



# Kingsley CP Curriculum Overview

## Year 2 Spring Term 1

### Science:

In Science, we will be learning about...

Living things and their habitats. In this unit the children will explore the differences between living and non-living things looking specifically at the seven life processes. They will be exploring habitats all around the world including oceans, deserts, Antarctica, rainforests and the different types of animals that live in them. They will also be venturing out into the wild area again to explore local habitats and microhabitats. They will investigate a microhabitat and record the information they gather. The children will also describe how animals find their food and start to understand simple food chains.

### Key knowledge:

To explore and compare the differences between things that are living, dead, and things that have never been alive

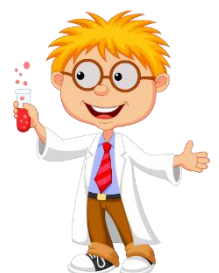
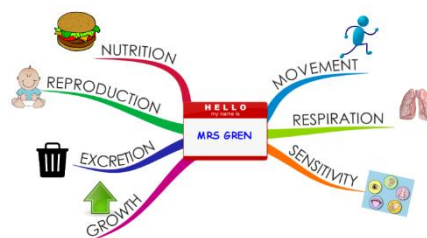
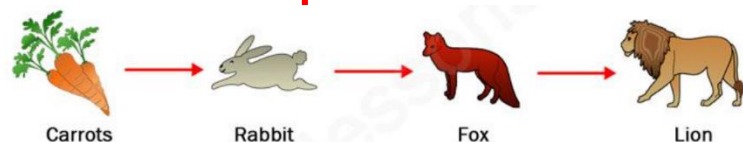
To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

To identify and name a variety of plants and animals in their habitats, including microhabitats

To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

### Key vocabulary:

Life process,	excretion,
movement,	nutrition,
respiration,	Habitat
sensitivity,	Microhabitat
growth,	Food chain
reproduction,	Producer
	Consumer



In Art, we will be learning about...

Sculptures! The children will make clay dragon eyes which require shaping, joining techniques and adding pattern and mark to the final pieces. They will research ancient Chinese architecture including that with dragons, making links with their literacy work. They will practise using a range of tools, discovering which tools are best suited to particular patterns and they will learn how to join clay pieces to their sculptures using the 'slip, score, blend' technique. Decoration and evaluation will also play a key part to the sculpture process.

### Key vocabulary:

patterns	decoration
texture	modelling
carving	construct
shape	clay
form	malleable
rolling	pinching
kneading	

### Key knowledge:

To be able to make their own sculpture piece based on dragon's eyes.

To use equipment and media (clay) with increasing confidence making patterns and marks to add finer detail to their sculptures.

To explore and play with clay, experimenting with form and shape in order to gain the skills necessary for careful model making.

To learn how to use a range of tools to add detail and pattern and will explore to see which tools best suit the chosen patterns.

To research famous sculptors in order to develop their own ideas and imagination.

To develop and refine their skills over time before putting their skills into practise.

To evaluate their work.



## History:

In History we will be learning about...

Significant historical events beyond our living memory. This will include looking at Guy Fawkes and the gunpowder plot as well as further, in depth exploration of the great fire of London. The children will place these events on a timeline in order to begin to understand the passing of time. We will make links with our Literacy skills and will write in a variety of genre types to show our understanding of the key historical event.

### Key vocabulary:

Guy Fawkes	King James I
Gunpowder plot	1605
Great Fire	Pudding Lane
Bakery	Smoke
Fireman	Cart
River Thames	London
1666	In the past
A long time ago	Disaster
Decades/centuries	
Present/today	

### Key knowledge:

To know that events happened in the past which has an effect on the way we live today.

To know that people and their lives were very different to the present day and to identify some similarities and differences.

To know where the people and events we study fit within a chronological timeline - this being from the oldest event to most recent.

To develop an awareness of the past, using common words and phrases relating to the passing of time such as a long time ago, over 300 years ago, 3 centuries ago

To ask and answer questions about the past by looking at books, pictures, photographs and artefacts.



## Religious Education

In Religious Education, we will be learning about...

Christianity. We will focus on the main question "Why is the bible a special book for christians?" The children will think about which books are special to them and why, before learning about the bible being a sacred book to Christians. They will learn about how the bible is treated in a special way and that it consists of the New and Old Testaments. They will also learn that Christians believe the bible guides them through their life and what this means and they will listen to some stories from the Old Testament including David and Goliath. Finally, the children will listen to the story "Stilling of the storm" from the New Testament in order to begin to learn how such stories help christians. Prays and the Lord's Prayer will also be explored.

### Key knowledge:

To know why Christians try to live their lives according to the bible.

To know that the bible is made of stories within 2 main parts.

To know that Christians believe their life is guided by the bible giving them messages and word of wisdom.

To know how and what stories in the bible teach Christians.

To know what prayers are and why Christians pray.

### Key vocabulary

Christians

Bible

Old Testament

New Testament

Sacred, holy, special

Gospel

Wisdom

Guide

Belief

Prayers



## Computing

In Computing, we will be learning about...

Stop motion. We're learning about animation and how it works looking back at it's history and how special effects were created in older films. We will then look at creating our own stop motion animations, designing and making characters and backgrounds.

### Key knowledge:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- To create a stop motion animation
- To understand stop motion involves small movements per frame that create the illusion of movement when played together.

### Key vocabulary

Animation

Stop motion

Frame

Special effects





## Physical Education

In Physical Education, we will be learning about...

The children will learn about gymnastics and net/wall games. In gymnastics, the children will learn to develop balance, agility and co-ordination. They will do this via floor work which will entail them working on their own, with a partner or in a small group. They will work together to make simple routines or sequences which will require them to copy, repeat and remember actions looking at different types of stepping and rolls. They will talk about what is different between what they did and that someone else did as a means to improving their own work as well as offering advice to others. They will develop greater control in their movements and work cooperatively with a partner. In net/wall games the children will develop their catching and throwing skills, working on hand-eye coordination. They will practise with a range of balls and then move onto smaller balls and rackets in which they will develop their racket-eye coordination. They will play games and use partner and groups work to develop and refine their catching and throwing skills.

### Key vocabulary

## Team work

## Commitment

## Perseverance

## Hand-eye co-ordination

## Racket-eye coordination

## Sequence Repeat Patterns

Control balance

Direction                      co-ordination

Sequence routine

Perform

Rolls

## Stepping

Key knowledge:

## Net/wall games

I can develop hand-eye coordination

I can develop and improve racket-eye coordination

I can use proper technique for throwing

I can develop racket skills and hit with control

## Gymnastics

I can make movements and simple sequences with control, balance and co-ordination.

I can work co-operatively with a partner.

I can improve my actions by watching and listening to others.

I can create sequences including stepping and rolls.



In Music, we will be learning about...



**Appraisal** - which type of music do you like? Is it OK to like/not like songs/music?

**Song style and make up** - are all songs the same? Do they all have a chorus? How many verses do they have? What type of music can you hear?

**Instruments and vocals** - do all songs have vocals? What instruments can you hear? Which instrument do you like the sound of? Are the singers male or female? Is there more than one singer? Can you play an instrument? Can you play amongst your class and keep the rhythm?

**Singing and performing** - learn the lyrics to a song or part of a song. Would you prefer to sing the loud parts or quiet parts? Can you dance and improvise with instruments in time to the music? Can you find and keep the pulse while dancing?

Key vocabulary

pulse	tempo
rhythm	dynamics
chorus	improvise
vocals	verse
instruments (guitar, piano, trumpet, saxophone, sleigh bells etc)	
music styles (rap, motown, pop, disco, jazz, rock)	

Key knowledge:

To know: some songs have a chorus or a response/answer part.

To know: that songs have a musical style.

To know: that music has a steady pulse, like a heartbeat.

To know: that we can create rhythms from words, our names, favourite food, colours and animals.

Rhythms are different from the steady pulse.

We add high and low sounds, pitch, when we sing and play our instruments.

Songs include other ways of using the voice e.g. rapping (spoken word).

To know: why we need to warm up our voices.

Improvisation is making up your own tunes on the spot.

Composing is like writing a story with music.

A performance is sharing music with an audience.

Learn the names of the notes in their instrumental part from memory or when written down.

