




# Friars Primary School and Nursery


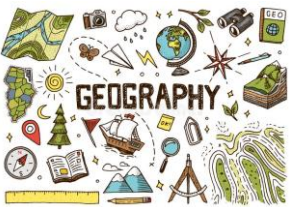
## Year 2 - National Curriculum Coverage by Subject – September 2023

Year 2 Connected Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Once upon a Time...	Looking Back	Amazing Journeys	Move it!	Let's Explore	Land Ahoy!
	<i>Learning about traditional tales</i>	<i>Learning about the geography and history of our Local Area</i>	<i>Author Study – Anthony Browne</i>	<i>Learning about the history of transport</i>	<i>Learning about explorers</i>	<i>Learning about another country – Australia and the impact of plastic on the Great Barrier Reef</i>
<b>Art &amp; Design</b>  	<b>Portraits Andy Warhol Paul Klee</b>  <i>to use a range of materials creatively to design and make products</i>  <i>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>  <i>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>  <i>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.</i>	<b>Kadinsky – colour mixing</b>  <i>to use a range of materials creatively to design and make products</i>  <i>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>  <i>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>  <i>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.</i>	<b>Monet and Von Gogh – paint &amp; pastels/Landscapes and Cityscapes</b>  <i>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>  <i>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.</i>	<b>Printing</b>  <i>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>  <i>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.</i>	<b>Sculptures – Abstract and figurative</b>  <i>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.</i>  <i>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	<b>Aboriginal printing/patterns</b>  <b>Clay work</b>  <i>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>  <i>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>
<b>Design &amp; Technology</b>		<b>Textiles – Designing a puppet</b>  <i>Design - design purposeful, functional,</i>		<b>Design, create &amp; evaluate model cars</b>		<b>Create a healthy snack/meal - Veggies</b>



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 <p><b>DESIGN TECHNOLOGY</b></p>		<p><i>appealing products for themselves and other users based on design criteria</i></p> <p><i>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p> <p><b>Make</b> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>		<p><b>Design</b> - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p> <p><b>Evaluate</b> - evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b> - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<p><b>Design</b> - design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Cooking and nutrition</b> - use the basic principles of a healthy and varied diet to prepare dishes</p> <p><i>understand where food comes from.</i></p>
<p><b>Geography</b></p> 	<p><b>Create a simple map relating to a traditional tale</b></p> <p><i>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and</i></p>	<p><b>Create routes, keys, symbols for own maps based on local area</b></p> <p><i>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</i></p>	<p><b>The United Kingdom – 4 countries of UK, human &amp; physical features – capital cities</b></p> <p><i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i></p>	<p><b>Name and locate the seven continents and the five oceans</b></p> <p><i>Name and locate the seven continents and the five oceans</i></p>	<p><b>Arctic &amp; Antarctic – comparing climates with UK</b></p> <p><i>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</i></p>	<p><b>Australia – human &amp; physical features – capital cities – climate – seas &amp; ocean, animals &amp; The Great Barrier Reef</b></p> <p><b>Comparison with UK &amp; Arctic, Antarctic</b></p>



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	<p><i>construct basic symbols in a key</i></p>	<p><i>features and routes on a map</i></p> <p><b>Maps &amp; Routes – school grounds, local area including around school walk</b></p> <p><i>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 Human and physical geography</i></p> <p><i>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</i></p> <p><i>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p><i>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</i></p> <p><i>use aerial photographs and plan perspectives to</i></p>	<p><i>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</i></p> <p><i>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p>		<p><i>country Human and physical geography</i></p> <p><i>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p> <p><i>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</i></p>	<p><i>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 Human and physical geography</i></p> <p><i>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p>
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		recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key				
	<p><b>Continuous through the year</b></p> <p><i>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</i></p> <p><i>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</i></p> <p><i>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p>					
<p style="text-align: center;"><b>History</b></p> 	<p><b>Comparing our lives with parents/carers</b></p> <p><i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p>	<p><b>Local Area – local study, Shoburyness – past and present</b></p> <p><i>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods, using a wide vocabulary of everyday historical terms</i></p>	<p><b>Amelia Earheart Thomas Ford</b></p> <p><i>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i></p> <p><i>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</i></p>	<p><b>Florence Nightingale George Stephenson The Titanic</b></p> <p><i>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</i></p> <p><b>Changes in Transport</b></p> <p><i>changes within living memory. Where</i></p>	<p><b>Ernest Shackleton Robert Falcon Scott Felicity Aston</b></p> <p><i>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</i></p>	<p><b>James Cook</b></p> <p><i>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</i></p>



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				appropriate, these should be used to reveal aspects of change in national life		
	<b>Continuous throughout the year</b>  Develop an awareness of the past using common words and phrases related to the passing of time					
<b>Science</b>  	<b>Materials</b>  <i>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i>	<b>Changing Materials</b>  <i>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</i>	<b>Humans – Growing Needs for living – Healthy Lifestyle</b>  <i>notice that animals, including humans, have offspring which grow into adults</i>  <i>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i>  <i>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</i>	<b>Plants &amp; Seeds</b>  <i>observe and describe how seeds and bulbs grow into mature plants</i>  <i>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</i>	<b>Living and non-living</b> <b>Basic needs to survive</b>  <i>Explore and compare the differences between things that are living, dead, and things that have never been alive</i>  <i>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</i>	<b>Local environment</b> <b>Habitats</b> <b>World habitats</b> <b>Food chains</b>  <i>identify and name a variety of plants and animals in their habitats, including microhabitats</i>  <i>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</i>
	<b>Continuous throughout the year</b> <b>Working scientifically</b>  <i>asking simple questions and recognising that they can be answered in different ways</i>  <i>observing closely, using simple equipment</i> <i>performing simple tests</i>  <i>identifying and classifying</i> <i>using their observations and ideas to suggest answers to questions</i>  <i>gathering and recording data to help in answering questions</i>					