

Year 2 IPC Curriculum Overview 2022-23

Milepost 1

Year 2	 New	 Updated		 New	 Updated 2015	 Updated 2015
	History - People of the past (5-6 weeks)	Science - Earth - our home (4-5 weeks)	Seeing the light (7 weeks)	Science - water world (2-3 weeks)	Hooray - Let's go on holiday (8 weeks)	Hooray - Let's go on holiday (8 weeks)
Science Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Gather and record data to help in answering questions Identify and classify Use their observations and ideas to suggest	Animals Including Humans (offspring, growth, life cycles) Notice that animals, including humans, have offspring which grow into adults. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. Observing, through video or first-hand observation and measurement, how different animals, including humans, grow.	Living Things and their Habitats 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.	Plants (germination, reproduction, growth) Observe and describe how seeds and bulbs grow into mature plants. Use the local environment to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants Use of Everyday Materials 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.	Living Things and Their Habitats 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.	Plants (what plants need to grow) Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy. Animals Including Humans (keeping healthy, basic needs) 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.	

answers to questions

We have opportunities to share our understanding, our ideas and our opinions. We can discuss 'What if..?' and 'Why not..?'.

We ask questions and we use our scientific skills to find out the answers for ourselves.

We carry out practical investigations, choosing suitable scientific equipment and using it correctly.

We cover a range of scientific skills throughout the year, building on

<p>them each time and self-assessing our progress.</p> <p>We link our Science learning to the real world - we make connections with what we have learnt before and with our own experiences of the world around us.</p>					
<p>Geography</p>			<p>1.02 Know about similarities and differences between different localities</p> <p>1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context</p> <p>1.06 Know that people can harm or improve the environment</p> <p>1.07 Be able to use geographical terms</p> <p>1.09 Be able to describe the geographical features of the school site and other familiar places</p> <p>1.10 Be able to make maps and plans of real and imaginary places, using pictures and symbols</p> <p>1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country</p> <p>1.12 Be able to use secondary sources to obtain simple geographical information</p> <p>1.13 Be able to express views on the attractive and unattractive features of an environment</p>	<p>1.01 Know about the main physical and human features of particular localities</p> <p>1.02 Know about similarities and differences between different localities</p> <p>1.04 Know about the weather and climatic conditions in particular localities and how they affect the</p>	<p>1.01 Know about the main physical and human features of particular localities</p> <p>1.02 Know about similarities and differences between different localities</p> <p>1.03 Know about how land and buildings are used in particular localities</p> <p>1.04 Know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there</p> <p>1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context</p> <p>1.06 Know that people can harm or improve the environment</p> <p>1.07 Be able to use geographical terms</p> <p>1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country</p> <p>1.12 Be able to use secondary sources to obtain simple geographical information</p> <p>1.13 Be able to express views on the attractive and unattractive features of an environment</p> <p>1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways</p>

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History	<p>1.01 Know stories about a range of people who have lived in a variety of cultures in the past</p> <p>1.02 Know about a range of events that have happened in the past</p> <p>1.03 Be able to ask and answer questions about the past</p> <p>1.04 Be able to use key words and phrases relating to the passing of time</p> <p>1.05 Be able to order events and objects into a sequence</p> <p>1.06 Be able to identify differences between their own lives and those of people who have lived in the past</p> <p>1.07 Be able to find out about aspects of the past from a range of sources of information</p> <p>1.08 Be able to communicate their historical knowledge and understanding in a variety of ways</p> <p>1.09 Understand that events and people's actions have causes and effects</p>			<p>1.01 Know stories about a range of people who have lived in a variety of cultures in the past</p> <p>1.02 Know about a range of events that have happened in the past</p> <p>1.03 Be able to ask and answer questions about the past</p> <p>1.04 Be able to use key words and phrases relating to the passing of time</p> <p>1.05 Be able to order events and objects into a sequence</p> <p>1.06 Be able to identify differences between their own lives and those of people who have lived in the past</p> <p>1.07 Be able to find out about aspects of the past from a range of sources of information</p> <p>1.08 Be able to communicate their historical knowledge and understanding in a variety of ways</p> <p>1.10 Understand that the past is represented in a variety of ways</p>	

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Art	<p>select and choose appropriate materials to develop an idea. Black History month display.</p> <p>Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. Black History display inspired by an artist.</p> <p>Explain why a painting, piece of artwork, body of work or artist is important. Black History month display.</p> <p>Represent the human form, including face and features, from observation, imagination or memory. Autumn term self portraits of Frida Khalo.</p> <p>Draw or paint features of landscape from memory, imagination or observation, with some attention to detail. Making rubbing of different structures in our local environment.</p>		<p>Create a range of textures using the properties of different types of paper. Spring 1, water world collage of water animals.</p> <p>Use the properties of various materials, such as clay or polystyrene, to develop a block print. IPC topic Seeing the Light, creating a light force.</p> <p>Draw, paint and sculpt natural forms from observation, imagination and memory. Observational drawings of sources of light.</p>		<p>Press objects into a malleable material to make textures, patterns and imprints. R.E religious artefacts.</p>	
DT						(D.T.) for summer fete!
Enterprise			Community Cafe: The children set up a small café or food stand to promote healthy eating.			Doing Good: Students to create a piece of writing to save the whale.
	Enterprise skills:		Enterprise skills:			Enterprise skills:
	Civic Participation:		Entrepreneurship:			International:
Bilingual social curriculum (click on link for detailed plans)	Talking about your family	Weather and seasons	Colours	Parts of the body	Eating out	Hobbies
RE Autumn 1: Whole School: Creation Story and Harvest	<p>What does 'belonging' mean? To describe the meaning of belong and consider the different communities people belong to</p> <p>Islam Creation Story Harvest: UK vs France</p>	<p>What festivals do people celebrate? To explain the nature and purpose of festivals and celebrations</p> <p>Christmas: Nativity Advent: Gift-bringers: why is</p>	<p>How do people worship? To describe different ways in which people worship</p> <p>Religious Symbol: Islam Galette des Roi WALT</p>	<p>What is a promise? To describe what a promise is and what types of promises religious people make</p> <p>Easter Story: Palm Sunday: why were people so excited to</p>	<p>What relationships are important and how do we look after others? To describe how we show care and concern for others and to think about who helps us</p>	<p>How do we change and grow? To describe different ways in which the world and the people in it change</p> <p>Islam - Weddings and Naming Ceremonies</p>

<p>Autumn 2: Whole School: Advent + Christmas + Christmas Around the world:</p> <p>Spring 1: Whole School: Galette des Roi + Religious Symbols</p> <p>Spring 2: Whole School: Easter + Easter Around the world</p> <p>Summer 1: Whole School: Places of Worship + Ramadan</p> <p>Summer 2: Whole School: Celebrations</p>	<p>Langar: Ask pupils to collect a list of any foods the other pupils cannot eat. Explain the origins of the Sikh langar meal and explain that Guru Nanak invited everyone, including women and the poor, and that everyone sits together to show equality. Share a feast with the class and ask pupils to identify the ways in which langar shows that everyone belongs.</p>	<p>the Christmas story ‘good news’ for Christians? Christmas Around the world: North America Describe different ways in which Christmas is celebrated in North America and to begin to identify which aspects of the holiday are religious and non-religious. Explain why some people do not celebrate Christmas.</p> <p>Diwali: Pupils learn about the story of Diwali and consider the meaning, including the notion of defending people you love, fighting against evil and the use of light as a symbol. Ask pupils to write the story</p>	<p>Salah: Pupils learn that Muslims use 99 names to describe Allah and about the life of Muhammad and his belief in one God. Pupils learn that Muslims often represent their beliefs using geometrical patterns to avoid drawing God and pupils could study symmetry in nature, believed to have been created by God. Pupils watch a video showing the different stages of Muslim prayer and think about why it is important to be clean beforehand, to be quiet and to say thank you as well as sorry</p>	<p>welcome Jesus? Shrove Tuesday Picture Easter Around the world: France Describe different ways in which Easter is celebrated in France and to begin to identify which aspects of the holiday are religious and non-religious. Explain why some people do not celebrate Easter.</p> <p>Judas: How did Judas betray Jesus. Is this keeping promises? How did Jesus keep his promises to the people?</p>	<p>Places of Worship: pupils to go to a mosque with pictures of things to look for so they can identify the items used in worship and in festivals. What is the ummah? To describe the meaning of ummah and how Muslims work to help others in the world today</p> <ul style="list-style-type: none"> • Charity: Pupils learn about zakat in Islam and calculate how much would be given away, depending on different earnings. They should think about why charity is important and who they would give their money to. 	<p>Life and death: Pupils find out about how Muslims celebrate the beginning of life and the end of life. They look at symbols in both events, such as the use of honey to represent a sweet life and the burying of bodies. They are taught about some Muslim ideas about the kind of place Heaven might be and asked if they think something happens to us after death.</p>
<p>Music</p>	<p style="text-align: center;"><u>Singing and Percussion</u></p> <p>Children will be introduced to percussion. They will learn about proper technique and their places in the instrument family. They will learn about musical notation and about how to read music. They will explore music making in ensembles and individually. They will learn a winter-themed song which will be shared in an end of term concert.</p>	<p style="text-align: center;"><u>Recorder</u></p> <p>The children will learn recorder. They will learn how to hold and play with precision and the correct technique. They will learn about more detailed aspects of music notation and will continue to develop their individual and ensemble playing abilities.</p>	<p style="text-align: center;"><u>Glockenspiels</u></p> <p>The children will learn how to play the glockenspiel. They will learn how to hold the beaters and to play with correct technique. They will develop their note reading abilities from the previous term and will be able to play melodies individually and in small groups.</p>			

PSCHE (SEAL) Jigsaw	New Beginnings Being me in the wider world	Getting on and falling out Celebrating differences	Going for goals Dreams and Goals	It's Good to be Me Healthy Me	Relationships Relationships	Changes Changing Me
British Values	Mutual respect and tolerance		Individual Liberty		Democracy	Rule of law
Diversity	Frida Kahlo Mary Seacole links to History unit of work- people in the past		Dorothy Vaughan , Katherine Johnson , Mary Jackson , Dr Christine Darden (link to Science) studied women who helped build NASA		Rosa Parks Discuss racism	
International links	(Bilingual) Ecole Jean Jaures, Verneuil sur Seine (Enterprise) Harrow International School Shanghai		(Bilingual) Ecole Jean Jaures, Verneuil sur Seine (Enterprise) Harrow International School Shanghai		(Bilingual) Ecole Jean Jaures, Verneuil sur Seine (Enterprise) Harrow International School Shanghai	