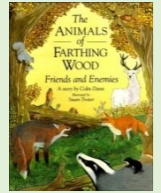






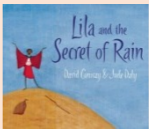
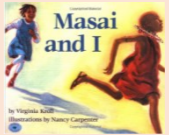
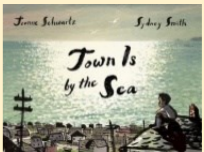
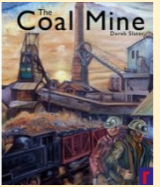


## Parkside Primary Academy Curriculum Plan – Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science Focus – What makes the world alive?</b>	<b>History Focus – Who are our historical superheroes?</b>	<b>Geography Focus – Why do people live where they live?</b>	<b>Science Focus – What makes the world work?</b>	<b>Geography Focus – What is the world made of?</b>	<b>History Focus – What can we learn from the past?</b>
<p><b>Intent:</b> Through Science investigation, children learn what makes animals alive: classifying different types of living things, exploring life processes and different habitats. Through the classic anchor text “The Animals of Farthing Wood”, children build upon learning in Year 1, Spring 1 to investigate the similarities and differences between different animals and habitats. Children explore how people’s actions can affect the future and present their understanding of what makes the world alive.</p> <p>As a hook, children will receive a letter informing them a housing company is going to build on Rabbit Ings. Children will apply their knowledge and write to inform the building company of the damage and destruction this will cause to the animals and their habitats.</p> <p><b>Why this, why now?</b> <b>Children have classified animals and plants in EYFS (Mini-Beasts) and Year 1. This scientific knowledge supports children in their learning about all living things, life processes and habitats. The learning in Year 2 provides a foundation for in depth understanding needed about plants in Year 3, further classification about habitats and animals in Year 4 and Year 5. Also their study on the impact of humans on the world around them is key for this further study in Year 5 and 6.</b></p>	<p><b>Intent:</b> Building on learning in from EYFS and Year 1, children will further develop their historical knowledge of a significant individual who has contributed to international achievements by looking at the life of Neil Armstrong. Through the anchor text ‘The extraordinary life of Neil Armstrong’, children will learn how one individual followed his dreams to become the first man to walk on the moon and was honoured to take part in this international achievement.</p> <p>Children will gain a breadth of knowledge about the life of Neil Armstrong and the events surrounding the moon landings; this develops their chronological understanding through learning to sequence events. Children will deepen their historical knowledge and interpretation skills by examining a range of sources e.g. photographs/accounts/ stories/videos and discussing their reliability. Children will also develop their skills of historical enquiry through researching people and events connected with this topic, helping them to understand how and why things happened the way they did.</p> <p>This topic builds cultural capital in our children by helping them to understand the skill of perseverance, how their own actions can affect theirs and others’ future and the significance of such an iconic event. <b>Why this, why now?</b> Children will have briefly been introduced to Neil Armstrong in EYFS when learning about Space. However, <b>their study of Queen Elizabeth, in Year 1, will provide key historical skills needed to investigate a person of significance.</b> This topic also helps to develop children’s historical skills in <b>preparation for Year 3 learning where they further develop their skills of historical enquiry and chronological understanding</b> when examining The Romans and Boudicca’s rebellion.</p>	<p><b>Intent:</b> Building on learning from Year 1, children further explore the links between Royston and a contrasting area. Children will explore key features of Royston and compare and contrast these with an area by the sea. Children will enhance their locational awareness through an observational walk around the village taking note of human and physical features. Children will partner up with a school from a contrasting locality and write an information text in order to inform children of their locality.</p> <p>Children explore further similarities and differences between people in Royston and wider settings.</p> <p><b>Why this, why now?</b> <b>Year 2 provides a wider view of the children’s locality which was explored in Year 1. Children are introduced to more detailed physical and human features as well as how to show these on a map. This supports the learning which will take place in Year 3 as children begin to compare different settlements and localities in the UK moving from a narrow view to a wider perspective of the world around them.</b></p>	<p><b>Intent:</b> Building on learning from EYFS, All about me, children learn the importance of self-care, exercising and a balanced diet. Through the non-fiction text ‘Life on Earth: Human Body’, children will gather information in order to write an information text to inform an audience.</p> <p>A dental hygiene nurse will visit children and further explore the importance of healthy eating and oral hygiene.</p> <p>Children will use the text ‘George’s Marvellous Medicine’ to write to inform the audience how to make a marvellous medicine. <b>Why this, why now?</b> <b>The topic ‘How can we stay fit and healthy?’ explored in EYFS is the foundation for pupils learning this Year 2 topic. They build on the biological understanding of the human body but also PHSCE around looking after themselves. This themes continues through school but is closely linked to Year 3 understanding how we see and looking after that. Also how plants and animals are different. Concluding in Year 6, where they explore the heart and what happens if it doesn’t function properly.</b></p>	<p><b>Intent:</b> Building on their prior knowledge from Year 1, children wider their understanding of the world by studying the seven continents and five oceans. Children broadly study about the continent of Africa, and deepen their knowledge by studying the country Kenya, specifically the Masaai tribe. Through the anchor text ‘Lila and the secret of Rain’, children build upon previous learning in Year 1, by investigating the similarities and differences between weather patterns in a non-European country.</p> <p>Through the text ‘Masai and I’ children will compare and contrast ways of life and learn about other cultures and traditions. An African drum workshop will develop children’s cultural understanding and develop their awareness of contrasting traditions.</p> <p><b>Why this, why now?</b> <b>Year 1 children have begun to explore geographical comparisons linked to physical features including the weather and human features. They do this in more depth when they make comparisons between Africa and the UK. This deeper understanding of the world around them is needed when pupils explore Europe in Year 4 and the Americas in Year 5 and 6.</b></p>	<p><b>Intent:</b> Building on explorations and previous years, children begin to learn about how our local area was different in the past compared to now. Through looking at the history and significance of coal mining locally and nationally, children will broaden their historical knowledge of our community and their local area. Skills of historical enquiry enable children to understand how the coal mining industry impacted on people’s lives and communities, including our own through examining different sources of information. Children also deepen their historical knowledge and interpretation by learning about the impact that the closure of mines had on people’s lives.</p> <p>An educational visit to The National Coal Mining Museum will provide children with first-hand experience of the life of a miner. It will also develop children’s chronological understanding as they understand how coal mining developed from the 18<sup>th</sup> to 20<sup>th</sup> Century. This topic also allows children to build cultural capital through understanding the significance of their local community, not only in the past but also in the present and future, and the part we all play in the regeneration of our local area.</p> <p><b>Why this, why now?</b> <b>In year 1, children have begun to develop their historical enquiry skills by investigating history in their locality. These skills and the continuing chronological skills allows children to consider important historical periods that have impacted on the place where they live. This creates a basis for children investigating key historical events and how they impact different people. This is needed in Year 3 (Roman Invasion of Britain), Year 4 (Civil Rights Movement) and Year 5 (The Suffragettes).</b></p>
<p><b>Objectives covered:</b> <u>Working Scientifically</u> - I can organise things into groups. - I can identify animals and plants in a particular way e.g. lay eggs or not, have feathers or not. <u>Biology (living things and their habitats)</u> - I can match certain plants and animals to the habitats they live in. - I can explain the difference between living things and non-living things.</p>	<p><b>Objectives covered:</b> <u>Chronological Understanding</u> - sequence a set of events in chronological order and give reasons for this. - use words and phrases like: ‘before I was born,’ ‘when I was younger.’ - -use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’ accurately in their historical learning. <u>Historical Enquiry</u> - research about a famous event that happened and explain why it is important.</p>	<p><b>Objectives covered:</b> <u>Geographical enquiry</u> - label a diagram or photograph using some geographical words. -find out about a locality by using different sources of evidence such as ariel images, maps and atlases. -say what they like and don’t like about their local area and another area e.g. the seaside -can use 2 figure grid references to explain the location of a place.</p>	<p><b>Objectives covered:</b> <u>Biology (Animals including humans)</u> - 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</p>	<p><b>Objectives covered:</b> <u>Geographical enquiry</u> - I can name and locate the world’s seven continents and find them on a map. - I can name and label the world’s five oceans and find them on a map. - <u>Physical geography</u></p>	<p><b>Objectives covered:</b> <u>Chronological understanding</u> - I can sequence artefacts closer together in time, checking with a reference book or research tool to ensure accuracy. - I can use a range of appropriate words and phrases to describe the past e.g. modern, old, new, recent, long ago.</p>

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<ul style="list-style-type: none"> <li>- I can describe some life processes common to plants, animals and humans.</li> <li>- I can describe whether something is living, dead or non-living.</li> <li>- I can describe how a habitat provides for the basic needs of animals and plants living there.</li> <li>- I can describe a range of different habitats.</li> <li>- I can describe in detail how animals and plants are suited to their habitat.</li> </ul> <p><b>Biology (Animals including humans)</b></p> <ul style="list-style-type: none"> <li>- I can describe what animals need to survive.</li> <li>- I can explain that animals grow and reproduce.</li> <li>- I can explain why animals have offspring that grow into adults.</li> <li>- I can describe the life cycle of some living things e.g. egg, chick and chicken</li> <li>- I can explain the basic needs of animals including humans to live e.g. water, food, air</li> <li>- I can describe why exercise, balanced diet and hygiene are important for humans.</li> </ul> <p><b>Sub-drivers – Design and Technology</b> Developing planning and communicating ideas:</p> <ul style="list-style-type: none"> <li>- I can think of ideas and plan what to do next.</li> <li>- I can choose the best tools and materials, giving a reason why these are best.</li> <li>- I can describe my design by using pictures, diagrams, models and words.</li> </ul> <p>Construction:</p> <ul style="list-style-type: none"> <li>- I can make sensible choices as to which materials to use for my constructions.</li> <li>- I can develop my own ideas from initial starting points.</li> <li>- I can incorporate some type of movement into models.</li> <li>- I can consider how to improve my constructions.</li> </ul> <p>Evaluating processes and products:</p> <ul style="list-style-type: none"> <li>- I can explain what went well with my work.</li> <li>- I can explain if I did it again, what would I do to improve.</li> </ul>	<ul style="list-style-type: none"> <li>- answer questions by using a specific source, such as an information book.</li> </ul> <p><b>Historical knowledge and interpretations</b></p> <ul style="list-style-type: none"> <li>- recount some interesting facts from an historical event, such as the moon landings.</li> <li>- discuss the reliability of photos/accounts/stories</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>- I can mix paint to create all the secondary colours.</li> <li>- I can mix and match colours and predict outcomes.</li> <li>- I can make tints by adding white.</li> <li>- I can make tones by adding black.</li> <li>- I can create a print by pressing, rolling, rubbing and stamping.</li> <li>- I can create a print like a designer.</li> </ul>	<ul style="list-style-type: none"> <li>- use class agreed symbols to make a simple key.</li> </ul> <p><b>Physical geography</b></p> <ul style="list-style-type: none"> <li>- describe some physical features of their own area such as church, farm, road, park</li> <li>- describe features associated with an island.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>- Join fabric using glue</li> <li>- Sew fabrics together</li> <li>- Create part of a class patchwork</li> <li>- Create individual and group collages</li> <li>- Use different kinds of materials on my collage and explain why I have chosen them</li> <li>- Use repeated patterns in my collage</li> </ul>	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>- Use what I see, touch, smell, hear or taste to help me answer questions</li> <li>- Use some scientific words to describe what I have seen</li> <li>- Use some scientific words to describe what I have measured</li> <li>- Compare several things</li> <li>- Perform a simple test</li> <li>- Explain why a test might not be fair to compare two things</li> <li>- Tell if my test happened like I expected</li> <li>- Suggest ways to find things out</li> <li>- Use prompts to find things out</li> <li>- Organise things into groups</li> <li>- Find simple patterns</li> <li>- Identify animals and plants in a particular way e.g. lay eggs or not, have feathers or not</li> <li>- Use scientific vocabulary to explain what I have found out</li> <li>- Use words, diagrams, pictures, charts and table to record what I see and have found out</li> <li>- Make accurate measurements using simple equipment</li> <li>- Use scientific vocabulary to explain my findings</li> </ul> <p><b>Sub-driver – Design Technology</b></p> <ul style="list-style-type: none"> <li>- I can think of ideas and plan what to do next</li> <li>- I can choose the best tools and materials, giving a reason why these are best</li> <li>- I can describe my design by using pictures, diagrams, models and words</li> <li>- I can join things (materials/components) together in different ways</li> <li>- I can explain what when well with my work</li> <li>- I can explain if I did it again, what I would improve</li> <li>- I can describe the properties of the ingredients I am using</li> <li>- I can explain what it means to be hygienic</li> <li>- I am hygienic in the kitchen</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe a place outside Europe using geographical words.</li> </ul> <p><b>Human geography</b></p> <ul style="list-style-type: none"> <li>- I can explain how the jobs people do may be different in different parts of the world.</li> </ul> <p><b>Sub-drivers – Art</b></p> <ul style="list-style-type: none"> <li>- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>- I can answer questions by using a specific source, such as an information book.</li> </ul> <p><b>Historical knowledge and interpretations</b></p> <ul style="list-style-type: none"> <li>- I can give examples of things that are difference in my life from that of a long time ago in a specific period of history such as the Victorian Times</li> </ul> <p><b>Sub-drivers – D&amp;T</b></p> <ul style="list-style-type: none"> <li>- design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>- select from and use a range of tools and equipment to perform practical tasks</li> <li>- evaluate their ideas and products against design criteria</li> </ul>
<p><b>Class Text:</b> The Animals of Farthing Wood by Colin Dann</p> 	<p><b>Class Text:</b> The man on the moon by Neil Armstrong &amp; Neil Howard</p>  	<p><b>Class Text:</b> Katie Morag by Mairi Hedderwick &amp; Jeannie Barker</p>  	<p><b>Class Text:</b> George's Marvellous Medicine by Roald Dahl &amp; Human Body by Heather Alexander</p>  	<p><b>Class Text:</b> Lila and the Secret of Rain by David Conway &amp; Virginia Croll</p>  	<p><b>Class Text:</b> Town is by the Sea by Joanne Schwartz &amp; Coal Mine by Derek Slater</p>  

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<p><b>Text Types taught:</b> Non-fiction – Non Chronological report</p> <p>Fiction – Journey Story</p>	<p><b>Text Types taught:</b> Non-fiction – Biography</p> <p>Fiction – Character description</p>	<p><b>Text Types taught:</b> Non-fiction – Persuasion - brochure</p> <p>Fiction – Poetry</p>	<p><b>Text Types taught:</b> Non-fiction – Instructions</p> <p>Fiction – warning story</p>	<p><b>Text Types taught:</b> Non-fiction – information</p> <p>Fiction – diary recount</p>	<p><b>Text Types taught:</b> Non-fiction – Letter</p> <p>Fiction – rags to riches story</p>
<p><b>Writing Skills Taught:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>-use capital letters and full stops correctly all the time.</li> <li>-segment spoken words into phonemes in order to spell them correctly.</li> <li>-use co-ordination</li> <li>- plan and discuss my writing and record my ideas.</li> <li>-use expanded noun phrases to describe and specify.</li> <li>-write a narrative about other's experiences</li> </ul>	<p><b>Writing Skills Taught:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>- Use expanded noun phrases for description.</li> <li>- To use apostrophes for possession.</li> <li>- Children will be able to use co-ordination correctly in sentences.</li> <li>- consistently write in the past/present tense.</li> <li>- use pro-nouns correctly.</li> <li>- -use correctly part verb tense</li> </ul>	<p><b>Writing Skills Taught:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>-Uses commas in a list</li> <li>-Consistently uses a range of both co-ordinating and subordinating conjunctions to write compound and simple complex sentences.</li> <li>- Plan and discuss my writing and record my ideas</li> <li>- Orally rehearse structured sentences or sequences of sentences</li> <li>- Re-read, evaluate and edit my own and others' work</li> </ul>	<p><b>Writing Skills Taught:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>-use time adverbials</li> <li>-use imperative verbs</li> <li>- use the progressive form of verbs in the present and past tense</li> <li>-use apostrophes for contraction</li> <li>-write correctly punctuated questions</li> <li>-use sub-headings</li> </ul>	<p><b>Writing Skills Taught:</b> Pupils will be learn to:</p> <ul style="list-style-type: none"> <li>- Use commas to separate items in a list</li> <li>- Subordinating conjunctions</li> <li>- Adverbs – adding 'ly'</li> <li>- Use expanded noun phrases to describe and specify</li> <li>- Apostrophes for possession</li> </ul>	<p><b>Writing Skills Taught:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>- Subordinating conjunctions (if, that, so )</li> <li>- Use apostrophes to show possession</li> <li>- Use plurals</li> <li>- Use apostrophes for contracted forms</li> <li>- Use a variety of sentence starters (character, setting, speech)</li> </ul>