

Year Two Curriculum Overview Autumn Term



History / Geography
What can we do to prevent maritime disasters?

Intent

Explore and compare the Titanic disaster with the Penlee Lifeboat disaster.

Sequence of lessons

- Who are the RNLI?
- What do we know about the Titanic?
- What was life like on board the Titanic?
- Why and how did the unsinkable Titanic sink?
- Why weren't more people saved from the Titanic?
- What happened during the Penlee disaster?

How can we stop maritime disasters?

Composite outcome

Generate questions about the Titanic and Penlee, research the answers and write reports for a class newspaper.

Impact

Children have an understanding of chronology and about a significant event that happened beyond living memory.

Religious Education
Who is Muslim and how do they live?

Intent

Explore what people of Islam faith believe and how it impacts their lives.

Sequence of lessons

- 1) Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad.
- 2) Ask questions about what they believe and how they live.
- 3) say what the words of the Shahadah are and give (at least) one reason why the Shahadah is important to Muslims.
- 4) give one or two examples of how Muslims use the Shahadah and say how this shows what is important to Muslims.
- 5) talk about three important things Muslims believe about God/Allah.
- 6) Know that Muslims do not draw Allah or the Prophet.

Composite outcome

Know that Islam faith is important to Muslims.

Impact

Gain knowledge to answer questions about Islam.

Science
Everyday Materials

Intent

Explore the use of different materials and why they are used for their purpose.

Sequence of lessons

- 1) Explore the properties of different kitchen papers and disposable cloths.
- 2) Think about hard materials and their absorbent properties.
- 3) Explore different fabrics and investigate how waterproof they are.
- 4) Explore the textures and properties of different materials by printing.
- 5) Learn about the waterproof properties of wax.
- 6) Learn how some materials change shape when they are heated up.

Composite outcome

Explore the choice and use of materials around us.

Impact

Understand why materials are used for specific purposes.

Computing
What is IT?

Intent

Learners will develop their understanding of what information technology (IT) is and will begin to identify examples.

Sequence of lessons

- 1) Identify examples of computers and understand they are part of IT.
- 2) Identify that some IT can be used in more than one way.
- 3) Begin to explore IT in environments beyond school, including home and familiar places such as shops.
- 4) focus on the use of IT in a shop and how devices can work together.
- 5) Consider how they use different forms of information technology safely, in a range of different environments.
- 6) think about the choices that are made when using information technology, and the responsibility associated with those choices.

Composite outcome

They will develop this understanding to become familiar with the term information technology and will be able to identify common features of IT. This unit also builds on the learners' understanding of using technology safely and responsibly.

Impact

Children develop an understanding on the different uses of IT and the impact it had in the

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PSHE Being ME in my world

Intent

To explore ourselves, our behaviour and our own feelings.

Sequence of lessons

- 1) What makes me and class feel safe?
- 2) Naming differences and similarities between myself and peers.
- 3) How do we work collaboratively in a group.
- 4) What makes our body healthy?
- 5) Sharing our relationships and how they make us feel.
- 6) How have you changed since birth?

Composite outcome

Link learning to Class Charter and class rules.

Impact

Children have a secure understanding of themselves and their emotions and how this may impact others'.

Music Hands, Feet, Heart

Intent

- We will learn that we need to use our voices carefully to sing. We can identify features of music i.e. the pulse.

Sequence of lessons

- 1) Sing the song and use the body to make the pulse.
- 2) Sing the song and play instrumental parts within the song.
- 3) Sing the song and improvise using voices and/or instruments within the song.
- 4) Sing the song and perform composition within the song.
- 5) Start to prepare for the end-of-unit performance.
- 6) Prepare and perform end-of-unit performance.

Composite outcome

Learn and perform Hands, Feet, Heart.

Impact

Children will become confident in singing and performing.

Art Sketchbooks and boats.

Intent

We will gain proficiency in using new tools and our imagination.

Sequence of lessons

- 1) Explore texture of objects around us.
- 2) Make our own sketchbooks.
- 3) Be inspired to keep small pieces of art exploration.
- 4) Design a boat that floats.
- 5) Choose suitable materials to make a small boat.
- 6) Make a boat that floats and test it.

Composite outcome

Create a sketchbook and a boat that floats.

Impact

Develop confidence with tools and creativity.