

Curriculum 2019-2020 Teaching Coverage: Year Two

Add reference for the National Curriculum e.g. Pupils should be taught.....

Topic c	Topic 1 Time for Tea (7 weeks, 3 days)	Topic 2 (7 weeks)	Topic 3 (6 weeks)	Topic 4 (6 Weeks)	Topic 5 Year 2 SATS (4 weeks, 4 days)	Topic 6 (7 weeks)
Literacy	Core Text: The Tiger Who Came to Tea by Judith Kerr Fiction Plot: Conquering the monster tale	RWI Programme of Study– differentiated objectives for the children.	RWI Programme of Study– differentiated objectives for the children.	RWI Programme of Study– differentiated objectives for the children.	RWI Programme of Study– differentiated objectives for the children.	RWI Programme of Study– differentiated objectives for the children.
Maths	<ul style="list-style-type: none">• Number: Place Value (3 weeks)• Number: Addition and Subtraction (4 weeks) <i>4C- Focus on recall number facts</i>	<ul style="list-style-type: none">• Number: Addition and Subtraction (1 week)• Measurement: Money (2 weeks)• Number: Multiplication and division (2 weeks) <i>4C focus on addition and subtraction</i>	<ul style="list-style-type: none">• Number: Multiplication and division (2 weeks)• Geometry- properties of shape (3 weeks)• Number: Fractions (1 week) <i>4C focus on addition and subtraction</i>	<ul style="list-style-type: none">• Number: Fractions (2 weeks)• Measurement: Time (2 weeks)• Measurement: Height and Length (1 week) <i>4C focus on multiplication and division</i>	<ul style="list-style-type: none">• Number: Addition/ Subtraction/ Multiplication and Division (2 weeks)• Measurement: Mass, Capacity and Temperature (3 weeks) <i>4C focus on factions</i>	<ul style="list-style-type: none">• Measurement: Mass, Capacity and Temperature (1 week)• Statistics (2 weeks)• Position and Direction (3 weeks)• Problem Solving (1 week) <i>4C focus on all calculations and fractions</i>
Science	To understand animals including humans To work Scientifically NC:117 BIOLOGY Pupils should be taught to: <ul style="list-style-type: none">• 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)• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	To investigate materials To work Scientifically NC: 117 CHEMISTY Pupils should be taught to: <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		To investigate living things and their habitats To work Scientifically NC:117 BIOLOGY Pupils should be taught to: <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 microhabitats• 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		To understand plants. To work Scientifically NC:117 BIOLOGY Pupils should be taught to: <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

Art and Design		Medium: Painting		Medium: Drawing		Medium: Printing
Computing	Unit 1- Communication Use technology purposefully to create, organise, store, manipulate and retrieve digital content. E-Safety NC: 140	Unit 2- Programming Understand what algorithms are; how they implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions/Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. E-Safety NC: 140	Unit 3- Communication on the web. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. E-Safety NC: 140	Unit 4- Programming Understand what algorithms are; how they implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions/Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. E-Safety NC: 140	Unit 5- Review tools of communication Use technology purposefully to create, organise, store, manipulate and retrieve digital content. E-Safety NC: 140	Unit 6- Stop Go animation E-Safety NC: 140
Design and Technology			Cooking and Nutrition Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from		Design Which parts of your picture should move? 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	
Geography	Locational Knowledge Name and locate the 7 contents of the world and the 5 oceans.		Locational Knowledge Name, location and identify characteristics of the four countries and capital cities of the UK. Geographical skills and fieldwork Use world map, atlases and globes	Place Knowledge Understand geographical similarities and differences through studying the physical and human features of small areas of the UK and a contrasting Non-European Country- E.g. Peru. Geographical skills and fieldwork Use aerial photographs and recognise landmarks and basic human and physical features. Device a simple map.		
History		Guy Fawkes and the Gun Powder Plot NC: Significant individuals in history Page: 148	The Great Fire of London Beyond living memory- The Great Fire of Wellingborough: Significant events in their own locality. NC Page: 148			Christopher Columbus Significant individuals in history NC Page: 148

Music	Jungle Soundscape Create a mixture of sounds to compose a soundscape linked to each jungle animal NC: To compose Page 154	Nativity/ Production practise Learn song and sing in tune NC: To perform singing Page 154				Compose a soundscape Tuned and untuned instruments – create a composition NC Page: 154
PE	Dance NC Page 156 Preform a sequence of movements in the style of an animal. Games NC Page 156 Team Building and Playground Games	Gymnastics NC Page: 156 Balancing, Agility and Coordination Games NC Page 156 Team Building and Playground Games	Dance NC Page: 156 Fire Dance Games NC Page: 156 Invasion Games- using tactics	Gymnastics NC Page: 156 Running, jumping, throwing and catching Athletics NC Page: 156 Balance, agility and coordination (Inside)	Dance NC Page: 156 Ballroom Dancing Athletics NC Page: 156 Running, jumping, throwing and catching	Gymnastics Skills within a range of activities (Inside) NC Page: 156 Athletics Sports day prep (Outside) NC Page: 156
RE	Places in Christianity		Books and Stories in Christianity		Family in Judaism	
Engagement and Enrichment		Parents Evening KS1 Visit to the Castle to watch Aladdin KS1 Nativity Production		Parents Evening	School Sleepover	Trip to Hunstanton - Seaside (11 th June) Sports Day