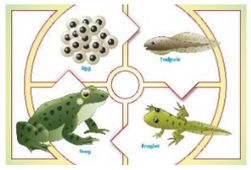
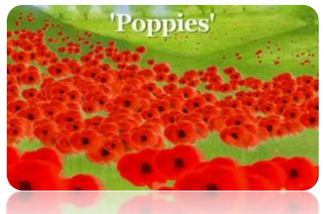
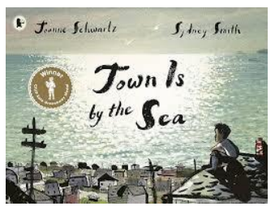
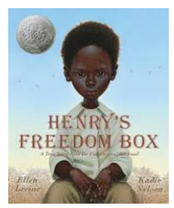
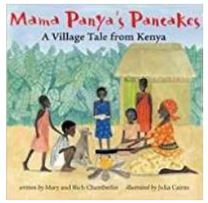
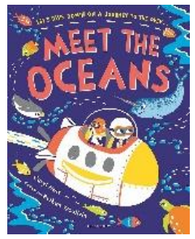
Clover Hill V.A. Infant & Nursery School – National Curriculum Coverage in Year 2

National Curriculum Coverage in Year 2						
Throughout the Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SCIENCE						
Seasonal Changes Observing changes across the four seasons. Observing and describing weather associated with the seasons and how day length varies. 	**Animals Including Humans - Growth** Finding out about and describing the basic needs of animals, including humans, for survival (water, food and air). Describing the importance of exercising, eating the right amounts of different types of food, and hygiene for humans.	**Animals Including Humans- Life Cycles** Noticing that animals, including humans, have offspring which grow into adults. 	**Living Things and Habitats** Exploring and comparing the differences between things that are living, dead, and things that have never been alive. Identifying and naming a variety of plants and animals in their habitats, including microhabitats. Describing how animals obtain their food from plants and other animals.	**Living Things and Habitats - Living Things Around the World** Identifying that most living things live in habitats to which they are suited. Describing how different habitats provide for the basic needs of animals and plants. 	**Plants** Observing and describing how seeds and bulbs grow into mature plants. Describing how plants need water, light and a suitable temperature to grow and stay healthy. Understanding the requirements of plants for germination, growth and survival, as well as the processes of plant reproduction and growth.	**Using Everyday Materials** Identifying and comparing the suitability of a variety of everyday materials. Finding out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 
HISTORY						
Significant Dates Talking about important historical dates as they occur.	**How Was School Different in the Past?** Finding out about how schools have changed within living memory. Looking for similarities and differences and using a range of sources to recognise some continuity between our own lives and the past.		**What Did We Learn from the Great Fire of London?** Developing knowledge of events beyond living memory. Reinforcing chronological understanding by looking at significant events which occurred during the fire. Learning about the individuals who contributed to the history of architecture.		**What is a Monarch?** Finding out the role of a monarch and comparing the monarchy today with the monarchy in the past. Investigating how William the Conqueror became King and learning how he used castles to rule. Looking at different types of castles and considering how these evolved over time.	
GEOGRAPHY						

Our World The seven continents The five oceans The UK Weather Patterns		**Would You Prefer to Live in a Hot or Cold Place?** Introducing children to the idea of climate zones, and mapping out hot and cold places globally. Looking at features in the North and South poles and Kenya. Comparing weather and features in our local area. Learning the four compass points. Learning the names and locating the continents of our world.		**Why is our world wonderful?** Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area.		**What is it like to live by the coast?** Recapping the continents and naming and locating the oceans of the world. Revisiting countries and cities of the UK and surrounding seas. Learning about the human and physical features of the Norfolk and Jurassic coastlines and how humans have interacted with them. 
DESIGN TECHNOLOGY						
Skills and Knowledge Thinking about the suitability of materials for building and attaching. Improving our cutting skills. Learning paper folding techniques for different purposes.		**Woodfired Pizzas** Tasting ingredients to decide which to include when making our own pizzas. Designing a healthy, colourful and exciting pizza by making a collage pizza plan. Following our plans closely to make our pizzas outdoors in the woodfired oven. Evaluating our pizzas against our design and success criteria.		**Animal Glove Puppets** Exploring different types of puppets. Practising our joining (sewing and gluing) skills on fabrics. Designing and making a simple glove puppet. Evaluating our final product against our design and success criteria.		**Axles and Wheels - Moving Vehicle** Exploring existing moving vehicle toys. Learning about the parts of a toy vehicle. Designing our own unique moving vehicle. Making our vehicle by measuring, marking, sawing joining and finishing. Evaluating our final product against our design and success criteria.
ART AND DESIGN						
Simple Drawing Exercises Improving our drawing skills by making both observational and imaginative sketches.	**Explore and Draw** Introducing the idea that artists can be collectors and explorers as we develop drawing and composition skills.		**Exploring the World Through Monoprint** Using a simple monoprint technique to develop drawing skills, encourage experimentation and ownership.		**Be an Architect** Exploring architecture and creating architectural models.	
LIFE SKILLS						

	**Being Me in My World** Hopes and fears Rights and responsibilities Rewards and consequences Our learning charter	**Celebrating Differences** Stereotypes Standing up for myself and others Diversity Still being friends	**Dreams and Goals** Goals to success My learning strengths Learning with others Celebrating our achievements	**Healthy Me** Being healthy Being relaxed Medicine safety Healthy eating Healthy, happy me	**Relationships** Families Keeping safe Friends and conflict Secrets Trust and appreciation Celebrating special relationships	**Changing Me** Life cycles in nature Growing from young to old Boys and girls bodies Assertiveness Looking ahead
RELIGIOUS EDUCATION						
Celebrations Reading religious stories and learning about festivals.	Why is light an important symbol for Christians, Jews and Hindus? **(Christian, Jewish, Hindu)**	What does the nativity story teach Christians about Jesus? **(Christian)** 	How do Christians belong to their faith family? **(Christian)**	How do Jewish people celebrate Passover (Pesach)? **(Jewish)**	Why do people have different views about the idea of God? **(Christian, Muslim, Humanist)**	
MUSIC						
	**Hands, Feet, Heart** South African styles Sing, improve and perform.	**Ho, Ho, Ho** Rap Listening to and appraising other styles of music and continuing to embed the interrelated dimensions of music through games, singing and playing instruments.	**Zootime** Reggae Listening, appraising and composing.	**I Wanna Play in a Band** Rock Listening, appraising and composing.	**Digital Music Maker** Chrome Music Lab	**Friendship Song** Pop Listening, appraising and composing.
COMPUTING						
E-safety Project EVOLVE	**Information Technology Around Us** Identifying IT and how its responsible use improves our world in school and beyond.	**Digital Photography** Capturing and changing digital photographs for different purposes.	**Robot Algorithms** Creating and debugging programs and using logical reasoning to make predictions.	**Pictograms** Collecting data in tally charts and using attributes to organise and present data on a computer.	**Digital Music** Using a computer as a tool to explore rhythms and melodies before creating a musical composition.	**Programming Quizzes** Designing algorithms and processes that use events to trigger sequences of code to make an interactive quiz.