

Year 2 Topic Overview



THE PINES SCHOOL

SUBJECTS	Autumn 1 My School & Me	Autumn 2 Splish, Splash, Splosh	Spring 1 Our Local Area	Spring 2 Young Gardeners	Summer 1 Journeys	Summer 2 On Safari
English	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing
Maths	White Rose Maths					
Science	Materials	Living things and Their Habitats	Living things and Their Habitats	Plants	Animals & Humans	Animals & Humans
IT and Computing						
History		Significant Historical Events / People	Changes within Living Memory		Changes within Living Memory	

Geography	Geographical Skills and Fieldwork – The School Environment			Geographical Knowledge (Forests, fields, allotments, farmland – physical and manmade)		Geographical Knowledge (locational Study country within Africa)
Art and Design	Drawing			Painting		Collage/Textiles
Design Technology		Design and Make	Model Making		Cooking	
RE	Rules	Caring for each other	Caring for others	Caring for our environment	Places of worship	Judaism
Music						
PSHE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Dance	Gymnastics	Games	Gymnastics	Games	Athletics

Year 2 - Science

Autumn 1 Topic: My School and Me	Autumn 2 Topic: Splish, Splash, Splosh	Spring 1: Our Local Area	Spring 2 Topic: Young Gardeners	Summer 1: Journeys	Summer 2 Topic: On Safari
<p>Key Knowledge</p> <p>Pre N.C.</p> <ul style="list-style-type: none"> Explore materials and their properties. <p>Y1</p> <ul style="list-style-type: none"> Describe the simple physical properties of everyday materials. <p>Y2</p> <ul style="list-style-type: none"> Know the suitability of a variety of everyday materials for their particular uses. Know solid objects can be changed by squashing, bending, twisting and stretching. <p>Extension Begin to introduce the terms solid and liquid.</p>	<p>Key Knowledge</p> <p>Pre N.C.</p> <ul style="list-style-type: none"> Explore common animals and plants. <p>Y1</p> <ul style="list-style-type: none"> Identify common animals and plants and where we would find them. <p>Y2</p> <ul style="list-style-type: none"> Know the differences between living things, dead and non-living things. Know what a habitat is. Know what a food chain is and how animals depend on each other. <p>Extension Explore how we group living things.</p>	<p>Key Knowledge</p> <p>Pre N.C.</p> <ul style="list-style-type: none"> Explore common animals and plants. <p>Y1</p> <ul style="list-style-type: none"> Identify common animals and plants and where we would find them. <p>Y2</p> <ul style="list-style-type: none"> Know the differences between living things, dead and non-living things. Know what a habitat is. Know what a food chain is and how animals depend on each other. <p>Extension Explore how we group living things.</p>	<p>Key Knowledge</p> <p>Pre N.C.</p> <ul style="list-style-type: none"> Explore and name some common plants. Explore parts of plants. <p>Y1</p> <ul style="list-style-type: none"> To recognise plants and know the structure of flowering plants. <p>Y2</p> <ul style="list-style-type: none"> Know seeds and bulbs grow into plants. Know what plants need to be healthy. <p>Extension Explore how changes in the environment can affect plant growth.</p>	<p>Key Knowledge</p> <p>Pre N.C.</p> <ul style="list-style-type: none"> Explore and name some common animals. Explore parts of the body. <p>Y1</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body / animals. <p>Y2</p> <ul style="list-style-type: none"> Know the basic needs of animals and how their offspring turn into adults. Know the importance for humans of exercise, eating healthy, and hygiene. <p>Extension Explore dangers of unhealthy diets.</p>	<p>Key Knowledge</p> <p>Pre N.C.</p> <ul style="list-style-type: none"> Explore and name some common animals. Explore parts of the body. <p>Y1</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body / animals. <p>Y2</p> <ul style="list-style-type: none"> Know the basic needs of animals and how their offspring turn into adults. Know the importance for humans of exercise, eating healthy, and hygiene. <p>Extension Explore dangers of unhealthy diets.</p>

<p>Teaching Ideas</p> <ul style="list-style-type: none"> • Melting ice cubes with a range of products-experiment with key figurines in ice. Rainbow ice and salt experiment. • Complete a table - what the object is, what material it is made of and investigate why - waterproof, insulator, etc • Look at all the various natural materials in Forest School - name, describe and chart findings - hard, soft, big, small, heavy, light etc. • Selection of everyday/common objects and identify what they're made from. • Investigate properties of objects. Identify what objects are made from and suitability. • Bending and stretching malleable materials. • Link with recycling and squash down cans and bottles? 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> • Identify living and non-living animals and sort into groups. • Identify habitats of animals and why the animal may live there. • Research food chains and create a diagram. • Plant, mini-beast, birds, scavenger hunts in Forest School using simple ID tick sheets. • In Forest School, Hide, find and match laminated and Velcro-backed insects, birds, animals, leaves, natural objects etc. • Project Science books by Kingfisher • Match animals to where they live. • Discuss adaptations of animals and habitats 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> • Identify living and non-living animals and sort into groups. • Identify habitats of animals and why the animal may live there. • Research food chains and create a diagram. • Plant, mini-beast, birds, scavenger hunts in Forest School using simple ID tick sheets. • In Forest School, Hide, find and match laminated and Velcro-backed insects, birds, animals, leaves, natural objects etc. • Project Science books by Kingfisher • Match animals to where they live. 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> • Grow your own veg at the allotment (visits). Take pictures at allotment to label on school display • Plant seeds in class/allotment and measure the process - complete a diary of how it changes every day/week/month. • Plant experiment - take away one thing they need - light, water, oxygen and see the effect it has on the plant. • Pollination and reproduction of plants. • Name, label and draw four main parts of plants. • Plant life cycle. • Observation over time of plants growing. • Velcro large plant - put together, label. • Forest school - look at plants - collect 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> • Food diary for one week. • Washing our bodies - water-pepper- soap germ experiment. • Healthy bodies - songs, videos (YouTube). • Matching animals and offspring names - pictures/symbols / words • Life cycles of animals and humans. • What do we need to survive - animals and humans. • Food hygiene and exercise. • Healthy eating, cooking. • Wash dolls and babies to show importance of keeping clean. Practice cleaning own teeth. Have a large laminated set of teeth, spray on paint or food colouring and children brush it off using toothbrushes. • Put hands on slice of bread, put bread in 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> • Food diary for one week. • Washing our bodies - water-pepper- soap germ experiment. • Healthy bodies - songs, videos (YouTube). • Matching animals and offspring names - pictures/symbols / words • Life cycles of animals and humans. • What do we need to survive - animals and humans. • Food hygiene and exercise. • Healthy eating, cooking. • Wash dolls and babies to show importance of keeping clean. Practice cleaning own teeth. Have a large laminated set of teeth, spray on paint or food colouring and children brush it off using toothbrushes. • Put hands on slice of bread, put bread in sealed bag - watch what happens. • Animal and human life cycles - jigsaws, velcro charts, make own.

<ul style="list-style-type: none"> • Make play dough and squash it. • Feely bag with blind fold - use symbols to describe properties • Make a simple feely book with textures stuck in e.g. rough, smooth, bumpy - label with symbols. • Explore different materials - test properties. • Sorting pictures into groups. • Make a feely interactive display. • Investigations - testing properties • Cooking • Setting and melting- jelly, chocolate, cheese. Freezing water/making ice lollies. • Bending/twisting/ripping materials for collages. • Use kitchen clutter plus musical instruments to make music with to hear the sounds of different materials. • Make playdough as a group - discuss changes that happen when mixing and heating. Children to change the 	<ul style="list-style-type: none"> • Micro habitats • Go on a trip to visit a zoo or farm to find more living beings. • Visit the allotment to find different plants that are also all living. • Take photos of plants and non-living things at the allotment and sort into living and non-living when back in class. • Plant some seeds and look after them in class. 'We are keeping them alive!' • Get a butterfly kit and look after them until the hatch and release. • Visit the school fish! • Visit Melbicks garden centre to look at the fish there. • Simple version of MRS NERG - what makes thing living. 	<ul style="list-style-type: none"> • Discuss adaptations of animals and habitats • Micro habitats • Go on a trip to visit a zoo or farm to find more living beings. • Visit the allotment to find different plants that are also all living. • Take photos of plants and non-living things at the allotment and sort into living and non-living when back in class. • Plant some seeds and look after them in class. 'We are keeping them alive!' • Get a butterfly kit and look after them until the hatch and release. • Visit the school fish! • Visit Melbicks garden centre to look at the fish there. • Simple version of MRS NERG - what makes thing living. 	<ul style="list-style-type: none"> leaves, stem, flowers, dig up weeds - press, stick into books, label. • Collage plant with seeds, beans, lentils. • Plant cress seeds. • Plant veg/fruit in allotment - measure growth. • Beans in water - observe growth of shoots and roots. • Plant seeds/cress investigations of water/no water, light/put in dark.... • Children to cut up different fruits and look at the seeds. • Smell and taste plants. • Attention Autism: S1: Box of outside toys/activities - switch e.g pop up plant, tickling leaves, dancing flower, spinning toys etc. Anything to do plants/flowers that will grab the children's attention. S2: Stencil and sprinkling -with flour, powder paint, glitter, 	<ul style="list-style-type: none"> sealed bag - watch what happens. • Animal and human life cycles - jigsaws, velcro charts, make own. • What we need to grow - healthy foods. Sort foods. • Hygiene - symbol stories, charts - practical sessions on hand washing - glitter on hands investigation. • Order stages of human and animal life cycles. Children order pictures of themselves. • Have caterpillars in class to observe change into a butterfly. Photograph and sequence stages. • Stories: The Picky eater. 	<ul style="list-style-type: none"> • What we need to grow - healthy foods. Sort foods. • Hygiene - symbol stories, charts - practical sessions on hand washing - glitter on hands investigation. • Order stages of human and animal life cycles. Children order pictures of themselves. • Have caterpillars in class to observe change into a butterfly. Photograph and sequence stages. • Stories: The Picky eater.
---	--	---	---	---	---

<p>shape of play dough and clay by squashing, rolling, pulling, stretching etc.</p>	<ul style="list-style-type: none"> • Make dens in forest school. Watch videos of animals in habitat. • Create sensory worlds on tough spots with plastic or soft animals chain. • Attention Autism -- S1: Box of animals - switch toys e.g monkey, dog, pig, cow etc), blow up animals, inflatable body/animals, chattering teeth. Anything to do with the animals including humans that will grab the children's attention. S2: Stencil and sprinkling -with flour, powder paint, glitter etc OR squirting paint in stencil to reveal an animal/human/food etc Foam squirt - attach animal pictures to plant pots. Creating a habitat or scene using raw materials -soil, sand 	<ul style="list-style-type: none"> • Make dens in forest school. Watch videos of animals in habitat. • Create sensory worlds on tough spots with plastic or soft animals chain. • Attention Autism -- S1: Box of animals - switch toys e.g monkey, dog, pig, cow etc), blow up animals, inflatable body/animals, chattering teeth. Anything to do with the animals including humans that will grab the children's attention. S2: Stencil and sprinkling -with flour, powder paint, glitter etc OR squirting paint in stencil to reveal an animal/human/food etc Foam squirt - attach animal pictures to plant pots. Creating a habitat or scene using raw 	<p>soul, sand, leaves, twigs etc. Building structures using twigs, wooden blocks, mud castle, sand castles, pouring water using watering can etc. S3: pot a plant all together? Invite children to do their own, e.g. filling container with soil, seeds and water...repeat process until all the children have had a turn? Teacher to communicate and use specific language to what plants need to grow etc.</p>		
---	--	--	---	--	--

	<p>etc. Placing insect toys inside. S3: children to be given different communicate in print labels and label stage 2 appropriately. Role play (if appropriate - children could pretend to be the different stage of the habitat using masks/dress up.</p>	<p>materials -soil, sand etc. Placing insect toys inside. S3: children to be given different communicate in print labels and label stage 2 appropriately. Role play (if appropriate - children could pretend to be the different stage of the habitat using masks/dress up.</p>			
<p><u>Resources</u></p> <p>Different Materials Kitchen utensils Playdoh Musical instruments</p>	<p><u>Resources</u></p> <p>Toy animals Animal pictures Animals masks Life Cycle pictures Pictures of habitats</p>	<p><u>Resources</u></p> <p>Toy animals Animal pictures Animals masks Life Cycle pictures Pictures of habitats</p>	<p><u>Resources</u></p> <p>Plants Flowers Seeds Lentils Beans Gardening tools</p>	<p><u>Resources</u></p> <p>Human body model Human body pictures Skeleton Teeth Hygiene products Dolls</p>	<p><u>Resources</u></p> <p>Human body model Human body pictures Skeleton Teeth Hygiene products Dolls</p>

Year 2 - ICT

Autumn Term Topic: My School and Me/Splish, Splash, Splosh	Spring term Topic: Our Local Area /Young Gardeners	Summer Term Topic: Journeys/On Safari
<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> • Seek an adult to support them to turn on and operate equipment. • With support, they are able to use a keyboard or touch screen to select or move objects. 	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> • To be able to use a touch screen to select or move objects. 	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> • To be able to use keyboards/mouse and touch screens to select or move objects • Able to correct mistakes in simple algorithms. (They begin to use the word debug when they do this).
<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> • Use Purple Mash 2Code Fun with Fish to explore making different sea creatures move around the screen • https://www.bbc.co.uk/cbeebies/games Play the pirates game • Use Purple Mash MashCams to put your own face in a pirate character • https://www.thelearningapps.com/sea-creatures-for-kids/ Simple sea creatures game – click on the sea creature to hear its sound, click on the name to hear it spoken • Purple Mash – go to Home/Art/Pirates for lots of online colouring activities • Use J2e Branch for sorting activity e.g. which is an animal and which is a fish 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> • Using search engine to find local landmarks/iconic buildings. Learning to copy and paste into a ppt slide. • using a keyboard to type names of places into Google maps/Earth. Teach how to take screen shots or use sniper app. Use pictures to create an e-collage or photo-montage of our city. NB there are lots of interesting landmarks e.g. Birmingham Library, Selfridges building, Rotunda etc • Take an outing to a local area or city centre and take photos to use in a variety of ways. • Use painting/drawing programmes to create pictures of landmarks • Using iPads to explore in Google Maps or Google Earth facilitates moving maps with touch and using gestures e.g. pinch to zoom in 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> • https://www.happyclicks.net/ This site has lots of games which encourage children to use keyboards/mouse and touch screens to select or move objects. Includes mazes to travel/journey through • https://spaceplace.nasa.gov/menu/play/ You can travel around the solar system or explore different planets – good fun • Use bee bots to follow a map • Find directions using Google Maps e.g. from Birmingham to Glasgow. Type in destination and beginning location and press directions. Take a screen shot of the route. You can also make Google Maps ‘drive’ the journey for you by • https://www.bbc.co.uk/bitesize/collections/primary-games/1 Lots of travel/exploring games here • Re algorithms and debugging – (an algorithm is just a set of instructions) create a set of direction instructions to get from your classroom to e.g. the

		<p>playground – move forward 3 paces, turn right, move forward 20 paces etc. Write instructions down (could use symbols). To debug, jumble instructions up and then challenge students to put back in correct order</p> <ul style="list-style-type: none"> • Google Earth – use the Fly to your location button to journey from one location to another (NB in settings you can change the speed of the journey – I found it useful to slow it down. • Use J2e.com - Turtle to programme a journey e.g. space rocket flying to planets
<p><u>Resources</u></p> <ul style="list-style-type: none"> • Computers/iPads 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Computers/iPads • Digital cameras 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Computers/iPads • BeeBots

Year 2 - History

Autumn 2 Topic: Splish, Splash, Splosh	Spring 1 Topic: Our Local Area	Summer 1 Topic: Journeys
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> Recall the names of famous people studied – Blackbeard (Edward Teach), Ann Bonney, Mary Read and Guy Fawkes. Remember and order key events from the lives of significant people. To recall some ways that the everyday lives of people in the past were different from today. 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> Use and understand a growing range of time related vocabulary such as then, now, long ago, past. Ask and answer simple questions relating to photographs, people’s accounts, buildings etc. Comment on similarities and differences relating to their own surroundings and experiences. 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> Identify similarities and differences between past and present forms of transport. To sort, and to ask and answer questions about objects or pictures. Demonstrate an increasing awareness that the past was different and there has been change over time
<p><u>Teaching Ideas</u></p> <ul style="list-style-type: none"> Water based AA activities linked to the sea and pirates. Finding treasure in sand. Role playing pirates and the past with large wooden castle and figures from history cupboard. Finding out about real pirates; Were they real? What did they eat? How did they live? Jobs and parts of a ship. Make hard tack and modern-day biscuits and compare. Use pirate puppets and link with literacy texts. Paul Perro pirate poems about real pirates such as Blackbeard. (YouTube) Look at pictures and discuss. Plaited beard to look like snakes etc. Women pirates – Anne Bonney and Mary Read http://www.history-for-kids.com/famous-pirates.html 	<p><u>Teaching Ideas</u></p> <ul style="list-style-type: none"> How has our school changed? Changes to the playground, new equipment etc. Look at pictures on the system of school being rebuilt/developed. Walk around the school including the secondary department. How has it changed/improved? Barnaby Bear laminated books which show changes since the school was built. Children share their own memories from EYFS and Y1. Look at photos of them on the system or ROA. M children could interview an older child or staff member who could talk about the changes since we relocated. Look at changes to the allotments. If possible, look at early photos, 	<p><u>Teaching Ideas</u></p> <ul style="list-style-type: none"> Match pictures of modern-day transport to symbols. Watch Brum, Thomas the Tank Engine etc. Compare old and new episodes of Thomas the Tank Engine. What journeys to the children make? Buses into school, holidays etc. Go on a journey/trip as a class. Take photos and sequence key points, destination. Use boxes, dowel, card etc. to make models of transport. AA Rocket activities, tyre painting. Use instruments to make sound stories for different vehicles-train speeding up/slowing down, guard blowing whistle etc.

<ul style="list-style-type: none"> • Compare modern and old canal boats. Link to art-work, decorating canal barge jugs, painting canal boats etc. • Guy Fawkes and the Gunpowder Plot-Introduce through AA. Sensory story, show fire on IWB. • How do we mark and celebrate bonfire night? • Have pretend bonfire party in class. Close blinds, fire/fireworks on screen, colourful light up toys for fireworks, marshmallows etc. • AA linked to fire safety and putting out the fire. Dress up as fire fighters and use water spray to put out foam fire. • Pass bucket of water down a line in the playground or outdoor area to roleplay putting out a fire. • Sequence key events in the life of Guy Fawkes. Look at BBC Bitesize, Who Was Guy Fawkes. 	<ul style="list-style-type: none"> • Walk around the local area, looking at houses, amenities etc. Look at old photographs of Erdington (lots come up with a Google search.) • Try to take a photo of now and compare with an old photo. Spot the difference. • Visit Church Café or old people’s home and talk to people about how the area has changed. • Look at Stockland Green Cinema, Bingo Hall etc. through the ages. Changes in transport etc. • Compare old and new houses/buildings. Look at features such as chimneys, solar panels etc. Telephone boxes-Who uses them now? 	<ul style="list-style-type: none"> • Play with new remote-control cars and old wooden, metal cars. Wooden trains and battery-operated trains. • How have journeys changed through time? Automobiles/cars, trains, space travel, flying. • Place different vehicles on a timeline or in sequence. Look at changes. • Look at pictures of the Penny Farthing, horses and carts. • BBC Bitesize clips about early attempts to fly. • Look at space travel, Neil Armstrong. BBC Bitesize, clips and information. • Visit Coventry Transport Museum, Kingsbury Waterpark Minatare Railway. Go on a train ride. Chase Water Steam Engine.
<p><u>Resources</u></p> <p>Large wooden castle and figures. Books about Guy Fawkes. Puppets and stories about pirates.</p>	<p><u>Resources</u></p> <p>Photographs of the school since 2016 and changes in the allotments. Photographs of Erdington and Stockland Green in the past and now.</p>	<p><u>Resources</u></p> <p>Old metal cars from the history cupboard and new plastic and remote-control cars. Wooden and battery-operated train sets. Pictures of past and present transport.</p>

Year 2 - Geography

Autumn 1 Topic: My School and Me	Spring 2 Topic: Young gardeners	Summer 2 Topic: On Safari
<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> Name and describe features within their school environment. Explore their environment using photographs and maps. 	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> Describe and sort physical and manmade features Identify places that are physical or manmade 	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> Gain an understanding of the climate, culture, food and music in Africa Identify African animals
<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Find certain parts of the school (match symbols/labels) Make simple maps of the school (add photographs) Treasure hunt around school Play hot and cold game (focus on geographical knowledge) Hunt the staff member School dinner tasting session Mini model making of school/classroom Make a leaflet for the Pines school Contrast school to home (symbols/ pictures) Work with partner give directions to places in school Orienteering in playground, outdoor area and forest school Espresso – KS1 – Geography – around our school Make own signs and signposts for school areas AA: Create a basic map of areas of the school in a tray with sensory items i.e. shaving foam 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Garden centre role play Visit a garden centre Visit the allotment/ forest school, use gardening equipment Visit to the botanical gardens Country walk/ park visit Visit a farm Design how outdoor classroom space could be improved (natural plants, etc) Planting flowers, plants, vegetables Labelling man made/ physical places Messy play in soil, water Discover what farm animals eat Flower/leaf hunt Make a model of a farm Look at pictures of town and countryside (colour features) Collect samples of natural materials and make a collage 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Visit Akamba garden centre Visit safari park Explore African artefacts box Watch wildlife programmes Match patterns to animals Look at foods grown in Africa Food tasting Go an animal hunt Find countries on the globe Look at clothes worn and houses Make safari display, using textures E.g sand, grass, use paint techniques to create African animals Make African foods using typical ingredients E.g tropical fruits, cassava chips... Make African masks, shields African dance sessions Make flag and map

<ul style="list-style-type: none"> • Comparing how different parts of the school are • Match object / symbol / pic / name to place • Make a story about a day in school using photo's 	<ul style="list-style-type: none"> • Artwork based on plants, leaves, flowers • Espresso KS1 geography harvest and food – section on a farmer's day • AA: create a farm on large paper, soil, grass, straw, toy animals • AA: sensory tray to experience different environments • Creating a simple map of a walk, labelling key natural and manmade features • AA: stage 2 edible farm and place the animals within, potting a plant/flower, soil/seed sprinkling • Make a beach using sand, shaving foam, food colouring • Volcano eruption experiment • Create a waterfall – pouring water down the pipes 	<ul style="list-style-type: none"> • AA stage 1: items in box related to Africa. AA stage 2: create pictures with sensory materials of African animals. • Listen to African music • Comparing the daily life of a child in both countries • AA Stage 2: creating safari animals this could be using paint, powder paint, flour sprinkling, collage
<p><u>Resources</u></p> <ul style="list-style-type: none"> • Beebots • Compasses • Espresso 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Resources for planting – seeds, soil, tools 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • African artefacts • Cooking resources

Year 2 - DT

Autumn 2 Topic: Splish, Splash, Splosh	Spring 1 Topic: Our Local Area	Summer 1 Topic: Journeys
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> Understand where food comes from. Use the basic principles of a healthy and varied diet to prepare dishes.
<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Make a pirate costume, sash, shirt, hat Repurpose old clothes Interactive session – water and pirate toys EYFS resources Explore animal toys Investigate different types of boats Investigate and make different types of boats / floating structures – construction kits, reclaimed materials, construction materials Make a pirate’s hat Test waterproof fabrics to design raincoat Design and make a simple pirate ship Cardboard box fish tanks Split pin animals Attention Autism Stage 2 – flour stencil pirate ship Attention Autism Stage 3 Looking for gold Attention Autism Stage 4 Make their own treasure chest or map Letter from pirates asking pupils to look for best material to use to build a new boat, egg boxes, paper, wood. Link to science – materials that float or sink. 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Explore local play areas, swings, roundabouts etc. How do they work, make models with construction kits Research bridges in our local area, design and make bridges Study different types of buildings – walk, minibus journey around the local area. Construct different types of buildings. Create more stable structures. Design what they would like in a local area, make 3D plan using Lego, small world characters/buildings. Design a playground – small world equipment. Design a garden on paper or computer program Explore where food comes from and how it is grown, link to allotment and local shops. Use healthy allotment food to create meals. Make dishes from Birmingham and surrounding area, include our wide range of cultures and the countries families come from. Visit local supermarket to explore healthy food and food which we shouldn’t eat too much of. Survey different shops in the area and what they sell. Look at menus 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Research bridges around the world, design and make bridges Make different foods from different parts of the world Build a shelter for journey stops – make the structure strong and stable Look at real modes of transport, models and toys. Make models of transport with moving wheels. Use construction kits, reclaimed materials and construction materials e.g. card, corriflute, wooden dowel axles Make a shelter Design and make a Campervan 3D maps including structures such as bridges, buildings, rivers etc. Building boats, aeroplanes, cars using a range of 3D form – plasticine, clay, salt dough. Make vehicles, children choose which one. Look at the journey of our food, where it starts and how it gets to us. Cooking foods from a journey you would like to go on or somewhere you would like to go

<ul style="list-style-type: none"> • Make shark with a mechanism that opens and shuts its mouth • Look at fishing and how we get fish from the sea. Make a pulley to lift the fish net out of the sea. Make a simple fishing game with magnets • Make a moving ship picture with a lever • Make a split pin pirate with moving parts. 	<ul style="list-style-type: none"> • Visit local farm, farm shop. Different places we can get food from. • Visit allotment, plant seeds, pick carrots, tomatoes etc. • Make a street scene using a tough spot. Children to make roads, buildings, trees etc and place toy cars and miniature people etc. • Explore the school and make a model of the school and local buildings – Mechanisms - Opening doors and windows. Investigate materials houses are made from • Make a large map • Make local area t-shirts 	
<p><u>Resources</u></p> <ul style="list-style-type: none"> • Assorted boats • Materials to make boats from i.g. reclaimed materials, tin foil, washing up sponges, balsa wood • Fabric and old clothes 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Construction kits • Corriflute • Boxes – DT stock cupboard 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Cooking resources • Toy / model vehicles • Perspex, Corriflute • Wheels and wooden dowel

Year 2 - Art

Autumn 1 Topic: My School and Me	Spring 2 Topic: Young Gardeners	Summer 2 Topic: On Safari
<p><u>Key Knowledge</u></p> <p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practice and share their learning and skills with others, receive and offer feedback to improve.</p> <p><u>Exploring and Developing Ideas</u></p> <p>Children will work towards:</p> <ul style="list-style-type: none"> • Responding positively to ideas and starting points; • Exploring ideas and collecting information; • Describing differences and similarities and make links to their own work; • Trying different materials and methods to improve; • Attempting to say/sign key vocabulary to demonstrate knowledge and understanding in this strand where appropriate and at the teacher’s discretion: work, work of art, idea, starting point, observe, focus, design, improve. <p><u>Drawing</u></p> <p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p>	<p><u>Key Knowledge</u></p> <p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practice and share their learning and skills with others, receive and offer feedback to improve.</p> <p><u>Exploring and Developing Ideas</u></p> <p>Children will work towards:</p> <ul style="list-style-type: none"> • Responding positively to ideas and starting points; • Exploring ideas and collecting information; • Describing differences and similarities and make links to their own work; • Trying different materials and methods to improve; • Attempting to say/sign key vocabulary to demonstrate knowledge and understanding in this strand where appropriate and at the teacher’s discretion: work, work of art, idea, starting point, observe, focus, design, improve. <p><u>Work of Other Artists</u></p> <p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists –through the use of techniques and replication at an appropriate level to the child throughout KS1.</p>	<p><u>Key Knowledge</u></p> <p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practice and share their learning and skills with others, receive and offer feedback to improve.</p> <p><u>Exploring and Developing Ideas</u></p> <p>Children will work towards:</p> <ul style="list-style-type: none"> • Responding positively to ideas and starting points; • Exploring ideas and collecting information; • Describing differences and similarities and make links to their own work; • Trying different materials and methods to improve; • Attempting to say/sign key vocabulary to demonstrate knowledge and understanding in this strand where appropriate and at the teacher’s discretion: work, work of art, idea, starting point, observe, focus, design, improve. <p><u>Textiles/Collage</u></p> <p>Children have the opportunity to look at and practice a variety of techniques at an appropriate level. They explore a range of textiles with the support of adults they are working with.</p> <p>Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p>

	<p>Painting</p> <p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p>	
<p>Teaching Ideas</p> <ul style="list-style-type: none"> • Step by Step drawing • Explore a range of drawing and writing equipment such as pencils, pens, paintbrushes, paint sticks, chubby wax crayons etc • Fine motor activities. 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> • Paint pictures of houses, buildings, school, trees, animals at an appropriate level. • Paint using a variety of tools – paintbrushes, leaves, twigs, sticks etc – bring the outside in. • Educational visits – allotment, local park etc (can take a small tray of paint equipment?) 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> • Make a small boat using paper and test it on water. • Make a larger boat out of cardboard boxes and sit pupils in for role plays as sailors/pirates etc • Looking at different modes of transportation Design own car (make out of cardboard/ cereal box.
<p>Resources</p> <p>Pencils - Different Gradients Crayons Pencil Crayons Felt Tips Drawing Boards</p>	<p>Resources</p> <p>Paints – acrylic, ready mixed, water paints etc. Paint trays Paint Brushes – thin, thick etc.</p>	<p>Resources</p> <p>Children’s needles Wool Textiles etc.</p>

Year 2 - Music

Year 2 - Music	Year 2 - Music	Year 2 - Music
<p>Autumn 1 Topic: My School and Me/Splish,splash,splosh</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Beginning to explore the inter-related dimensions of music* <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> PULSE: the steady beat of a piece of a piece of music PITCH: the melody and the way the notes change from low to high and vice versa RHYTHM: or duration is the pattern of long and short sounds in a piece of music DYNAMICS: Loud and soft TEMPO: Fast and slow TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) TEXTURE: Layers of sound (number of instruments or voices playing together) STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse. 	<p>Spring 2 Topic: Young Gardeners/Our local area</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Using our voices to make music <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> PULSE: the steady beat of a piece of a piece of music PITCH: the melody and the way the notes change from low to high and vice versa RHYTHM: or duration is the pattern of long and short sounds in a piece of music DYNAMICS: Loud and soft TEMPO: Fast and slow TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) TEXTURE: Layers of sound (number of instruments or voices playing together) STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse. 	<p>Summer 2 Topic: On Safari/Journeys</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> Continuing to explore musical instruments <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> PULSE: the steady beat of a piece of a piece of music PITCH: the melody and the way the notes change from low to high and vice versa RHYTHM: or duration is the pattern of long and short sounds in a piece of music DYNAMICS: Loud and soft TEMPO: Fast and slow TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) TEXTURE: Layers of sound (number of instruments or voices playing together) STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.
<p>Teaching Ideas</p> <ul style="list-style-type: none"> Yolanda’s Join the Jam: Something ‘bout That Noise! Busythings ‘High and Low’ Body Percussion or with musical instruments <ul style="list-style-type: none"> Keeping a steady beat Playing faster/slower Playing louder/quieter 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> Yolanda’s Join the Jam: Something About My Voice! Singing along with familiar songs and nursery rhymes What other sounds can we make with our voices? Humming, whispering, whistling, talking, shouting, etc 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> Yolanda’s Join the Jam: Make Some Noise! Exploring Musical Instruments Looking, touching Beginning to use instruments appropriately to make sound Beginning to name musical instruments

<ul style="list-style-type: none"> - Exploring long/short sounds - Exploring high/low sounds • Listen to different music or sounds <ul style="list-style-type: none"> - Is it fast/slow, loud/quiet, etc 		<ul style="list-style-type: none"> • Sorting musical instruments (by shape, material, how they are played, etc) • 'I am the Music Man' • Attention Autism 'What's in the Box?' – Adult plays the instrument under the box lid for pupils to guess what it is • Playing musical instruments • Keeping a beat • Copying a pattern • Twinkl Tunes: Virtual Piano (Twinkl) • Using musical instruments to make a 'Safari' • Allocate an instrument to each animal i.e. drum for elephants, maracas for monkeys, etc • Playing faster if the animals are running, louder if the animals are coming closer • PurpleMash '2Explore' • Busythings 'Bobble Beat' 'Singing Squares' or 'Bouncing Beat'
<p>Resources</p> <ul style="list-style-type: none"> • Yolanda's Join the Jam: Something 'bout That Noise! Resource Pack (Twinkl) • KS1 Percussion Box (Music Cupboard) <p>Wooden Claves, Bells, Drums, etc (Music Cupboard)</p>	<p>Resources</p> <ul style="list-style-type: none"> • Yolanda's Join the Jam: Something About My Voice! Resource Pack (Twinkl) 	<p>Resources</p> <ul style="list-style-type: none"> • Yolanda's Join the Jam: Make Some Noise! Resource Pack (Twinkl) • KS1 Percussion Box (Music Cupboard) • Wooden Claves, Bells, Drums, etc (Music Cupboard) • Musical Instruments Flashcards (Twinkl)