Curriculum Objectives for Year Group: 2

Term	Science	Geography	History	DT	ART	Computing	Music
Autumn 1 *Superheroes*	Materials - identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. -Compare how tings move on different surfaces.	Fieldwork -Identify the United Kingdom and its countries. -Use simple compass directions. -Recognise landmarks and basic human and physical features.	Toys -Changes within living memory - use words and phrases like: before, after, past, present, then and now. -give examples of things that were different when my grandparents were children. - find out things about the past by talking to an older person.		Toys - use a viewfinder to focus on a specific part of an artefact before drawing it.	Coding - use a range of instructions (e.g. direction, turns, appear, disappear). - test and amend a set of instructions.	Charanga - sing and follow a melody. - perform simple patterns and accompaniments keeping a steady pulse. - play simple rhythmic patterns on an instrument.
Autumn 2 Autumn's enhanced curriculum *Remembrance Day* *PSHE Family Day* *Christmas Production* *Family Café* *Christingle*	Animals including humans -Offspring and adults -Discover and describe basic needs -Importance of exercise, diet and hygiene	Fieldwork -Devise a simple map and use basic symbols in a key.	Toys -Changes within living memory - use words and phrases like: before, after, past, present, then and now. -give examples of things that were different when my grandparents were children. - find out things about the past by talking to an older person.	Toys - think of an idea and plan what to do next. -choose tools and materials and explain why I have chosen them. - join materials and components in different ways.		Coding - use a range of instructions (e.g. direction, turns, appear, disappear). - test and amend a set of instructions.	Charanga - sing and follow a melody. - perform simple patterns and accompaniments keeping a steady pulse. - play simple rhythmic patterns on an instrument.
Spring 1 *Dragons*	Living things and their habitats - identify things that are living, dead and never lived. - describe how a specific habitat provides for the basic needs of things living there (plants and animals).	Human and physical features - describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. - explain how jobs may be different in other locations.	Great fire of London -Changes beyond living memory - answer questions using books and the internet.		Great fire of London - choose and use three different grades of pencil when drawing. - use charcoal, pencil and pastel to create art.	ICT basic skills- use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recorders - create music in response to different starting points. -choose sounds which create an effect. - use symbols to represent sounds. - make connections between notations and musical sounds.
Spring 2 Spring's enhanced curriculum *Stem Family Day* *Norwich Castle Visit* *Family Café* *World Book Day* *Race for Life*	Living things and their habitats - explain the basic stages in a life cycle for animals, including humans.	Human and physical features - explain how an area has been spoilt or improved and give my reasons. - explain the facilities that a village, town and city may need and give reasons.	Great fire of London - research the life of a famous person from the past using different sources of evidence.	Dragon Cookies -describe and measure ingredients I am using.		ICT basic skills- use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recorders - create music in response to different starting points. -choose sounds which create an effect. - use symbols to represent sounds. - make connections between notations and musical sounds.

Festival of Crosses							
Summer 1 *Pirates and Explorers*	Materials -Explore materials in different 'states' - Use equipment to read numbers on scale to the nearest division	Location and place knowledge - name the continents of the world and locate them on a map. - name the world oceans and locate them on a map. - describe a place outside Europe using geographical words.	Discover significant people who explored the world -can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.		Famous Artists - suggest how artists have used colour, pattern and shape. - create a piece of art in response to the work of another artist.	Coding - find errors and amend. (debug) - write a simple program and test it. - predict what the outcome of a simple program will be (logical reasoning). -understand that algorithms are used on digital devices.	Charanga - play simple rhythmic patterns on an instrument. - sing or clap increasing and decreasing tempo. - order sounds to create a beginning, middle and an end.
Summer 2 Summer's enhanced curriculum *Scarecrow Family Day Sports Day Family Cafe*	Plants -Observe and describe seeds- plants -Discover and describe how plants need water, light and temp to grow.	Location and place knowledge - describe some of the features of an island. - describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.	Discover significant people who explored the world -can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.		Famous Artists - suggest how artists have used colour, pattern and shape. - create a piece of art in response to the work of another artist.	E-Safety - know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc). - use the internet for learning and communicating with others, making choices when navigating through sites.	Charanga - play simple rhythmic patterns on an instrument. - sing or clap increasing and decreasing tempo. - order sounds to create a beginning, middle and an end.

Maths – White Rose Hub / Sheffield Objectives
English – Talk4Writing
PE – LTP
Spanish – Separate Curriculum Statement