




# Littleham CE Primary School Year 2 Rolling Programme



	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
	<b>Bright Lights, Big City</b> 	<b>Towers, Tunnels and Turrets</b> 	<b>Coastline</b> 
<b>Key Vocabulary</b>  Tier 3 words Tier 2 words	bakery, capital city, cathedral, city, country, countryside, flag, landmark, map, mayor, monarchy, monument, palace, photograph, queen, route, royal, souvenir, tour, town, transport, zoo	arch, archer, arrow, bailey, battlements, burrow, castle, drawbridge, fortress, keep, lord, medieval, moat, motte, passage, portcullis, rampart, Saxon, tower, tunnel, turriavduct.	lung, coastguard, coastline, crashed, damaged, danger, depended, floated, harbour, launched, lifeboat, life jacket, lighthouse, passenger, rescued, safety, splashed, spray, struggled, storm, survivor, telescope, trouble, wreckage

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<p><b>Project overview</b></p>	<p>Put on your best outfit because you're invited to have tea with the Queen. Use your best manners and comb your hair, as one will not be amused if you don't! What do you know about England's capital city? Let's find out all about London, including its history, transport and famous landmarks. Step back in time and discover what happened in the Great Fire of London. Where did it start? How did it end? Create a model of the bakery on Pudding Lane, and then burn it to the ground to recreate the Great Fire. Stand well back and watch how the flames spread. London's burning! London's burning! Fire, fire! Fire, fire! Hang on, there's someone new in town! Plan a tour for Marley the Meerkat (he's come all the way from Zambia, you know) making sure he takes in all the sights and sounds of London before he finally meets his family at London Zoo. Are you ready for the bright lights of the big city? Hop in a black cab and enjoy the ride!</p>	<p>See the castle ahead? Get ready to invade its mighty walls. Shoot a projectile with an archer's aim. Head across the drawbridge, over the moat and up to the top of the tower. Meet Rapunzel who lives in a tall, tall tower. Let's build a brand new one. Whose is the tallest? Can you measure it? Then dig deep, deep down, making burrows and tunnels, just like the animals that live underground. What's that sound? I hear little hooves going trip, trap, trip, trap, over the rickety bridge. Watch out for the angry troll underneath. He likes to gobble up little girls and boys. Make sure your bridge is sturdy enough to take our weight and get us safely to the other side. And finally, meet three little pigs who need your help to build a strong fortress. Inside its strong walls, they'll be safe from the big, bad wolf. No huffing and puffing will blow your fortress down.</p>	<p>This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.</p>
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**When reviewing our curriculum-rolling programme we considered the key aspects of our CURRICULUM INTENT as:**

*To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.*

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## Term 1 – Autumn

**What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic?**

**Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.**

**Text in this colour describes example activities to support the main theme of the topic.**

Main Topic	Bright Lights
<p><b>History</b></p>	<p>A monarch is a king or queen who rules a country.                      Specific knowledge - Queen Elizabeth II is the current monarch of the United Kingdom.</p> <p>Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Chronology is the arrangement of events or dates in the order of their occurrence.</p> <p><b>Chronological Knowledge</b></p> <p>Know the sequence of historical events to create a simple timeline of British History and a personal timeline of their life to date.</p> <p>Know why what is being studied is important to that time (why Guy Fawkes Night is commemorated on 5<sup>th</sup> November every year in the United Kingdom).</p> <p>Order information on a timeline starting with the great fire of London in 1666, include an event each century, the coronation of our queen, their birthday and present day.</p> <p>Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. The Great Fire of London was a major fire that destroyed a large area of London in 1666. The fire began in a bakery on Pudding Lane. A monument was built near to Pudding Lane to commemorate the Great Fire.</p> <p>Know the sequence of some historical events during the reign of Queen Elizabeth II and create a timeline of these.</p> <p><b>Historical Enquiry</b></p>

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Know how to recognise primary and secondary sources of evidence.

Know how to evaluate sources and know that they may not always be true.

Know how to use primary sources and explain why they may be reliable.

Know how to use primary evidence to build a simple argument.

## **Interpretations of History**

Know a number of reasons why the Great Fire of London spread so easily.

## **Changes Over Time**

Know how to compare and contrast life in Britain throughout the years of Queen Elizabeth's reign.

## **Similarities and Differences**

Know how to simply recognise and discuss how some significant events alter social norms and act as a catalyst for social change within the life time of Queen Elizabeth II reign.

## **Significance**

Know how to explain what it means for an action to be considered historically significant (major impact on people's lives, beliefs or ideas).

Know how to recognise people who they feel are significant and explain why.

Show the children the Queen Elizabeth II video. After watching, ask the children to share any details they remember. Give each child a copy of the Queen Elizabeth II information sheet to read with a partner or supporting adult. After reading, ask 'Who is the Queen, and what does she do? Do you think the monarch is important?' Encourage the children to share their ideas to establish the role and importance of the monarch.

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<b>Geography</b>	<p><b>Locational Knowledge</b></p> <p>Know that the United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.</p> <p>Know how to locate the main cities of England, Wales, Scotland and Ireland (London, Birmingham, Cardiff, Edinburgh, Belfast and Dublin)</p> <p><b>Place Knowledge</b></p> <p>Know how to describe key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea and season.</p> <p>Know how to consider geographical questions – where is this place? What is it like? How has it changed?</p> <p>Know how to express own views about a place, people, environment.</p> <p><b>Human Features</b></p> <p>Know how to recognise how places have become the way they are e.g. shops</p> <p>Know how to explain what facilities a town or village might need.</p> <p>Know how to suggest ways of improving the local environment.</p> <p>Know how to describe how a physical or human process has changed an aspect of the local environment – consider questions such as 'do you think that people ever spoil the area or make it better?'</p> <p><b>Skills, Maps Work and Field Work</b></p> <p>Know how to observe and record in different ways e.g. sketches, diagrams, ICT, charts.</p> <p>Know how to use information texts and the web to gather information about the world's human and physical geography.</p>
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	<p>Know how to use compass directions (N,S,E,W) to describe locations.</p> <p>Know how to use field sketches and diagrams, use a camera.</p> <p>Know how to use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features.</p> <p>Know how to collect and organise simple data from first and second hand sources including fieldwork.</p> <p>Know how to explain simple patterns and offer an explanation (e.g. count traffic and offer an explanation as to why the flow changes at different times)</p> <p>Understand Exmouth is a town, in Devon, in England, in the British Isles.</p> <p>Draw a simple sketch map to show these features and label each country's capital city. Research each country's flag and recognise that the Union Flag is a combination of the English, Scottish and Northern Irish flags.</p> <p>Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turns.</p> <p>Be able to describe Exmouth features using positional language. The clock tower is next to the road.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>An aerial photograph or plan perspective shows an area of land from above.</p> <p>Be able to locate Exmouth, Littleham, and the school on Google maps.</p> <p>Places can be compared by size, amenities, transport, location, weather and climate.</p> <p>Look at a variety of maps and plans of London to appreciate its physical and human features, size and layout in the 1600's and compare with Devon.</p>
<b>Science</b>	<b>Seasonal Changes</b>

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Know that there are four seasons: spring, summer, autumn and winter. Certain events and weather patterns happen in different seasons. Different types of weather include sunshine, rain, hail, wind, snow, fog, lightning, storm and cloud. The weather can change daily and some weather types are more common in certain seasons, such as snow in winter. Know that changes in weather causes many other changes such as the number of minibeasts found outside, seed and plant growth, leaves on trees and the types of clothes people wear.

Know that in the UK it is usually colder and rainier in winter and hotter and dryer in the summer.

Know that in the UK, the day length is longest mid summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again.

A habitat is a place where a living thing lives. A microhabitat is a very small habitat.

## **Living Things and Their Habitats**

Know that all objects are either living, dead or have never been alive.

Know that dead things include dead animals and plants and part of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers.

Know that an object made of wood is classed as dead because it has been made from a tree that has been cut down.

Know that objects made of rock, metal and plastic have never been alive.

## **Knowledge of Working Scientifically:**

Know how to ask a question about what might happen in the future based on observation.

Know how to perform simple comparative tests choosing equipment to use, what to measure or observe in order to answer a question.

Know how to use simple equipment safely e.g. thermometers.

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	<p>Know how to use measurements and equipment with increasing independence, beginning to progress from non standard units to reading mm, cm, ml, l, degrees C</p> <p>Know how to use secondary sources of information to help in answering questions.</p> <p>Know how to observe changes over time and, with guidance, begin to notice patterns and relationships.</p> <p>Know how to use observations and ideas to suggest answers to questions noticing similarities, differences and patterns.</p> <p>Know how to record that they find out in a variety of ways.</p> <p>Know how to record data in simple prepared tables and tally charts.</p> <p>Know how to make relevant observations, using simple equipment, in order to answer the question guided by prompt questions.</p> <p>Create a class weather station and monitor and record the weather over a period of time.</p>
<b>Art and design</b>	<p>Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).</p> <p><b>Use of Sketchbook</b></p> <p>Know how to use their sketchbook to show the progression of their work.</p> <p>Know how to use their sketchbook to show initial ideas, thoughts and feelings about a piece of art work.</p> <p>Know how to use their sketchbooks to show knowledge and art history that they have learnt.</p> <p><b>Drawing</b></p> <p>Know that different materials will produce different outcomes.</p> <p>Know how to control their material and develop this.</p> <p>Know what shading means.</p>



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## **Line**

Know how to draw lines with increased skill and confidence.

Know how to use appropriate language to describe lines.

## **Tone**

Know how to create tone using pencils and experiment with this when drawing.

Introduce the children to the work of the British artist, Stephen Wiltshire, using online videos and work displayed on his website. Explain that Stephen has a special talent for drawing places from memory. Look at and discuss examples of his work, highlighting the way the artist uses pencil marks to record detail and build shapes in his drawings. Provide the children with a range of drawing materials, including hard and soft pencils, and allow them time to investigate ways of making different lines and shapes. Explain to the children that they are going to draw a London landmark from memory, like Stephen Wiltshire. Ask the children to decide which London landmark they would like to draw and describe it to a friend before starting to draw. Encourage the children to revisit and develop their drawings over time, then display them alongside photographs of the real thing.

Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.

## **Pattern**

Know that there are natural and man made patterns.

## **Texture**

Know how to identify and describe different textures.

Know which materials are appropriate when creating particular textures.

Provide wet sand and water for children to create hills, valleys and lakes. Use natural materials, such as twigs, moss, pebbles and flowers to create landscapes.

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<b>Music</b>	<p>Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.</p> <p><b>Listen and Appraise</b></p> <p>Know 5 traditional songs off by heart.</p> <p>Know some songs have a chorus or a response/answer part.</p> <p>Know that songs have a musical style.</p> <p>Know how songs can tell a story or describe an idea.</p> <p><b>Singing</b></p> <p>Know that unison is when everyone is singing at the same time. Know why we need to warm up our voices.</p> <p><b>Dimensions of Music</b></p> <p>Know that music has a steady pulse, like a heartbeat.</p> <p>Know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Know that rhythms are different from the steady pulse.</p> <p>Know that we add high and low sounds, pitch, when we sing and play instruments.</p> <p>Listen to, learn and join in with traditional and contemporary rhymes, poems and songs that have a London theme, such as <i>London Bridge is Falling Down</i>, <i>Oranges and Lemons</i>, <i>Pussy Cat, Pussy Cat</i> and <i>Ring a Ring o' Roses</i>. Learn to sing them by heart and in a round.</p> <p>Play games where you find the pulse in a piece of music, listen to a rhythm and clap it back, copy back short rhythmic phrases based on words, creating rhythms for others to copy, listen and sing back using 'la' while marching to a steady beat.</p>
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<b>Computing</b>	<p>To search for digital content, the user needs to know the file name, file type and folder name or keywords and search terms to find the correct information.</p> <p>Understand how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><b>Technology In Our Lives</b></p> <p>Know how and why technology is used in the classroom.</p> <p>Know what technology is used in homes and within the community.</p> <p>Know that other people have created the information that I use on the internet.</p> <p>Know the differences between the internet and things in the physical world.</p> <p><b>Multimedia</b></p> <p>Know how to use the keyboard on my device to add, delete and space text for others to read.</p> <p>Know how to save and open files on the device I use.</p> <p>Know how to use technology to organise and present my ideas in different ways.</p> <p>Visit the official website of The Royal Family and take a virtual tour around rooms at Buckingham Palace.</p> <p>Software relates to the programs that are used by a computer, such as word processing software, presentation software or image editing software. It can be used to create and combine digital content for different audiences and purposes.</p> <p>Insert themselves into a royal photograph. Search the web for pictures of the Royal Family at events, such as a royal wedding, the Queen's Diamond Jubilee or the State Opening of Parliament.</p>
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	<p>An algorithm is a sequence of steps, instructions or rules that is used to perform a specific task. Algorithms can be followed by people or digital equipment. For algorithms to achieve the end goal, instructions have to be accurate and followed sequentially. Mistakes are called bugs and finding and fixing them is called debugging.</p> <p><b>Programming</b></p> <p>Know how to give instructions to a partner using directional language: forward, backward, left and right, half turn, quarter turn and right angle.</p> <p>Know the order I need to do things to make something happen and talk about this as an algorithm.</p> <p>Know from looking at a program what will happen when the program is started.</p> <p>Know how to use programming software (within Bee-Bot) to make objects move.</p> <p>Know from looking at a program what will happen when the program is started.</p> <p>Know how to watch a program execute and spot where it goes wrong so that it can be debugged.</p> <p>Follow a provided program that outlines a route from Buckingham Palace to the London Eye via Big Ben. Practise writing their own programs using clear directional language, swapping with a partner to see how successful they are.</p> <p>Write a program using clear, directional language to complete a new journey from the London Eye to St Paul's Cathedral via the Monument near Pudding Lane, which was built to commemorate the Great Fire of London.</p> <p>Write a precise program for the next stage in their journey, which will see them travel from St Paul's Cathedral to London Zoo. Compare their program with alternative programs and work out if all the routes lead to the right destination.</p> <p>Visit the London Zoo website to find out what it has to offer its visitors. Go to the 'Plan your day' tab and find the zoo map in the submenu.</p>
<b>Design and Technology</b>	Using non-standard measures is a way of measuring that does not involve reading scales. For example, weight may be measured using a balance scale and lumps of plasticine. Length may be measured in the number of handspans or pencils laid end to end.

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Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.

Children to know that structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares. A broader base will also make a structure more stable.

## **Structures**

Know how to make structures stronger.

Know different techniques for stiffening a variety of materials.

Know how to test different methods of enabling structures to remain stable.

Know how to join appropriately for different materials and situations

Know how to mark out materials to be cut using a template.

Know how to use a glue gun with close supervision.

Recreate Pudding Lane –Find out and list what materials the buildings were made from in 1666 and why.

Design and make souvenirs to sell in the shop at London Zoo. Use a range of tools and materials to make animal themed badges, key rings, magnets, printed bags, cards and wrapping paper.

Companion project: Know how to make bread.

## **Food**

Know how to use the basic principles of a healthy and varied diet to prepare dishes.

Know where food comes from.

Know how to work safely and hygienically.

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Know how to measure and weigh food items with non statutory measures e.g. spoons, cups.

Bake wholegrain bread rolls or buns like Thomas Farriner might have made in his bakery on Pudding Lane.

## **Throughout the Term:**

### **Design:**

Know how to use pictures and words to convey what they want to design/make.

Know to propose several ideas for a product.

Know how to use reclaimed materials to develop more than one idea.

Know how to use drawings to records ideas as they are developed.

Know how to add notes to drawings to help explanations.

Know how to describe their models and drawings of ideas and intentions including what will make it successful.

### **Make:**

Know how to discuss their work as it progresses.

Know how to select materials from a limited range and because of the characteristics that will meet the design criteria.

Know how to select and name the tools needed to work the materials.

Know the names of tools they are using and why they are right for the task.

Know how to use simple finishing techniques and begin to describe the importance for a high level finish.

Know and use the technical vocabulary when describing aspects of their work with teachers and peers.

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	<p><b>Evaluate:</b></p> <p>Know how to note changes made during the making process as annotation to plans and drawings.</p> <p>Know how to describe what they like and do not like about items they have made and attempt to say why with some degree of precision.</p> <p>Know how to discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.</p>
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Term 1 – Autumn	
	<p><b>What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic? This knowledge or skill features heavily in sub theme or will not be repeated.</b></p> <p><b>Text in this colour describes example activities to support the main theme of the topic.</b></p> <p><b>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</b></p>
<b>Sub-themes</b>	<b>Muck and Mess</b>
<b>Art and Design</b>	<p>Use a range of materials creatively to design and make products.</p> <p><b>Drawing</b></p> <p>Know that markings can be made with a range of materials.</p> <p>Know that different materials will produced different outcomes.</p> <p>Know how to explain which materials they enjoy to use and why.</p> <p><b>Painting</b></p>

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	<p>Know how to mix a variety of colours for different purposes.</p> <p><b>Collage</b></p> <p>Know how to tear, overlap and stick materials.</p> <p>Know how to use scissors to cut out a range of shapes.</p> <p>Know that paper can be folded and crumpled to create different textures.</p> <p>Know how to work with others to complete a large scale collaborative piece.</p> <p>Know what the complimentary colours are and can use this knowledge to arrange primary and complimentary coloured papers.</p> <p>Messy mixtures morning. Select the best materials and techniques to develop an idea.          Marbling and bubble prints. Lively liquid-Select the best materials and techniques to develop an idea.          Ice cube painting. Changing states-Select the best materials and techniques to develop an idea.          Mixed media pictures. Messy mixtures-Select the best materials and techniques to develop an idea.          Properties of clay. Messy mixtures-Select the best materials and techniques to develop an idea.          Step 2Messy art exhibition-Select the best materials and techniques to develop an idea.</p>
<p><b>Design Technology</b></p>	<p><b>Food</b></p> <p>Know and explain where food comes from.</p> <p>Know and explain how food grows.</p> <p>Sorting and grouping food. Kitchen capers. Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables).</p> <p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p> <ul style="list-style-type: none"> <li>• Taste test. Kitchen capers-Work safely and hygienically in construction and cooking activities.</li> </ul>



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- Melting recipes. Changing states-Work safely and hygienically in construction and cooking activities.
- Messy jelly. Mess masters! - Work safely and hygienically in construction and cooking activities.

## Term 2 – Spring

**What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic?**  
 Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.  
 Text in this colour describes example activities to support the main theme of the topic.

Main Topic	Towers, Tunnels, Turrets
<b>History</b>	<p>Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different from those used and enjoyed by people today. Castles were built to protect and keep people and their wealth safe. Often built on hill tops. The biggest castle in England is Windsor Castle. Castles will have a drawbridge, keep, often a moat, many passages, a tower, tunnels and turrets.</p> <p>Tunnels were often dug in WWII to try to escape from Prisoner of War Camps.</p> <p><b>Chronology</b></p> <p>Know how to identify some ways in which historians divide time (BC/AD) and suggest reasons for doing it.</p> <p>Know how to sequence historical studied events.</p> <p>Know how to develop an understanding of why what is being studied is important to that time.</p> <p><b>Historical Enquiry</b></p> <p>Know how to begin to gather primary evidence to build a simple historical argument.</p> <p>Know how to offer reasons for changes over time.</p>

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Know how to use evidence to compare why some people could be regarded as history makers (i.e. they broke the mould) e.g. The Great Escapers.

## **Interpretations of History**

Know a variety of reasons why castles were situated where they are.

Know how to reflect on what history makers might achieve (in relation to The Great Escape) and explain what they personally would like to be remembered for.

Begin to know why archaeologists think what they do.

Begin to know how to give thoughts and reasons for building types in the period studied.

Begin to know how to empathise with visitors to significant places.

## **Changes Over Time**

Know how to compare and contrast buildings over time (castles) and the reasons for the changes.

## **Cause and Consequence**

Know how to begin to explain the consequences of some of the actions in the Great Escape story (e.g. how soil needed to be disposed of, consequence of the tunnel not being long enough, needing to disguise the sound of digging).

## **Similarities and Differences**

Know how to think about why situations that a person finds themselves in might make their achievements even greater than they would be today.

## **Significance**

Know how to suggest simple reasons why objects may be considered significant.

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	<p>Know how to explain what it means for an action to be considered historically significant.</p> <p>Know how to choose people who they think are significant and explain why.</p> <p>Describe the everyday lives of Exmouth people in a period within or beyond living memory.</p> <p>Visit a castle through a virtual tour, exploring its different parts. Find out how many towers it has, how many turrets and whether it has any secret tunnels or passages.</p> <p>Look at pictures of castles from different periods, from the earliest Saxon ditch and rampart castles to later motte and bailey and stone castles. Order the castles from oldest to newest and explain their sequence.</p> <p>Local Castles to visit could be Rougement Castle, Woodbury Castle, Powderham Castle, Castle Drogo.</p> <p>A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</p> <p>Chronological order is a sequence in order of time.</p> <p>Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</p> <p>Learn about one of the significant events of the Second World War, the 'Great Escape', made by allied soldiers from the prisoner of war camp, Stalag Luft III, including the three tunnels known as Tom, Dick and Harry, how the heroic men dug and disposed of the earth from the tunnels (if appropriate for cohort). Invite Mrs Gray into class to talk about The Great Escape as her Grandfather in Law was the real second man out of the tunnel! All watch the animated movie <i>Chicken Run</i> which is based on the story of the Great Escape as this could be used to explore the story in a more light hearted way. Present their learning in either a story, comic strip, animation, play or non-chronological report.</p>
<p><b>Geography</b></p>	<p>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p><b>Locational Knowledge</b></p> <p>Know the continents of the world and find them in an atlas (Europe, North America, South America, Africa, Asia, Antarctica, Oceania).</p>

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Know the world's oceans and find them in an atlas (Atlantic, Pacific, Indian, Arctic, Southern).

Know the names and locate the main cities of England, Wales, Scotland and Ireland (London, Birmingham, Cardiff, Edinburgh, Belfast, Dublin).

## **Place Knowledge**

Know how to describe key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, cliff, sea, season.

Know how to consider geographical questions like 'where is this place?', 'what is it like?', 'how has it changed?'.

Know how to express own views about a place, people and environment.

Know how to compare and describe an area of the UK to a place outside Europe using geographical words.

## **Human Features**

Know how to recognise how places have become the way they are e.g. shops

Know what facilities a town or village might need.

Know how to suggest ways of improving the local environment.

Know how to describe how a physical or human process has changed an aspect of the local environment – consider questions such as 'do you think that people ever spoil the area or make it better?'.

## **Skills, Map Work and Fieldwork**

Know how to use compass directions (N,S,E,W) to describe locations.

Know how to use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features.

Know how to compare two settlements using globes, maps, plans (at a range of scales).

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	<p>Know how to use contents/index to locate a country and draw information from a map.</p> <p>Know how to draw simple maps or plans using symbols for a key.</p> <p>Know that aerial photographs and plan perspectives help us to recognise landmarks (Exmouth) and basic human and physical features.</p> <p>Devise a simple map. Use and construct basic symbols in a key.</p> <p>Look at pictures and photographs of great towers from around the world. Match the tower to its location using world maps and globes.</p> <p>Using a simple key, show the locations of the towers on a world map.</p> <p>Link to History – look at plans of The Great Escape Tunnels and escape route.</p> <p>Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.</p> <p>Use geographical vocabulary to describe how and why people use a range of local human features.</p> <p>Working in groups, ask the children to think about the bridges in the local area – perhaps canal bridges, motorway bridges or rope bridges. Exeter Quay circular walk has examples of different bridges such as; Cricklepit suspension bridge built in 1988, foot bridge, the medieval Exe bridge and bridge over the weir.</p> <p>A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.</p> <p>Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p>
<p><b>Science</b></p>	<p>A habitat is a place where a living thing lives. A microhabitat is a very small habitat.</p> <p><b>Living Things and Their Habitats</b></p>

# Littleham CE Primary School Year 2 Rolling Programme



Know that animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food.

Know a range of plants and animals that live in a specific habitat and micro-habitat.

Know that plants have suitable features that help them grow well and to know why these features make them suitable.

Know that a habitat provides the basic needs of the animals and plants such as shelter, food, water. For example, that a plant can provide shelter for an animal.

Know that within a habitat there are different microhabitats for example, in a woodland there are microhabitats in the leaf litter, on the bark of the trees, on the leaves.

Know that microhabitats have different conditions such as light or dark and damp or dry and that these conditions affect which plants and animals live there.

Know that the plants and animals in a habitat depend on each other for food and shelter etc.

Know that animals obtain their food from plants and other animals and this can be represented on a food chain.

Learn about tunnelling animals such as moles, rabbits, worms, ants and badgers. Choose an animal on which to focus, discovering key facts about their life cycles and how tunnelling helps them.

Simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels – see sub theme science topic 'Wriggle and Crawl'.

**Additional Science Activities linked to main topic**  
Stack sugar cubes to make towers. Using standard units, measure and record the height of each to discover who can build the highest tower. Then try to build a taller tower using a different approach, such as starting with a wider base, again measure and record the height using standard measures.

In groups, build a castle wall from wooden blocks. Investigate how the weight of a projectile thrown at the castle wall affects the damage done. Test using projectiles, such as balls of crumpled paper, play dough, rubber or hollow plastic

# Littleham CE Primary School Year 2 Rolling Programme



<b>Art and design</b>	<p>Work on their own and collaboratively with others on projects in 2 and 3 dimensions and different scales.</p> <p><b>Use of Sketchbooks</b></p> <p>Know how to use their sketchbook to show the progression of their work.</p> <p>Know how to use their sketchbook to show initial ideas, thoughts and feelings about a piece of art work.</p> <p>Know how to use their sketchbooks to show knowledge and art history that they have learnt.</p> <p><b>Drawing</b></p> <p>Know that different materials will produce different outcomes.</p> <p>Know how to control their material and develop this.</p> <p><b>Printing</b></p> <p>Know that prints can be created using a variety of objects including fruit/vegetables/lego.</p> <p>Know how to make a repeated pattern using a print.</p> <p><b>Form</b></p> <p>Know how to create 3D sculptural forms and begin to understand how to represent form when drawing.</p> <p><b>Pattern</b></p> <p>Know that there are a range of techniques to create repeating and non repeating patterns and create their own.</p> <p><b>Shape</b></p> <p>Know how to compose geometric designs by adapting the work of others.</p>
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# Littleham CE Primary School Year 2 Rolling Programme



	<p>Look at photos of castle towers and notice the different shapes - cylinder, cuboid. They have different purposes. Flanking towers such as those on Framington Castle, Suffolk has 13 square or rectangular towers. Bodmin castle in Cornwall has extremely high walls where defenders could fire missiles through the gaps of the tower. Children to consider what tower to design and make and why.</p> <p>Children create a painted castle picture using repeating key shapes within their castle using printing techniques by using items familiar to them e.g. fruit/vegetables/lego          Create a 3D castle sculpture and add shape detail by printing onto the sculpture.</p>
<p><b>Music</b></p>	<p>Identify the pulse in different pieces of music. Identify the pulse and join in getting faster and slower together. Accompany a chant or song by clapping or playing the pulse or rhythm.</p> <p><b>Listen and Appraise</b></p> <p>Know five songs off by heart.</p> <p>Know that some songs have a chorus or a response/answer part.</p> <p><b>Playing</b></p> <p>Know the names of untuned percussion instruments played in class.</p> <p>Know how to treat instruments with care and respect.</p> <p><b>Dimensions of Music</b></p> <p>Know that music has a steady pulse, like a heart beat.</p> <p>Know that rhythms are different from the steady pulse.</p> <p>Know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Know how to keep a steady pulse by using a percussion instrument to accompany a song or piece of music.</p> <p>Know how to listen to and follow musical instructions from a leader.</p>



# Littleham CE Primary School Year 2 Rolling Programme



	<p>Know how to listen and clap back a rhythm using a percussion instrument and then listen and clap back an improvised answer.</p> <p>Recall the songs from the previous term, <i>London Bridge is Falling Down, Oranges and Lemons, Pussy Cat, Pussy Cat</i> and <i>Ring a Ring o' Roses</i>. Learn to sing them by heart and in a round. When we sing in a round we overlay verses with different words and experiment with the speed. Introduce new song/poem "Buckingham Palace" by A.A.Milne. Children to clap the rhythm as they "perform" the song.</p>
<p><b>Computing</b></p>	<p><b>Multimedia</b></p> <p>Know that Word/Docs as a programme enables us to process, present and edit the image, this can be used for different purposes, including drawing, writing reports and creating slide shows or posters.</p> <p>Know how to use software to create movement, patterns and drawings on screen.</p> <p>Know how to use technology to organise and present my ideas in different, creative ways.</p> <p>Know the features of local castles – their similarities and differences and the basic shapes that form them as a stimulus e.g. Powderham Castle, Castle Drogo, Haldon Belvedere.</p> <p>Draw a castle using suitable drawing software. Use shapes to form the basic castle form, adding colours and textures to improve its appearance. Label the castle's key features and add interesting captions before printing and displaying.</p>
<p><b>Design and Technology</b></p>	<p>Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint.</p> <p>Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares. A broader base will also make a structure more stable.</p> <p><b>Structures</b></p> <p>Know how to make structures stronger.</p> <p>Know how to use different techniques for stiffening a variety of materials.</p>

# Littleham CE Primary School Year 2 Rolling Programme



Know how to test different methods of enabling structures to remain stable.

Know how to join appropriately for different materials and situations.

## **Mechanisms**

Know how axle fixings work and try different fixings to compare strengths and weaknesses.

Know how to make moving vehicles using construction kits which contain free running wheels.

Know how to create models with wheels and axles e.g. using tubes, dowel, cotton reels.

Know how to safely cut dowel using hacksaw and bench hook.

Know how to attach wheels to a chassis using an axle.

Know how to use a hole punch.

Know how to insert paper fasteners for card.

Know how to experiment with levers and sliders to find different ways of making things move in 2D plane.

## **Throughout the Term:**

### **Design:**

Know how to use pictures and words to convey what they want to design/make.

Know how to propose several ideas for their final piece.

Know how to use kits/reclaimed materials to develop more than one idea.

Know how to use drawings to record ideas as they are developed.

# Littleham CE Primary School Year 2 Rolling Programme



Know how to add notes to drawings to help explanations.

Know how to describe their models and drawings of ideas and intentions, including what will make it successful.

## **Make:**

Know how to discuss their work as it progresses.

Know how to select materials from a limited range and because of the characteristics that will meet the design criteria.

Know how to select and name the tools needed to work the materials.

Know how to name the tools they are using and why they are right for the task.

Know how to use the technical vocabulary when describing aspects of their work with teachers and peers.

## **Evaluate:**

Know how to note changes made during the making process as annotation to plans and drawings.

Know how to say what they like and do not like about items they have made and attempt to say why with some degree of precision.

Know how to describe how closely their finished product meets their design criteria and how well it meets the needs of the user.

Design and build a model castle using construction kits and/or materials or other found and recycled materials. Choose whether to build it for small world figures or big enough to play in. The design and making activity should encourage children to identify strengths and also make changes as they progress. Did they choose the best material for their castle? Why? Why not? Build a new tower for Rapunzel, using a variety of construction materials. Explore different ways to make the tower secure, using bases of different sizes and shapes and various ways of joining the pieces together. Find out who has made the tallest tower. Would Rapunzel be safe?

Design and build a moving trebuchet for the castle grounds using construction kits and/or recycled materials and with axles and wheels.

Explore how a structure can be made stronger, stiffer and more stable.

# Littleham CE Primary School Year 2 Rolling Programme



	<p>Work outdoors to create tunnels, using natural materials, such as twigs, fallen branches and grasses. Work with an expert if possible, or buy a do it yourself willow kit to make a living willow tunnel.</p> <p>Finished products can be compared with design criteria which was agreed by pupils and teacher at the beginning of task to see how closely they match. Improvements can then be planned.</p>
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Term 2 – Spring	
	<p><b>What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic? This knowledge or skill features heavily in sub theme or will not be repeated.</b></p> <p><b>Text in this colour describes example activities to support the main theme of the topic.</b></p> <p><b>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</b></p>
<b>Sub-themes</b>	<b>Wriggle and Crawl</b>
<b>Music</b>	<p>Review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p> <p>Music can be described in relation to: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p><b>Listen and Appraise</b></p> <p>Know and recognise 5 pieces of music on a theme.</p> <p>Know what the pieces of music are about.</p> <p>Know and recognise the sound and names of some of the instruments they use.</p> <p>Know how they can enjoy moving to music by dancing like animals.</p> <p><b>Dimensions of Music</b></p>

# Littleham CE Primary School Year 2 Rolling Programme



	<p>Know how to find the pulse in a piece of music.</p> <p>Know we can create rhythms from words e.g our favourite animals.</p> <p>Know we can listen to a rhythm and clap it back.</p> <p>Know we can listen and sing back.</p> <p><b>Improvise</b></p> <p>Know that improvisation is about making up your own tunes on the spot.</p> <p>Know that everyone can improvise.</p> <p>Know how to explain the choices you make when improvising.</p> <p>Listen and appraise different pieces from Carnival of the Animals – Saint-Saens. Play musical games to practise the dimensions of music they can hear and recognise with the Carnival of the Animals. Children improvise making their own tune based on an animal of their choice.</p>
<b>Science</b>	<p>A habitat is a place where a living thing lives. A microhabitat is a very small habitat. Objects, materials and living things can be looked at, compared and grouped according to their features. Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation.</p> <p><b>Living Things and Their Habitats</b></p> <p>Know that animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food.</p> <p>Know a range of plants and animals that live in a specific habitat and micro-habitat.</p> <p>Know that plants have suitable features that help them grow well and to know why these features make them suitable.</p>

# Littleham CE Primary School Year 2 Rolling Programme



Know that a habitat provides the basic needs of the animals and plants such as shelter, food, water. For example, that a plant can provide shelter for an animal.

Know that within a habitat there are different microhabitats for example, in a woodland there are microhabitats in the leaf litter, on the bark of the trees, on the leaves.

Know that microhabitats have different conditions such as light or dark and damp or dry and that these conditions affect which plants and animals live there.

Know that the plants and animals in a habitat depend on each other for food and shelter etc.

Know that animals obtain their food from plants and other animals and this can be represented on a food chain.

## **Knowledge of Working Scientifically:**

Know that simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels.

Know that a yes / no question can aid sorting.

Know how to identify headings for two groups for sorting.

Know how to compare objects based on given criteria.

Know how to ask one or two simple questions linked to a topic.

Know how to answer questions in simple sentences using their observations or measurements.

Know how to make relevant observations using simple equipment, in order to answer the question guided by prompt questions.

Know how to communicate what you find out in a number of ways.

Know how to record data in simple prepared tables and charts.

# Littleham CE Primary School Year 2 Rolling Programme



	<p>Visit a woodland, grassland area in school grounds to observe and identify minibeasts in their natural habitat. Before visit, talk to the children about what they might expect to see and encourage them to come up with questions about different minibeasts and the environments they live in.</p> <p>Give the children dental mirrors so that they can take a sneaky peek into holes and crevices and nets to sweep beneath the surface of ponds and muddy puddles, then lift stones and logs and clear away leaf litter to see what they can find. Collect specimens using pooters, spoons and nets, then observe the creatures closely using magnifying pots, hand lenses and digital microscopes. Ask the children to listen to an expert describe how the environment supports the animals that live there. Ask questions to improve their knowledge.</p> <p>Finally, the children should use recording sheets, digital photography and video footage to record their experience. They can also draw the minibeasts and make notes on how they move, the creatures they were found with and other observations. Make sure the children return all minibeasts to their natural habitat.</p>
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Term 3 – Summer	
<p><b>What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic?</b></p> <p><b>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</b></p> <p><b>Text in this colour describes example activities to support the main theme of the topic.</b></p>	
Main Topic	Coastline
<b>History</b>	<p>A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.</p> <p><b>Chronological Knowledge</b></p> <p>Know and identify the main similarities and differences between jobs in Exmouth in Victorian times and present day.</p> <p>Know and describe the achievements of historical figures – Captain Cook.</p> <p><b>Historical Enquiry</b></p> <p>Know the causes of the change to jobs in Exmouth over time.</p>

# Littleham CE Primary School Year 2 Rolling Programme



Know how valuable the memories of adults who lived in Exmouth in the past are when gathering primary evidence from interviews.

Know why famous history makers are considered history makers – Captain Cook.

Know the changes in ways of life they have identified.

## **Interpretations of History**

Know the main motives of great explorers (Captain Cook).

Know a variety of reasons why jobs in Exmouth have changed over time.

## **Changes Over Time**

Know the common jobs in Exmouth's past, comparing with those of today, observing similarities and differences that they observe.

Know how knowledge of the world discovered by explorers impacted lives.

## **Cause and Consequence**

Know why jobs have changed in Exmouth.

## **Similarity and Difference**

Know reasons which suggest why jobs, and those that carry them out, have changed in Exmouth over time.

## **Significance**

Know why Captain Cook's explorations were so significant.

Know that jobs in Exmouth's past included shipbuilding, factory working, and fishing.

Play the Jobs in the past audio to help the children understand more about jobs in Whitby's history. Encourage them to listen carefully to the recording and ask questions.



# Littleham CE Primary School Year 2 Rolling Programme



	<p>Ask the children to write captions on the Jobs in the past recording sheet to record their learning.</p> <p>Captain James Cook was a significant naval explorer. Born 27th October 1728, he lived, worked and sailed from Whitby.</p> <p>Show the children the Captain Cook video from the British History library. After watching the video, talk with the children about Captain Cook, his life and his link to Whitby. Ask questions to explore the children’s understanding. Children to either create dramatisation or create comic strip of 10 things you may not know about Captain Cook.</p>
<p><b>Geography</b></p>	<p>Human features of the coastline include hotels, castles, sea walls, lifeboat stations, harbours, piers, amusement arcades, lighthouses, shops and cafes.</p> <p>The United Kingdom is a group of islands with an expansive coastline.</p> <p>The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.</p> <p>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p>An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as house building.</p> <p>Whitby is a coastal town with a range of human features.</p> <p>An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as house building.</p> <p>Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these.</p> <p><b>Locational Knowledge</b></p> <p>Know how to name the continents of the world and find them in an atlas (Europe, North America, South America, Africa, Asia, Antartica, Oceania).</p> <p>Know how to name the world’s oceans and find them in an atlas (Atlantic, Pacific, Indian, Arctic, Southern).</p> <p><b>Place Knowledge</b></p> <p>Know key features of a place using words like beach, coast, hill, mountain, ocean, valley, coastline, cliff, sea etc.</p> <p>Know how to consider geographical questions – where is this place?, what is it like? How has life changed?</p>

# Littleham CE Primary School Year 2 Rolling Programme



Know how to express own views about a place, people or environment.

Know how to compare and describe an area of the UK to a place outside Europe using geographical words.

## **Human Features**

Know how to recognise how places have become the way they are e.g. shops

Know how the jobs people do may be different in different parts of the world.

Know how to explain what facilities a town or village might need.

Know how to suggest ways of improving the local environment.

Know how to describe how a physical or human process has changed an aspect of the local environment – consider questions such as 'do you think that people ever spoil the area or make it better?'

## **Physical Features**

Locate the equator and North and South Poles and explain how the weather affects these areas.

## **Skills, Maps Work and Field Work**

Know how to observe and record in different ways e.g. sketches, diagrams, ICT, charts.

Know how to use information texts and the web to gather information about the worlds human and physical geography.

Know how to use simple field sketches and diagrams, use a camera.

Know how to use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features.

Know how to collect and organise simple data from first and second hand sources including fieldwork.

## Littleham CE Primary School Year 2 Rolling Programme



Know how to explain simple patterns and offer an explanation (e.g. count traffic and offer an explanation as to why the flow changes at different times)

Know how to compare two settlements using globes, maps, plans (at a range of scales).

Know how to use contents/index to locate a country and draw information from a map.

Know how to draw simple maps or plans using symbols for a key.

Class to explore, record and clarify meaning of significant amount of vocabulary associated with this topic via the class vocabulary board.

Tourism is an industry that provides services for visitors when they travel for pleasure or business. Tourist services include accommodation, catering and entertainment. Many local people work in the tourism industry to provide entertainment, leisure, catering and accommodation.

A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. A physical feature is one that forms naturally and can change over time due to weather and other forces.

Observe and understand about how the shape of the coastline in our locality changes. Refer to cliff falls at Sidmouth, the estuary and how beaches such as Exmouth, Seaton and Sidmouth all form part of our coast line.

A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.

Before visiting the coast, show the children where they are going on an Ordnance Survey map and Google earth. Highlight which sea or ocean surrounds the coastal location. Explain that they will be exploring the human and physical features of the area and allow them time to look at the Physical and human features picture cards in preparation.

Use Daily Dashboard time to carry out much of this learning and revision.

Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

# Littleham CE Primary School Year 2 Rolling Programme



	<p>Set out a range of large world maps, globes and atlases for the children to explore. Challenge them to find the names and locations of seas and oceans around the world, including those that surround the UK.</p> <p>Show children the United Kingdom coastline map. Draw their attention to the compass and read the words north, south, east and west. Explain that compass points can describe a location or the direction of travel.</p> <p>Show the children the Coastal town map picture card. Point out the symbols on the map and explain that each one represents a physical or human feature. Ask the children to make suggestions for what each symbol might represent, encouraging them to give reasons for their suggestions.</p> <p>Show the children the Coastal erosion presentation. After sharing the presentation, ask the children to describe what erosion is and how the coastline erodes.</p> <p>Show the children the Whitby then and now Pinterest board. Look at each picture and ask questions to help guide the children's observations. For example, 'What are the people doing? What human features can you see?'</p> <p>Show the children the Visiting Whitby video. After watching the video, explain that tourism is an industry that provides services and amenities for people who are visiting or on holiday (tourists). Ask the children to discuss some of the reasons that tourists might visit Exmouth.</p> <p>Search for Saltwick Nab. Explain that this is a rocky platform situated off the coast of Whitby, which is, at times, hidden by the sea. Provide the Saltwick Nab picture card for the children to observe its shape and form. Ask them to consider the dangers of such a feature</p> <p>Display a range of different maps and aerial images of the UK coastline with paper and drawing materials for independent map making.</p> <p>Find out about and research a contrasting coastline outside of Europe e.g. Hawaii (Link to History Captain Cook)</p> <p>The key attention-grabbing activity to ignite children's interest is the visit to Orcombe point monument/ coast and the virtual tours via google earth.</p>
<p><b>Science</b></p>	<p>Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</p> <p><b>Everyday Materials</b></p>

# Littleham CE Primary School Year 2 Rolling Programme



Know what material an object is made from.

Know that all objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. For example a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water.

Know that when choosing what to make an object from, the properties needed are compared with the properties of possible materials, identified through simple tests and classifying activities.

Know that a material can be suitable for different purposes.

Know that an object can be made of different materials.

Know that objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example clay can be shaped by squashing, stretching, rolling, pressing etc.

Know that the property of the material can depend on how the material has been processed e.g. thickness.

Know that a material may come in different forms which have different properties.

## **Knowledge of Working Scientifically:**

Know how to ask a question about what might happen in the future based on observation.

Know how to perform simple comparative tests choosing equipment to use, what to measure or observe in order to answer a question.

Know how to use simple equipment safely.

Know how to spot simple patterns e.g. making links between properties and objects.

Know how to say what happened in an investigation and whether or not they were surprised by the results.

Know how to perform simple comparative tests choosing equipment to use, what to measure or observe in order to answer a question.

Know how to ask a yes / no question to aid sorting.

# Littleham CE Primary School Year 2 Rolling Programme



	<p>Know how to identify the headings for the two groups.</p> <p>Know how to record data in simple prepared tables or charts.</p> <p>Offer a wide range of materials and set up various investigations about the properties that they hold. Record and attempt to explain the results.</p> <p>Consider the equipment they see being used at Exmouth beach e.g. Sea kayaks, paddleboards and jet skis. Why are they made of the materials that are used?</p>
<b>Art and design</b>	<p>Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings.</p> <p><b>Painting</b></p> <p>Know how to mix a variety of colours for different purposes.</p> <p>Know which colours to choose and why.</p> <p>Know how to paint with creativity and expression.</p> <p><b>Collage</b></p> <p>Know what the complimentary colours are and can use this knowledge to arrange a primary and complimentary coloured papers.</p> <p>I know what colours would be classed as hot and cold.</p> <p>I know how to work with others to complete a large scale collaborative piece.</p> <p><b>Colour</b></p>

# Littleham CE Primary School Year 2 Rolling Programme



	<p>Know how to mix, apply and refine colour mixing for purpose using wet and dry media.</p> <p>Know how to explain colour choices.</p> <p>Display the Waves Pinterest board. Invite the children to look at each of the paintings and explain what they show. Highlight the names of a range of key paintings and give the names of the artists who painted them. Encourage the children to describe similarities and differences between the paintings and identify common themes, colours and textures. Invite the children to use a range of powder paints and brushes to explore ways of creating waves and water. When ready, they can translate their ideas to create a wave-themed painting. When complete, ask the children to show their work to others, describing what they like about it and considering improvements.</p>
<b>Music</b>	<p>The melody of a piece of music is the main tune, which is usually part of a larger piece of music. The shape of the music is the pattern created by the changing pitches of notes in a melody.</p> <p><b>Listen and Appraise</b></p> <p>Know five songs off by heart.</p> <p>Know some songs have a chorus or a response/answer part.</p> <p>Know that songs have a musical style.</p> <p>Know that songs can tell a story.</p> <p><b>Singing</b></p> <p>Know that unison is everyone singing at the same time.</p> <p>Know that voices sing different pitches.</p> <p>Know how to make different sounds with their voices and say words in rhythm.</p> <p>Know how to sing in a good singing position.</p> <p>Know how to start and stop when following a leader.</p>

# Littleham CE Primary School Year 2 Rolling Programme



	<p><b>Composition</b></p> <p>Know that composing is like writing a story with music.</p> <p>Know how to create three simple melodies using one, three or five different notes on simple tuned instruments.</p> <p>Know how the composition can be written down and changed if necessary.</p> <p><b>Playing</b></p> <p>Know the names of the notes in their instrumental part from memory or when written down.</p> <p>Use the Sea shanties teacher information to explain the origin and structure of sea shanties.</p> <p>Know there are various local Shanty Singer groups e,g, Shanty Men and link to the history of fishing in the South West.</p> <p>Learn sea shanties from local group Shanty Men and their meanings.</p> <p>Play the John Kanaka, Roll the Old Chariot Along and South Australia sea shanties provided and encourage the children to scrub the decks, haul the rigging and bail out the boat in time to the music.</p> <p>Compose their own sea shanty tune with 1,3 or 5 different notes on simple tuned instruments. Create simple words to it about sea life. Develop a way of recording their composition.</p>
<b>Computing</b>	<p><b>Handling Data</b></p> <p>Know that data can be collected in a variety of ways including by camera and sound recorders.</p> <p>Know how to make and save a chart or a graph using data that they have collected.</p> <p>Know how to use a branching database.</p> <p>Know what kind of information may be needed in order to investigate or answer a question.</p>



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	<p>Know specific types of data that would be appropriate to collect from a trip to Exmouth Beach.</p> <p>Collect a specific type of data when visiting the beach (sea creatures, floating and sinking items, beach hobbies). On return to school create charts and graphs and branch databases to present the information. Create questions for each other to answer using the presented charts and graphs.</p>
<p><b>Design and Technology</b></p>	<p>To assemble, join and combine materials in order to make a finished product to display.</p> <p><b>Textiles</b></p> <p>Know how to cut out shapes which have been created by drawing round a template onto the fabric.</p> <p>Know how to join fabrics by using e.g. running stitch, glue, staples, over sewing, tape.</p> <p>Know how to decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons.</p> <p>Know how to colour fabrics using a range of techniques e.g. fabric paints, printing, painting.</p> <p>Know how to describe how fabrics look and feel.</p> <p>Know how to spot similar fabrics.</p> <p><b>Throughout the Term:</b>  <b>Design:</b></p> <p>Know how to use pictures and words to convey what they want to design/make.</p> <p>Know how to propose several ideas for their product.</p> <p>Know how to work collectively to make decisions from a range of proposals.</p> <p>Know how to use drawings to record ideas as they are explained.</p>

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Know how to describe their models and drawings of ideas and intentions including what will make it successful.

## **Make:**

Know how to work as a team to discuss their work as it progresses.

Know how to select materials from a limited range and because of the characteristics that will meet the design criteria.

Know how to select and name the tools needed to work the materials.

Know how to use simple finishing techniques and begin to describe the importance for a high level finish.

## **Evaluate:**

Know how to note changes made during the making process as annotation to plans/drawings.

Know how to say what they like and do not like about items they have made and attempt to say why with some degree of precision.

Know how to discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.

Know the creatures, plants and other natural products found at Exmouth beach to enable them to be incorporated into the final design.

Create a class textile seascape to celebrate Exmouth Beach to hang on display in a public area of the school made up of individual panels.

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Term 3 – Summer	
	<p><b>What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic? This knowledge or skill features heavily in sub theme or will not be repeated.</b></p> <p><b>Text in this colour describes example activities to support the main theme of the topic.</b></p> <p><b>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</b></p>
<b>Sub-themes</b>	<b>Beach Hut. Beach Combers</b>
<b>Science</b>	<p><b>Discrete science teaching and learning.</b></p> <p>Know that a habitat is a place where a living thing lives. A microhabitat is a very small habitat. To identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p><b>Animals Including Humans</b></p> <p>Know that animals, including humans have offspring which grow into adults.</p> <p>Know that in humans and some animals, these offspring will be young, such as babies or kittens that grow into adults.</p> <p>Know that in other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow into adults, for example, butterflies.</p> <p>Know that the young of some animals do not look like their parents such as tadpoles.</p> <p>Know that all animals, including humans, have the basic needs of feeding, drinking and breathing that must be met in order to survive.</p> <p>Know that, to grow into healthy adults, they also need the right amounts and types of food and exercise.</p> <p>Know the foods in each section of the 'Eatwell Plate' and know why it is important to have a balanced diet.</p> <p>Know that good hygiene is important in preventing infections and disease.</p> <p><b>Plants</b></p> <p>Know that plants may grow from either a bulb or a seed.</p>

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Know that these then germinate and grow into seedlings which then continue to grow into mature plants.

Know that these mature plants may have flowers which then develop into seeds, berries, fruits etc.

Know that some seeds and bulbs need to be planted outside at particular times and know that they will germinate and grow at different rates.

Know that some plants are better suited to growing in full sun and some grow better in partial shade or full shade.

Know that plants also need different amounts of water and space to grow and stay healthy.

## **Knowledge of Working Scientifically**

Know how to spot simple patterns.

Know how to perform simple comparative tests choosing equipment to use, what to measure or observe in order to answer a question.

Know how to use simple secondary sources to find answers e.g. keys, books, computers.

Exmouth has a range of habitats. The Exe Estuary is a patchwork of habitats and is largely made up of 5 different types of habitats; Mudflats, Eel Grass, Mussel Beds, Saltmarsh and Reedbeds. These are created by the tides. Exmouth is also home to a number of woodlands such as nearby Hillcrest Community nature reserve. The beach, coast line and Maer offer contrasting habitats just 3 miles from school. The Maer is a large grassy, sandy space sandwiched between the beach road and Exmouth Cricket Club but it conceals a mosaic of different environments with unusual flora and fauna.

Visit the different school and local habitats and record the animals and plants they find there in different ways. Discuss the different plants and animals at the different sites.

Work on the school allotment to plant seeds and bulbs and observe growth.

Plant beans in the classroom in a controlled experiment giving different beans different conditions e.g. light/dark, water/no water, soil/no soil etc.

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**Purple** – Key knowledge linked to our Curriculum Intent.  
**Green** – Suggested activities