

Netherton Moss Primary School Curriculum - Autumn Term Year 2

Our School Curriculum is underpinned by these key drivers:

Communication Community Resilience Creativity Adventure Health

Learner Profile - Our curriculum is intended to develop learners who are:

*Inquirers Open-minded Thinkers Caring Knowledgeable
Principled Balanced Communicators Reflective Risk-takers*

Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

	Autumn 1	Autumn 2
English	Link to Year 2 English Curriculum Continuum	
	https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/46353c2b0d974ddcbe37e9f910019ded/year-2-english-curriculum-continuum.docx	
Maths	Link to Year 2 Maths Curriculum Overview	
	https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/626a865d8a4241479e506aa7a6b26ef9/maths-curriculum-overview-year-2.docx	
Science	Living things and their habitats.	
	<ul style="list-style-type: none"> I can find a range of items outside that are living, dead and never lived I can name a range of animals and plants that live in a habitat and micro-habitats that they have studied I can talk about how the features of these animals and plants make them suitable to the habitat I can talk about what the animals eat in a habitat and how the plants provide shelter for them I can construct a food chain that starts with a plant and has the arrows pointing in the correct direction 	
	Working Scientifically	
	<ul style="list-style-type: none"> I can sort objects by observable features into living, dead and never lived. I can give key features that mean the animal or plant is suited to its habitat. Using a food chain I can explain what animals eat I can compare and contrast living things in order to explain why an animal or plant is suited to a habitat. 	
Computing	Online Safety & Key Skills	
	<ul style="list-style-type: none"> I know that a digital footprint contains information about a person. I can use a website to search for information I can begin to identify possible dangers online I know when to ask an adult for advice about accessing a website I know how to safely search for information online I can login to the computer and select an application. I can logout and save my work appropriately. 	
Art	Word Processing	
	<ul style="list-style-type: none"> I can type with two hands I can use shift, space and enter correctly. I can use undo and redo I can use text effects such as bold, italic and underline. 	
DT	Nature Sculptures	
	<ul style="list-style-type: none"> I can construct a nature sculpture, exploring a range of media. I can list natural materials that are easily found in the local environment E.g. Recyclable materials. I am able to describe the work of Andy Goldsworthy. I can understand how to work safely. 	
DT	Healthy eating	
	<ul style="list-style-type: none"> I can understand the need for a variety of foods in a diet. I can Cut, peel, grate, chop a range of ingredients. I can work safely and hygienically. I can propose more than one idea for their product. I can select and name the tools needed to work the materials. 	

Music	Charanga (hands, Heart, Feet)	Christmas Performance
	<ul style="list-style-type: none"> I can follow a melody accurately when singing. I can make connections between notations and musical sounds I can improve my own work when repeating patterns/ ideas when listening to music. 	<ul style="list-style-type: none"> I can perform with others songs/ simple rhythmic patterns on an instrument. I can create music from different starting points. I can follow instructions about performing (when to play and sing)
History	Significant events and people - Great Fire of London & Samuel Peeps	
	<ul style="list-style-type: none"> I can find out some of the ways in which London has changed. I can find out some of the ways in which how we live now is different and similar to how people lived in 1666. I can make links between life at the time of the Great Fire and the Gunpowder Plot I can find out about how the Great Fire started and spread across London. I can understand how we know about the Great Fire of London. I can find out about Samuel Peeps and his diary and understand what this tells us about London and the Great Fire 	
Geography		United Kingdom Study
		<ul style="list-style-type: none"> I can name the four countries of the UK, capital cities and surrounding seas. I can use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks. Describe human and physical features of the capital city London. I can use world maps and globes to begin to locate some continents and countries.
PE 1	Gymnastics- Animals	Dance (Great fire of London)
	<ul style="list-style-type: none"> I can lift and carry equipment safely, following adult instructions. I can understand why we need to warm up and cool down our bodies. I can move in a variety of ways (bounce, jump, fast and slow) making wide and thin shapes. I can link 2 movements together. 	<ul style="list-style-type: none"> I can work alongside a partner and follow their movements. I can use expressions, gestures or movements with support. I can follow a simple dance motif, move freely to the music and march. I can use my body to make sounds. I can understand why we need to warm up and cool down our bodies.
PE 2	Throwing and catching	
	<ul style="list-style-type: none"> I can roll a ball and pick it up as it slows down. I can use a simple underarm throw, into space and catch with two hands. I can understand why we need to warm up and cool down our bodies. I can run or walk forwards, backwards and balance. 	
RE	Believing Christianity/ Old Testament Stories	Believing Christianity/ New Testament Stories
	<ul style="list-style-type: none"> I can retell religious stories in relation to matters of right and wrong I can recognise my own value and those of others 	<ul style="list-style-type: none"> I can retell religious stories I can recognise that some questions cause people to wonder and are difficult to answer
PSHE	Relationships & School Expectations	Health and well being
	<ul style="list-style-type: none"> I can develop a variety of healthy relationships within a range of contexts. I can recognise and manage emotions within relationships. I can recognise risky or negative relationships including all forms of bullying and abuse. 	<ul style="list-style-type: none"> I know what is meant by a healthy lifestyle. I know how to maintain physical, mental and emotional health and wellbeing. I understand ways to keep physically and emotionally safe.

Netherton Moss Primary School Curriculum - Spring Term Year 2

Our School Curriculum is underpinned by these key drivers:

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Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

	Spring 1	Spring 2
English	Link to Year 2 English Curriculum Continuum	
	https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/46353c2b0d974ddcbe37e9f910019ded/year-2-english-curriculum-continuum.docx	
Maths	Link to Year 2 Maths Curriculum Overview	
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Science	Uses of Everyday Materials	
	<ul style="list-style-type: none"> I can name an object, say what material it is made from, identify its properties and make a link between the properties and a particular use I can label a picture or diagram of an object made from different materials For a given object can identify what properties a suitable material needs to have. Whilst changing the shape of an object I can describe the action used I can use the words flexible and/or stretchy to describe materials that can be changed in shape and stiff and/or rigid for those that cannot I can recognise that a material may come in different forms which have different properties 	
	Working Scientifically	
	<ul style="list-style-type: none"> I can sort materials using a range of observable properties I can explain using the key properties and scientific language, why a material is suitable or not suitable for a purpose I can begin to choose an appropriate method for testing a material for a particular property I can use their test evidence to select appropriate material for a purpose e.g. Which material is the best for a rain hat? 	
	Observe Plants and Animals in the local environment throughout the year	
	Working Scientifically <ul style="list-style-type: none"> I can nurture seeds and bulbs into mature plants identifying the different requirements of different plants I can use simple scientific language to talk about what I have noticed. I can observe closely and communicate with increasing accuracy the changes in things in the real world. 	
Computing	Computer Art	
	<ul style="list-style-type: none"> I can access a program for a specific purpose and achieve a set task. I can alter the formatting of a tool to adjust the colour or size I can recreate a piece of art using a computer program I can manipulate shapes and objects to recreate an art style. I can complete the above with some independence. 	
Art	Chinese Dragons & Lanterns: to use a range of materials creatively to design and make products	
	<ul style="list-style-type: none"> I can fold, crumple, tear and overlap papers. I can work on different scales. I can sort and group materials for different purposes e.g. colour texture. I can collect, sort, name match colours appropriate for an image. 	
DT	Sewing – Making Minibeast Toys	
	<ul style="list-style-type: none"> I can cut out shapes which have been created by drawing round a template onto the fabric. I can join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. I can decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. I can colour fabrics using a range of techniques e.g. fabric paints, printing, painting. I can use kits/reclaimed materials to develop more than one idea. 	
Music	Playing Tuned and Untuned Percussion	
	<ul style="list-style-type: none"> I can play tuned and untuned instruments. I can rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). I can experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. I can copy simple patterns of sound of long and short duration. I can recognise the difference between steady beat and no beat. I can recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds. 	

History	Significant events and people - Nurturing Nurses – Mary Seacole and Edith Cavell	
	<ul style="list-style-type: none"> I can explain what makes a person significant. I can recall and explain facts Florence Nightingale improved nursing. I can explain how Mary Seacole improved nursing. I can explain who Edith Cavell was and how she improved nursing. I can make comparisons between the life and achievements of Florence Nightingale and Mary Seacole. 	
Geography	Name and Locate continents and seas of the world	
	<ul style="list-style-type: none"> I can name and locate the world's seven continents and five oceans. I can use a range of maps and globes (including picture maps) at different scales. I can recognise simple features on maps e.g. buildings, roads and fields. I know that symbols mean something on maps. I know which direction is North on an OS map 	
PE	Gymnastics - Under the sea	Circuit Training
	<ul style="list-style-type: none"> I can copy balances on a range of body parts; I can say what is good about a partner's performance; I can match the actions of their partner and copy I can perform a routine including a piece of apparatus; I can demonstrate at least one type of roll correctly; I can jump off apparatus with support and land safely; I can show some control when performing simple balances, jumps and rolls. 	<ul style="list-style-type: none"> I can the direction of my movements; I can identify an activity i am good at; I can answer some questions about how they feel after exercise; I can perform an underarm throw towards a target; I can identify similarities between their own performance and that of someone else; I can combine skills within an activity which has been slightly modified; I can tell mt partner what they are doing well in their performance
RE	Jewish Symbols and Belonging	Jewish Symbols and Belonging
	<ul style="list-style-type: none"> I can answer the question: What do you belong to? (clubs, family etc) I can recap how does a Jewish person show that they belong (knowledge from Y1) I know the importance of Jewish Family Life and Shabbat I can recap of what symbols are and introduce Jewish symbols of (menorah, mezuzah, shofar, Seder plate). I know there is special clothing (tallit, kippah) I can recap Hanukkah story (from FS) looking at the Hanukkah. 	<ul style="list-style-type: none"> I understand that the synagogue is a place of worship. I have had the opportunity to visit to the synagogue. I can discuss my visit to synagogue I know how a Jewish person shows that they belong? I can retell the Easter story creatively (building on previous symbols) I know the symbols linked to Easter (comparison of Christianity and Judaism).
	<ul style="list-style-type: none"> I can use religious words and phrases to identify some features of religion and its importance for some people. I can suggest meanings for religious actions and symbols. 	<ul style="list-style-type: none"> I can use religious words and phrases to identify some features of religion and its importance for some people. I have begun to show an awareness of similarities in religions
PSHE	Living in the wider world	
	<ul style="list-style-type: none"> I can develop the skills necessary to contribute to the life of the classroom. I understand how group and class rules help us I know about the groups and communities I belong to and the responsibilities they have for others. I know what improves and harms their local, natural and built environments. I know about what money can be used for. 	

Netherton Moss Primary School Curriculum - Summer Term Year 2

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Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

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English	Link to Year 2 English Curriculum Continuum	
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Maths	Link to Year 2 Maths Curriculum Overview	
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Science	Growing Plants	Animals including Humans
	<ul style="list-style-type: none"> I can observe and describe how plants that they have grown from seeds and bulbs have developed over time I can identify plants that grew well in different conditions 	<ul style="list-style-type: none"> I can describe how animals including humans have offspring which grow into adults, using the appropriate names for the stages I can state the basic needs of animals, including humans, for survival. I can state the importance for humans of exercise, eating the right amounts of different types of food and hygiene. I can name foods in each section of the Eatwell guide
	Working Scientifically	Working Scientifically
	<ul style="list-style-type: none"> I can spot similarities and difference between bulbs and seeds and describe them using simple scientific language. I can nurture seeds and bulbs into mature plants identifying the different requirements of different plants and recording what I notice 	<ul style="list-style-type: none"> I can describe, including using diagrams, or acting out the life cycle of some animals, including humans, and their growth to adults e.g. by creating a life cycle book for a younger child I can take simple measures/observe how animals, including humans, grow. Show what they know about looking after a baby/animal by creating a parenting/pet owners' guide. I can explain how development and health might be affected by differing conditions and needs being met/not met.
Computing	Observe Plants and Animals in the local environment throughout the year	
	<ul style="list-style-type: none"> I can describe how plants that they have grown from seeds and bulbs have developed over time I can identify plants that grew well in different conditions 	
Art	Prepare for BeeBots	Programming Beebots and Scratch
	<ul style="list-style-type: none"> I can program a BeeBot to turn accurately 90° (a quarter turn). I can program and BeeBot to walk squares and rectangles. I can give and follow instructions. I can write an algorithm for a shape or a route. I can debug errors in an algorithm 	<ul style="list-style-type: none"> I can write an algorithm for a shape to be drawn. I can use the repeat command. I can combine a range of blocks to achieve a purpose. I can use more than one sprite and combine algorithms.
DT	Van Gogh- Sunflowers	
	<ul style="list-style-type: none"> I can name a range of painting by Van Gogh I can recall facts about Van Gogh to create a fact file. I can use drawing, painting and sculpture to develop and share my ideas, experiences and imagination I can use my art skills to recreate a famous painting. 	
DT	Mechanisms-Wheels and Axles	Cookathon
	<ul style="list-style-type: none"> I can join appropriately for different materials and situations e.g. glue, tape. I can try out different axle fixings and their strengths and weaknesses. I can make vehicles with construction kits which contain free running wheels. I can use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. I can cut dowel using hacksaw and bench hook. I can attach wheels to a chassis using an axle. I can select pictures to help develop ideas. 	<ul style="list-style-type: none"> I can explain where food comes from. I can cut, peel, grate, chop a range of ingredients I can group familiar food products e.g. fruit and vegetables. I can work safely and hygienically.

Music	Royal Liverpool Philharmonic Orchestra – School’s Concert	
	<ul style="list-style-type: none"> I can listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. I have experienced how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end of a piece of music). I have experience of how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. I know how music is used for particular purposes (for example, for dance, as a lullaby). 	
History	Significant historical places in their own locality – The History of Travel and Transport in Liverpool	
	<ul style="list-style-type: none"> I can find out the different ways in which travel and transport has changed from past to present. I can find out about why Liverpool is such an important British city and the role it has played in the development of different kinds of transport. I can find out about an early form of transport by boat and the opening of the world’s first wet dock in Liverpool in 1715 I can find out about George Stephenson's life and inventions and the opening of the world’s first passenger railway between Liverpool and Manchester in 1830. I can understand how trains changed people's lives in the 19th century and the importance of the Liverpool Overhead Railway I can find out about how cars have changed since they were invented and how this led to the opening of the first Mersey Tunnel in 1934. 	
Geography	Liverpool and Kenya - Understand geographical similarities and differences	
	<ul style="list-style-type: none"> I have had the opportunity to investigate a small area of the United Kingdom and compare to a small area in a contrasting non-European country. I can ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ I can investigate through observation and description. I can recognise differences between my own life in the UK and the lives of others in Kenya. 	
PE	Dance - Plants	Bat and ball skills
	<ul style="list-style-type: none"> I can copy and repeat movements to form a simple motif; I have had opportunities to perform some actions in unison and canon; I can copy the movements and body shapes of others to represent a plant growing; I am able to answer simple questions about the performance of others with support; I can copy the movements of other members of their group; I am able to move my body showing some control; I can combine given movements to create a dance based on plants; I can create some appropriate body shapes and make some movements that show awareness of the music; I can answer questions about their performance with some support; I can copy the movements of others to represent different parts of a story and perform them in unison with a partner; I am able to perform a whole dance with some prompting. 	<ul style="list-style-type: none"> I can hold a tennis racket with some support and show some control when hitting a ball; I am able to hit a ball forwards towards a target; I can throw a ball underarm over a short distance; I am starting to show some consistency when hitting a ball that has been thrown to me; I can combine my skills to play a modified version of a competitive game against a partner; I understand the tactic practised and can try to apply it in a competitive game; I can hold a cricket bat correctly and use it to control a ball and begin to hit it towards a target; I use the correct technique to roll a ball, beginning to show some control of its direction; I can use a cricket bat to hit a ball that has been rolled to them from a short distance; I can throw a ball overarm using a modified technique; I can watch a partner and answer some questions about their performance; I cooperate with others to play a team game, taking on different roles with support.
RE	Leaders and Teachers	Leaders and Teachers
	<ul style="list-style-type: none"> I know what is a leader? Who is Moses? (as a leader of the Jewish faith). I can recap Jesus as a leader to the Christian faith. Know what makes a good leader? Know the Headteacher – as a leader. Collective Worship. I know Religious leaders in the community (e.g., vicar, priest) I know Leaders in the wider community (e.g., Brownies) 	<ul style="list-style-type: none"> I can name Leaders in the wider community (eg cubs) I know there are Religious Leaders in the wider community (eg Bishop) I have the opportunity to develop an understanding of HM the Queen as a leader. I have the opportunity to develop an understanding of the Pope as a leader. I have the opportunity to develop an understanding of Mother Teresa
PSHE	Health and Wellbeing	Sex and relationships Education
	<ul style="list-style-type: none"> I know ways to manage change I know how to make informed choice about health and wellbeing I know how to respond in an emergency I can identify different influences on health and well being I know ways to keep emotionally and physically safe. 	<ul style="list-style-type: none"> I know the names for the main parts of the body including external genitalia and the similarities and differences between boys and girls I know adults have babies I can names changes i have gone through from a baby until now and understand I will change more throughout my life. I know how to look after a particular part of my body, explain why keeping clean is important and describe basic hygiene routines. I know my body belongs to me and know touches I like and do not like. I know people I can talk to.