of the different countries in the UK and be able to discuss similarities and differences. -Understand what is meant by human geography. -Explore similarities/differences between human and physical geography. -Understand why the oceans are so important to humans. -Recognise physical structures in the UK and in South America. 			<p>Handa's African Adventure</p> <ul style="list-style-type: none"> - Understand the locations of the UK and Kenya. (Which continents are they located in and which oceans are they connected to) - Understand why the climate is different in each location. - Understand which animals live in each country and understand the reasons why. - Understand what is meant by physical geography. - Recognise the physical geography in a Kenyan village and a UK village and discuss similarities and differences. - Understand what is meant by human geography. - Explore similarities/differences between African/UK villages. Compare man-made e school buildings, looking at materials and why they are structured in certain ways. -Identify the human geography (carparks, buildings) in and around their own school. 		
<p>Computing</p>	<p>Coding</p> <p>To understand what an algorithm is. To create a computer program using an algorithm.</p> <p>Online Safety</p> <p>To know how to refine searches using the Search tool. To know how to share work electronically using the display boards. To use digital technology to share work to communicate and connect with others locally.</p>	<p>Spreadsheets</p> <p>Children can explain what rows and columns are in a spreadsheet. Children can open, save and edit a spreadsheet. Children can add images from the image toolbox and allocate them a value. Children can add the count tool to count items</p>	<p>Questioning</p> <p>Children understand that questions are limited to 'yes' and 'no' in a binary tree. Children have matched pictures to names using a binary tree</p> <p>Effective searching</p> <p>Children can identify the basic parts of a web search engine search page. Children have learnt to read a web search results page. Children can search the Internet for answers to a quiz</p>	<p>Creating pictures</p> <p>To look at the work of pointillist artists such as Seurat. To recreate pointillist art using a computer.</p> <p>Making music</p> <p>Children have uploaded and used their own sound chosen from a bank of sounds. Children have created, uploaded and used their own recorded sound. Children have created their own</p>	<p>Presenting ideas</p> <p>Children can use a variety of software to manipulate and present digital content and information. Children can collect, organise and present data and information in digital content. Children can create digital content to achieve a given goal by combining software packages.</p>	

				tune using some of the chosen sounds.	
Online Safety					
Music	<p>How does music help us to make friends? Children will explore simple music patterns. Pulse - Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) Rhythm - 2 bar repetition using crotchets, quavers and minims. Melody - Sing back short melodies that use around 3 pitched notes; perform from rhythmic notation including crotchets and minims. Listening- Identify where elements change. Replicate change in performance. Performing - Play basic rhythms on untuned percussion instruments and using body percussion. Continue using repetition. Singing - Sing simple song and folk songs in rounds accurately. Composition - Repeat basic longer rhythms from memory. At least 2 bars and add imitations of rhythms. (e.g. rhythm grids)</p>	<p>How does music teach us about our past? Children will focus on dynamics and tempo. Pulse - Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) Rhythm - 2 bar repetition using crotchets, quavers and minims. Melody - Sing back short melodies that use around 3 pitched notes; perform from rhythmic notation including crotchets and minims. Listening- Identify where elements change. Replicate change in performance. Performing - Play basic rhythms on untuned percussion instruments and using body percussion. Continue using repetition. Singing - Sing simple song and folk songs in rounds accurately. Composition - Repeat basic longer rhythms from memory. At least 2</p>	<p>How does music make the world a better place? Children will explore feelings through music.</p>	<p>How does music teach us about our neighbourhood? Children will invent a musical story.</p>	<p>How does music make us happy? Children will explore music that makes you dance.</p>

		bars and add imitations of rhythms. (e.g. rhythm grids)				
RSHCE	SRE <ul style="list-style-type: none"> Religious understanding Me, my body, my health Emotional wellbeing Life cycles 		SRE <ul style="list-style-type: none"> Religious understanding Personal relationships Keeping safe 		SRE <ul style="list-style-type: none"> Religious understanding Living in the wider world (Neighbours) 	
Art/DT	Drawing <p>Children will develop their drawing skills by focusing on the use tone. They will explore using tonal shading to convert 2D objects into 3D objects (e.g. circle into sphere) Pupils will develop pencil control by practising drawing techniques and they will refine their drawing skills through manipulation of line. They will consider composition - looking at the positioning of objects within artwork. They will also consider the orientation and discuss the difference between landscape and portrait. Throughout the unit, pupils will develop a range of Art and Design techniques by also looking at visual elements of shape, line and colour. They will look at a range of artists who will inspire their work, (Suggested artists-Paul Cezanne, Audrey Flack,</p> <p>Year 2: Drawing 2D to 3D Dutch Golden Age still life artists).</p>	Food <p>Sandwiches</p> <p>Children will explore a wide range of sandwich breads and sandwich fillings. They will use their senses to talk about colour, texture, taste and smell. They will make choices and decisions about their design after tasting different types of bread and fillings. Children will develop fine motor skills through learning how to prepare their breads and fillings. They will make mathematical links through discussing shape and pattern of sandwiches produced.</p>	Design and make <p>Patchwork</p> <p>Children will research the origins of patchwork and the cultural aspects surrounding them. They will build upon their cutting skills using fabrics. Learning how to join fabrics using a stitching technique. Designs will be discussed and pupils work will be brought together for a collaborative end product, which will show a coded message if successful.</p>	Sculpture <p>Children will use a range of materials creatively to design and make an African mask. They will use the medium of sculpture to develop and share their ideas, experiences and imagination. Throughout the unit, they will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space and will learn about the work of a range of artists and sculptors, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	Printing/digital art <p>Children will use digital art to create repeating patterns as a base for paint.</p>	Local Artist Study <p>River Wear</p> <p>Children will look into local artist LS Lowry from Sunderland and his perceptions and artwork based on the River Wear.</p>
RE	Beginnings Belonging Judaism Advent		Books Thanksgiving Lent/Easter		Pentecost Reconciliation – Rules Islam Treasure	
Spanish	<ul style="list-style-type: none"> Numbers 1-10 Colours Animals. 		Greetings: <ul style="list-style-type: none"> Greetings: name. Greetings: How are you? 		<ul style="list-style-type: none"> Introductions: Months Introductions: Numbers 0-31 Introductions: Date 	

			<ul style="list-style-type: none"> - Greetings: Two little birds. - Greetings: Numbers 0-12. - Greetings: Age. 	<ul style="list-style-type: none"> - Introductions: Birthdays. - Introductions: Research a Famous Hispanic Person – Spanish Fact File - Introductions: Interview (Consolidation) 			
PE	<p>Multi Skills Pupils will explore movement skills to develop confidence at different speeds as well as with an object. They will be able to throw and develop confidence to throw at a target. Pupils will explore catching and attempt to catch a throw from a partner. They will also explore jumping and landing in different directions.</p>	<p>Ball familiarisation – HANDS. Pupils will explore passing and receiving a range of sports specific balls. They will explore dribbling a ball and stopping a ball from reaching its destination. Pupils will explore striking a ball with a racquet.</p>	<p>Invasion Games Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.</p>	<p>Territory Games Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.</p>	<p>Ball familiarisation – FEET. Pupils will explore controlling and moving with the ball with both feet. They will explore passing and receiving the ball and dribbling the ball around objects with agility. Pupils will explore dribbling, striking and shooting with both feet.</p>	S W	<p>Athletics Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. Perform and compare different types of jumps. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Throw different types of equipment in different ways,</p>

						<p>for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.</p>
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