



Binstead Primary School

Year 2 Curriculum



Subject	Autumn Term	Spring Term	Summer Term
Science	<p style="text-align: center;">Living Things and Habitats</p> <p>I can explore and compare the differences between living, dead and never alive.</p> <p>I can identify that most living things live in habitats to which they are suited and describe how these provide for the basic needs of the plants and animals that live there.</p> <p>I can identify and name a variety of plants and animals in their habitats.</p> <p>I can notice that animals have offspring that grow into adults.</p> <p style="text-align: center;">Materials</p> <p>I can identify the suitability of a variety of everyday materials for particular purposes (including wood, metal, plastic, glass, brick, rock, paper & cardboard). I can find out the shapes of solid objects made from some materials can be changed by bending, twisting, squashing and stretching</p> <p>Scientist Link: Charles Macintosh (first waterproof fabric) Prem Singh Gill (Scientist Just Like Me; studies antarctic seals)</p>	<p style="text-align: center;">Animals and Humans</p> <p>I can describe the importance for humans to exercise, be hygienic and to eat the right amount of different foods.</p> <p>I can find out about and describe the basic needs to animals, including humans, for survival (water, food and air)</p> <p>I can observe that animals, including humans, have offspring which grow into adults.</p> <p style="text-align: center;">Plants</p> <p>I can observe and describe how seeds and bulbs grow into mature plants.</p> <p>I can find out and describe how plants need water, light and suitable temperature to grow and stay healthy.</p> <p>Scientist Link: Louis Pasteur (discovered germs are living things that can spread through touch or air)</p>	<p style="text-align: center;">Plants</p> <p>I can observe and describe how seeds and bulbs grow into mature plants.</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p style="text-align: center;">Forces</p> <p>I can recognise that pushes and pulls can change the shape of things, and that pushes and pulls make things stop or move.</p> <p>I can recognise that pushing and pulling can make things move faster or slower, and that bigger pushes and pulls have bigger effects.</p> <p>I can recognise that larger masses take bigger pushes and pulls to move or stop them. <i>(Hampshire Key Ideas in Primary Science) Can link to PE / prior learning on materials.</i></p> <p>Scientist link: Ben Woodcock (Scientist Just Like Me; helps farmers grow food so it is safe for insects and wildlife)</p>
<p>Working Scientifically</p> <p>I can ask simple questions and recognise that they can be answered in different ways (e.g is a deciduous tree dead in winter?; What things do animals need to stay healthy and investigate)</p> <p>I can observe closely using simple equipment.</p> <p>I can perform simple tests (set up comparative tests to show plants need light & water)</p> <p>I can identify and classify different items into groups (sort & classify into dead, alive, never alive; materials and their uses)</p> <p>I can use my observations and ideas to suggest answers to questions (observe with some accuracy plant growth)</p> <p>I can gather and record data to help in answering questions.</p>			



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Geography	<p style="text-align: center;">Location (Get Me Home)</p> <p>I can name the seas of the British Isles: English Channel, North Sea, Irish Sea, The Solent. I can name and locate the continents of the world. I can name and locate the oceans of the world. I can locate the equator. I can name, locate and identify characteristics (weather) of the 4 countries of the UK I can explain that some places are hotter/colder because of their location to the equator. I can use simple fieldwork and observational skills to identify hot and cold places around the school I can use directional and locational language to explain where IOW is in relation to key places. (Portsmouth/Southampton/London) I can use atlases and globes to locate countries/continents/oceans</p> <p><u>Fieldwork</u></p> <p>What are the hot and cold places in the school building?</p>	<p style="text-align: center;">Place (New York)</p> <p>I can compare NY (any small area in a contrasting non-European country) to Binstead/Ryde using physical and human geography. I can use the types of buildings I see to explain if it is a city, town, village. I can explain why NY (any small area in a contrasting non-European country) is like it is. (To make people want to visit on holiday, business/shopping)</p> <p>I can say how I think a place is like another place. (Hot/Cold places) I can compare how the IOW is the same as and different to NY (any small area in a contrasting non-European country). I can use basic geographical vocabulary to refer to human and physical features in New York/parks. I can use aerial photos to recognise landmarks and basic human and physical features in New York</p>	<p style="text-align: center;">Human and Physical (Parks)</p> <p>I can use basic geographical vocabulary to refer to human and physical features in New York/parks. I can use the four points of the compass. I can use maps/atlasses/globes to identify the UK and its countries, the IOW and its surrounding areas I can use locational and directional language to describe the location of features in the park I can devise a simple map of the park and use and construct basic symbols in a key I can use a digital camera to take pictures of the park and use them to help me describe a place. I can use pictures to explain how places (NY or any small area in a contrasting non-European country/IOW) are changing.</p> <p><u>Fieldwork</u></p> <p>Directional language to describe the location of features in the park, compass points, devising a simple map of the park including basic symbols, digital images</p>



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History	Titanic	Titanic	Monarchs
	<p>I can use sources provided to find out about a key historical event.</p> <p>I can place key events from a significant event in order.</p> <p>I can explain what life was like on board Titanic in 1st and 3rd class.</p> <p>I can explain if I would like to have travelled on Titanic.</p> <p>I can give my own reasons to explain why people want to explore new places.</p>	<p>I can use sources provided to find out about a key historical event.</p> <p>I can place key events from a significant event in order.</p> <p>I can explain what life was like on board Titanic in 1st and 3rd class.</p> <p>I can explain if I would like to have travelled on Titanic.</p> <p>I can give my own reasons to explain why people want to explore new places.</p>	<p>I can use Yr 1 words and past/present/then/now</p> <p>I can place key events from a significant event or person's life in order.</p> <p>I can place key events from a significant event or person's life in order.</p> <p>I can tell you that the UK is and has been ruled by a monarch.</p> <p>I can recognise that significant people have had a significant impact on society.</p> <p>I can put 3 or 4 given monarchs in order of their rule</p>

Subject	Autumn Term	Spring Term	Summer Term
Design & Technology	Waterproof Boat	Pizza Making	Wheels and Axels
	<p>I can think of my own ideas.</p> <p>I use models, pictures and words to describe my designs.</p> <p>I can use some given criteria to create a design and use materials suited to needs of design.</p> <p>I can order my simple plan to create a method.</p> <p>I can give some reasons (may not be accurate) for using materials in my products.</p> <p>I can make something that is waterproof or that floats, and consider how to make it stable.</p> <p>I can explain what my product is for and evaluate it against design criteria.</p>	<p>I can use equipment to peel, slice, cut and grate ingredients safely.</p> <p>I can make a pizza.</p> <p>I can talk about how a pizza can be a healthy option and consider food groups it uses.</p> <p>I can explain what my product is for and how I have been successful.</p> <p>I describe the properties of the food ingredients: taste, smell, texture, and consistency.</p> <p>I know where flour comes from.</p>	<p>I use a range of joins.</p> <p>I can use a saw and a bench hook safely.</p> <p>I can measure my materials before I cut them.</p> <p>I can suggest tools and materials I may need.</p> <p>I can make a product with an axel and wheels that moves by hand.</p> <p>I can explain what my product is for and evaluate it against design criteria.</p>



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PE	<p style="text-align: center;">Multi Skills (Movement)</p> <p>I can change speed whilst running to suit the space. I can use my change of direction to avoid others without stopping with more confidence. I can move backwards with increased speed. I can use a range of movement skills confidently (side-steps, big skips, zig-zags) I can jump using the 5 jumping combinations. (1-1, 2-2, 2-1,1-2 and 1- the other).</p> <p style="text-align: center;">Gym</p> <p>I can perform all of the year 2 shapes with control and balance. I can jump and land safely from the ground and the bench to include at least the tuck and the straight. I can link all four shapes in a sequence with direction from the teacher if required. I can experiment with different travels (side-steps, log rolls, walking backwards, hopping, front support walking). I can begin to include travels to link positions within the sequence. Show a clear start and finish to the sequence. Say what I like about my own and others performance.</p> <p style="text-align: center;">Ball manipulation</p> <p>I can send a ball using kicking, rolling, throwing with some success for a partner/team-mate. I can travel with a range of different balls to begin to avoid opponents.</p>	<p style="text-align: center;">Dance</p> <p>I can copy and explore basic movements with control. I can vary levels and speed in sequence. I can vary the size of my body shape. I can add a change of direction to a sequence. I can respond imaginatively to different music (stimuli).</p> <p style="text-align: center;">Ball Striking Skills</p> <p>I can use an object to move a range of different balls to begin to avoid opponents. I can use big touches when I have space and small touches when I don't have space (with a hockey stick). I can stop a rolling ball with increasing success (with a hockey stick). I can chase or move to receive a rolling ball (with a hockey stick). I can send a ball using hitting with some success for a partner/team-mate.</p> <p style="text-align: center;">Gym</p> <p>I can perform all of the year 2 shapes with control and balance. I can jump and land safely from the ground and the bench to include at least the tuck and the straight. I can link all four shapes in a sequence with direction from the teacher if required. I can experiment with different travels (side-steps, log rolls, walking backwards, hopping, front support walking). I can begin to include travels to link positions within the sequence. Show a clear start and finish to the sequence. Say what I like about my own and others performance.</p>	<p style="text-align: center;">Dance</p> <p>I can copy and explore basic movements with control. I can vary levels and speed in sequence. I can vary the size of my body shape. I can add a change of direction to a sequence. I can respond imaginatively to different music (stimuli).</p> <p style="text-align: center;">Striking and Fielding</p> <p>I can stop a rolling ball. I can chase and collect a rolling ball. I can throw a ball using overarm technique with increasing control. I can throw a ball using underarm technique with increasing accuracy. I can hit a stationary ball with more control and accuracy (cricket bat). I can begin to hit a bouncing ball with more control and accuracy (cricket bat). I can begin to hit a moving ball with some success (cricket bat).</p>

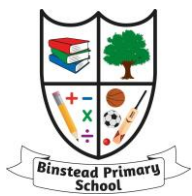


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	<p>I can use big touches when I have space and small touches when I don't have space. I can catch a range of balls thrown by others with increasing success. I can stop a rolling ball with increasing success. I can chase and collect a rolling ball.</p> <p style="text-align: center;">Indoor Athletics</p> <p>I can perform all jumps from year 1 with confidence. I can combine any 3 jumps with increasing balance. I can begin to use my arms to increase the power of my jump. I can jump continuously with 2 feet over a line for 10 seconds. I can control the power of an under arm throw to hit targets of increasing distance. I can throw a large ball with a chest push technique.</p>	<p style="text-align: center;">Multi Skills Striking</p> <p>I can stop a rolling ball with increasing success. I can catch a bouncing tennis ball with increasing success. I can track a tennis ball with increasing success. I can begin to hit a bouncing ball with more control and accuracy (tennis racket). I can begin to hit a moving ball with some success (tennis racket).</p>	<p style="text-align: center;">Athletics</p> <p>I can accelerate over a short distance. I can start quickly to respond to a whistle or voice command. I can use all 5 jumps from a standing position. I can begin to combine jumps with control. I can use my arms to improve the distance of my jump. I can use an underarm throw to aim at a target. I can stand side-ways to throw overarm with increasing distance. I notice that my breathing rate increases when I exercise.</p> <p style="text-align: center;">Invasion Games</p> <p>I can begin to help my team solve problems to win a game. (Attacking) I can begin to help my team solve problems to stop my opponents winning. (Defending) I can start to use the skills I have learnt in simple game situations. i.e- I can send a ball to a team mate to help the team score.</p>
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Computing E Safety (across the year)	Computer Basics	Word Processing	Scratch: Dressing Up game
I can: Explain what is meant by online information. Recognise what information is safe to be shared online. Explain why we need passwords and what makes a strong password. Understand that they need to ask permission before sharing content online and explain why. Understand that they have the right to deny their permission to information about them being shared online. Say who they can ask for help with online worries. Use some strategies to work out if online information is reliable or not.	I can: Name some computer peripherals and their function. Recognise that buttons cause effects. Explain that technology follows instructions. Recognise different forms of technology. Design an invention which includes inputs and outputs. Explain the role of computers in the world around them. Algorithms and Debugging I can: Decompose a game to predict the algorithms. Give a definition for 'decomposition'. Write clear and precise algorithms. Create algorithms to solve problems. Use loops in their algorithms to make their code more efficient. Explain what abstraction is	I can: Explain which are the home row keys and how to find them for typing. Use the spacebar and backspace correctly. Type and make simple alterations to text using buttons on a word processor. Search for, import and alter appropriate images for a text document. Modify text in a document. Use copy and paste to copy text from one document to another. Explain what information is safe to be shared online Digital Imagery Plan a pictorial story using photographic images in sequence. Explain how to take clear photos. Take photos using a device. Edit photos by cropping, filtering and resizing. Search for and import images from the internet. Explain what to do if something makes them uncomfortable online. Organise images on the page, orientating where necessary.	I can: change the colour of my sprite code the sprite to change costumes with a mouse click draw my own accessories code the accessories to change colour with a mouse click import lots of backgrounds code the backgrounds to change with a mouse click fix (debug) any errors Data Handling: ISS I can: Describe and explain how astronauts' survival needs are met aboard the ISS. Identify and digitally draw items which fulfil basic human needs when aboard the ISS. Read the correct temperature on a thermometer. Design a display showing everything that needs to be monitored by sensors on the ISS. Create an algorithm that addresses all plants' needs. Explain how space exploration can benefit life on Earth. Read data to identify whether a planet might be habitable.



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Art	<p>Kandinsky Art</p> <p>I can use pencils, pastels, chalks and paints in my art.</p> <p>I can investigate the work of Kandinsky through colour, pattern and shape.</p> <p>I can use shapes, textures and patterns in my kandinsky artwork.</p> <p>I can make choices about sizes, shapes and thickness of lines.</p> <p>I can say what I like about my own and others' work.</p> <p>I can say what I could improve in my own work.</p> <p>I can revisit my work more than once to make improvements.</p>	<p>Victorian Tiles</p> <p>I can use clay carving and shaping techniques to create a sculpture.</p> <p>I can use pencils in my drawing.</p> <p>I can explore how clay is used to sculpt different forms.</p> <p>I can add texture to my clay work by adding clay and using tools.</p> <p>I can explore ideas from my own imagination or other physical starting points.</p>	<p>What is Patchwork?</p> <p>I have looked at examples of patchwork and then designed and made my own.</p> <p>I can explore ideas from my own imagination or other physical starting points.</p> <p>I can revisit my work more than once to make improvements.</p> <p>I can use a running stitch to make a weaved item.</p>



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RE	<p style="text-align: center;">Celebration - Harvest</p> <p>I can talk about a celebration that's important to me. I can identify simple examples of how celebration relates to my own life and the lives of others. I can talk about what a celebration is and list some features of celebrations. I can recognise some ways in which Christians celebrate Harvest. I can talk about the importance for Christians of celebrating Harvest.</p> <p style="text-align: center;">Symbol – Light</p> <p>I can talk about my own responses to candle flame. I can identify how candle flame relates to my life. I can talk about candle flame as a reminder of important people or events. I can recognise how candle flames are used at Hanukkah and Advent. I can talk about the importance of candle flames.</p>	<p style="text-align: center;">Remembering - Shabbat</p> <p>I can describe remembering. I can describe how Jewish people remember creation and the day of rest when they celebrate Shabbat. I can describe how important remembering is for Jewish people. I can describe my own responses to remembering. I can describe the importance of remembering in my own life and others' lives.</p> <p style="text-align: center;">Belief - Easter</p> <p>I can identify and talk about the concept of belief. I can describe ways in which belief is expressed by Christians at Easter. I can describe the importance of belief to Christians in the Easter story. I can describe my response to the concept of belief. I can identify simple examples of how belief relates to my own life and the lives of others.</p>	<p style="text-align: center;">Special - Food</p> <p>I can simply describe foods that are <i>special</i> to them. I can describe how different foods are important to different people I can describe simply why some foods are <i>special</i>. I can describe what Christians think about when they share the special food (bread and wine) I can describe simply how Hindus share their <i>special</i> food (<i>Prashad</i>) I can describe simply why bread and wine is important for Christians/ why Prashad is important for Hindus</p> <p style="text-align: center;">Belonging in Judaism</p> <p>I can talk about my own responses to belonging. I can identify how my response to the idea of belonging relates to my own life. I can identify and talk about the concept of belonging. I can recognise how Jewish people show how they belong to the Jewish faith. I can talk about the importance of belonging to Jewish people and identify an issue raised.</p>



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<p>PSHE</p>	<p style="text-align: center;">Emotions</p> <p>I have an increased understanding of a range of emotions and strategies I can use to support my mental well-being. MBV Individual Liberty</p> <p style="text-align: center;">Relationships</p> <p>I understand that families come in different forms and help me feel safe, secure and loved. MBV Mutual tolerance and respect</p> <p>I understand that my body belongs to me and what is appropriate and inappropriate contact. MBV Individual Liberty</p> <p>I understand what characteristics make a good friendship.</p> <p>I understand the practical steps I can take to help my relationships.</p> <p>I understand the need to show courtesy and good manners.</p>	<p>What do I do when things go wrong?</p> <p>I can name at least one adult who I can talk to if I need to.</p> <p>I can use support for my mental health.</p> <p>I understand that there are 4 options to choose from when making an emergency call.</p> <p style="text-align: center;">Health</p> <p>I can recognise and sort between healthy and unhealthy food.</p> <p>I understand how I can exercise in and out of school, including active travel.</p> <p>I understand that sleep is important for my emotions.</p>	<p style="text-align: center;">Growing Up</p> <p>I understand that there are physical differences between male and females.</p> <p>I understand about appropriate and inappropriate touch. MBV Individual Liberty</p> <p style="text-align: center;">How good is the Internet?</p> <p>I understand the benefits of the internet and that I should limit my time online.</p>



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<p>Music</p>	<p style="text-align: center;">West African call and response song (Theme: Animals)</p> <p>I can: Use tempo, dynamics and timbre in their piece. Play in time with their group. Use instruments appropriately. Successfully sing back the melody line in time and at the correct pitch. Play either a call and/or response role in time with another pupil. Perform their composition.</p> <p style="text-align: center;">Orchestral instruments (Theme: Traditional Western stories)</p> <p>I can: Make plausible descriptions of the music. Identify a few instruments and the sounds of different sections of the orchestra. Explain what is happening in the music using language relating to emotion. Create a piece of music with some appropriate tempo, dynamic and timbre changes. Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. Perform confidently using appropriate instrumental sounds.</p>	<p style="text-align: center;">*Ocarina lessons*</p> <p style="text-align: center;">Musical me</p> <p>I can: Clap the rhythm of their name. Sing the melody accurately while playing their instrument in time. Show a range of emotions using their voices. Describe the dynamics and timbre of their pieces. Play a known melody from letter notation in the right order, if not with the right rhythms. Play a new melody from letter notation in the right order, if not in time. Invent a melody, write it down and play it back. Select instruments with different timbres. Compose and perform a piece using different dynamic levels.</p> <p style="text-align: center;">Dynamics, timbre, tempo and motifs (Theme: Space)</p> <p>I can: Use their voice to create a variety of sounds. Use dynamics to create an atmosphere. Correctly identify some instruments and changes in dynamics in a piece. Explain how the same instrument can have many different sounds. Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. Successfully create and play a motif. Notate and write down their motif in some form.</p>	<p style="text-align: center;">On this island: British songs and sounds</p> <p>Sing, play and follow instructions to perform as a group. Describe music using simple musical vocabulary. Explore multiple ways of making the same sound. Represent the same sound in different ways. Describe how they have adapted a sound using musical vocabulary. Contribute musically to a final performance. Create a piece that clearly represents a particular environment. Extend a piece of music so that it represents three distinct environments.</p> <p style="text-align: center;">Myths and Legends</p> <p>I can: Create rhythms and arrange them in a particular order or structure. Identify the structure of a piece of music and write it down. Describe whether a musical texture is thick or thin. Explore ways of writing down different textural layers. Follow a given structure for a composition. Write a structure score accurately. Compose music with several layers. Perform their composition accurately, following the structure score.</p>



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