



Lantern Lane Curriculum Overview for Year 2

Lead Enquiry Question	Autumn Term Explorers <u>Christopher Columbus, Amelia Earhart and Neil Armstrong: Who was the greatest explorer?</u>		Spring Term Crazy Climates <u>How does the climate affect how people live in hot and cold places?</u>		Summer Term Wish you were here! <u>How were holidays in the past similar or different from today?</u> <u>How has transport changed where we go on holiday?</u>	
Geography	<p>NC Objectives: Name and locate the world's seven continents and five oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non- European Country. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use compass directions (NSEW) to describe features on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Skills: I can name the 7 continents of the world and locate them on a map. I can name the world 5 oceans and locate them on a map. I can say what I like and do not like about a different place to where I live. I can describe a place outside Europe using geographical words. I can explain some of the main things that are in hot and cold places. I can explain the clothes that I would wear in hot and cold places I can use world maps, atlases, globes to identify places, continents, oceans- studied at this stage. I can use aerial photographs and plans to recognise landmarks and human and physical features. I can use simple compass directions (NSEW) and locational and directional language e.g. near, far, left, right. I can use these to describe the location of features and routes on a map.</p>	<p>NC Objectives: Name and locate the world's seven continents and five oceans. (Revision) Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non- European Country. (The Arctic circle- Inuit and Kenya or India) Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use compass directions (NSEW) to describe features on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Skills: I know the names of the 7 continents of the world and I can locate them on a map. I know the names of the world's 5 oceans and I can locate them on a map. I know what I like and do not like about a different place to where I live. I know the human & physical features of an Inuit/ Kenyan location. I know which clothes that I would wear in both a hot and cold places I know how to use world maps, atlases, globes to identify places, continents, oceans studied at this stage. I know the difference between aerial photographs and plans, recognising landmarks and human and physical features. I know how to use simple compass directions (NSEW) and locational and directional language e.g. near, far, left, right. I know how to use these to describe the location of features and routes on a map.</p>	<p>NC Objectives: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Identify Geographical vocabulary related to key physical features found in the countryside and towns- city, forest, hill, mountain, sea, ocean, river soil valley. Key human features, including city, town, village, factory, farm, house office, shop. Use compass directions (NSEW) to describe features on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 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. Use geographical skills including first hand observation to enhance their locational awareness.</p>	<p>Skills: I can say how an area has been spoilt or improved and give my reasons. I can explain the facilities that a village, town and city may need and give reasons. I can use world maps, atlases, globes to identify places, continents, oceans- studied at this stage. I can use aerial photographs and plans to recognise landmarks and human and physical features. I can explore my local area including the school grounds and the surrounding area and evaluate the parks in East Leake (uses various criteria). I can use geographical language: hill, railway, village centre. I can use simple compass directions (NSEW) and locational and directional language e.g. near, far, left, right. I can use these to describe the location of features and routes on a map. I can make my own simple map and use increasingly well- known symbols and a key.</p>

<p>History</p>	<p>NC Objectives: The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Christopher Columbus, Amelia Earhart and Neil Armstrong: Who was the greatest explorer?</p>	<p>Skills: I can use words and phrases such as recently, before, after, now, later. I can use past and present when telling others about an event. I can look at pictures or objects to find information about the past. I can use these sources to ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?' I can develop my use of books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet) to understand why some people in the past did certain things. I can use my knowledge and understanding of the past to write simple stories and recounts.</p>			<p>NC Objectives: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Comparative study –how were holidays in the past similar or different to today? How has transport changed where we go on holiday?</p>	<p>Skills: I can look at pictures or objects to find information about the past. I can use these sources to ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?' I can develop my use of books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet) to understand why some people in the past did certain things. I can put 3 people, events or objects in order using a given scale. I can use words and phrases such as recently, before, after, now, later. I can use past and present when telling others about an event.</p>
<p>Art</p>	<p>ART AROUND THE WORLD</p> <p>NC Objectives: To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Skills: I can use charcoal, pencil and pastel to create art. I can use a viewfinder to focus on a specific part of an artefact before drawing it. I can create tints with paint by adding white. I can create tones with paint by adding black. I can use different effects within an IT paint package. I can suggest how artists have used colour, pattern and shape.</p>	<p>SKETCHING AND COLOUR MIXING</p> <p>NC Objectives: To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Drawing -</p>	<p>Skills: I can choose and use three different grades of pencil when drawing. I can mix paint to create secondary colours. I can create brown paint. I can suggest how artists have used colour, pattern and shape.</p>	<p>SEA ART (printing and clay)</p> <p>NC Objectives: To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Skills: I can create printed pieces of art by pressing, rolling, rubbing and stamping. I can mix paint to create secondary colours. I can make a clay tile. I can join 2 pieces of clay together.</p>

	<p>To learn about the work of a range of artists, craft makers and designers, describing the similarities and differences between different practices and disciplines and making links to their own work.</p> <p>Painting - Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects.</p> <p>Printing - Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.</p>	<p>I can create a piece of art in response to the work of another artist.</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Painting - Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects.</p>		<p>Painting - Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Mix and match colours using artefacts and objects.</p> <p>3D Form - Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	
DT	<p>FOOD TECHNOLOGY AND SAFETY (Food from a specific country -Italy and UK) Focus - Cooking and Nutrition NC Objectives: Design - Identify a purpose for what they intend to design and make</p>	<p>Skills: Design - I can think of an idea and plan what to do next I can describe the ingredients I am using I can choose tools and materials and explain why I have chosen them. Evaluate -</p>	<p>MOVING WWII Vehicles Focus - Construction NC Objectives: Design - Generate ideas by drawing on their own and other people's experiences Develop their design ideas through discussion, observation, drawing, templates and mock-ups</p>	<p>Skills: Design - I can think of an idea and plan what to do next I can explain why I have chosen specific textiles I can choose tools and materials and explain why I have chosen them. Make -</p>	<p>MAKING PUPPETS Focus -Textiles NC Objectives: Design - Generate ideas by drawing on their own and other people's experiences Develop their design ideas through discussion, observation, drawing and modeling</p>	<p>Skills: Design - I can think of an idea and plan what to do next I can explain why I have chosen specific textiles I can choose tools and materials and explain why I have chosen them. Make -</p>

	<p>Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from</p> <p>Make - Begin to select tools and materials; use vocab' to name and describe them Follow safe procedures for food safety and hygiene</p> <p>Evaluate - Evaluate against their design criteria Talk about their ideas, saying what they like and dislike about them</p>	<p>I can explain what went well in my work.</p>	<p>Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts</p> <p>Make - Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Choose and use appropriate finishing techniques</p> <p>Evaluate - Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them</p>	<p>I can join materials and components in different ways I can measure materials to use in a model or structure. Evaluate - I can explain what went well in my work.</p> <p>Technical knowledge - I can build structure, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [wheels and axles], in their products.</p>	<p>Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts</p> <p>Make - Begin to select tools and materials; use vocab' to name and describe them Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment. Use basic sewing techniques Choose and use appropriate finishing techniques</p> <p>Evaluate - Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them</p>	<p>I can join materials and components in different ways I can measure materials to use in a model or structure. Evaluate - I can explain what went well in my work.</p> <p>Technical knowledge - I can build structure, exploring how they can be made stronger, stiffer and more stable.</p>
<p>See individual subject curriculum maps for NC coverage and skills progression.</p>	<p>Autumn Explorers</p>		<p>Spring Crazy Climates</p>		<p>Summer Wish you were here!</p>	
<p>Science</p>	<p>Animals including humans</p>	<p>Use of everyday materials</p>	<p>Use of everyday materials - additional investigations</p>	<p>Plants</p>	<p>Living things and their habitats</p>	

RE	2.1 Leaders What makes some people inspiring to others? Moses and Saint Peter	2.2 Believing What do Jewish people believed about God, creation, humanity and the natural world? What are some ways Jewish people show their beliefs and how they belong?	2.3 Belonging What does it mean to belong? What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today?		2.4 Christian and Jewish Stories How and why are some stories important in religions? What can we learn from these stories and from the Torah and the Bible?	
Computing	Comic Creation Programming - Daisy Dino		eBook Creation Programming progression - Scratch Jr		Animation Game creation	
Music	Drumming		African Music		Hands, feet, Heart (Charanga): (South African Music)	
Indoor PE	Athletics		Dance	Kho Kho	Swimming	Zumba
Outdoor PE	Tag Rugby	Football	Netball	Tennis	KS1 - Sports day Practice/games	Sitting Volleyball
French	Numbers 1-20		French Dancing (CCL PE)	French Songs	French Food	Language of the Week
PSHE	Relationships What makes a good friend?	Relationships What is bullying?	Living in the Wider World What jobs do people do?	Health and Wellbeing What helps us to stay safe?	Health and Wellbeing What helps us grow and stay healthy?	Health and Wellbeing How do we recognise our feelings?