

## KS1 - CURRICULUM OVERVIEW

<p><b>TOPIC:</b> Ready, Steady, Cook!</p> <p><b>Year: 2</b></p> <p><b>TERM: Spring 2</b></p>	<p><u>CHRISTIAN VALUE</u></p> <p>Perseverance</p>	<p><u>ENGLISH</u></p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Persuasive writing</li> </ul>	<p><u>MUSIC</u></p> <p><u>Let's Sing</u> (Timbre/Texture)</p> <ul style="list-style-type: none"> <li>• Use voices expressively by singing songs.</li> <li>• Rehearse and perform with others.</li> <li>• Recognise the difference between singing and speaking.</li> <li>• Explore different sounds the singing and speaking voice can make.</li> <li>• Identify different voices by their vocal qualities.</li> <li>• Recognise a song with or without an accompaniment.</li> <li>• Determine one strand of music or more than one strand.</li> </ul>	<p><u>PE</u></p> <p><u>Games</u></p> <ul style="list-style-type: none"> <li>• Yoga</li> <li>• Games (Piggy in the Middle)</li> </ul>
<p><u>GEOGRAPHY</u></p> <ul style="list-style-type: none"> <li>• To name and locate the world's seven continents and five oceans.</li> <li>• To use world maps, atlas and globes to identify the UK and it's countries, as well as the countries, continents and oceans at this key stage.</li> <li>• To use aerial photographs to recognise landmarks and basic human and physical features.</li> <li>• To use basic geographical vocabulary to refer to key physical and human features.</li> </ul>	<p><u>PSHE</u></p> <ul style="list-style-type: none"> <li>• To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</li> <li>• To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</li> <li>• To know the importance of, and how to, maintain personal hygiene.</li> <li>• To know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</li> <li>• To know that household products, including medicines, can be harmful if not used properly.</li> <li>• To be able to take turns, share and understand the need to return things that have been borrowed.</li> </ul>	<p><u>DT</u></p> <p><u>Food</u></p> <ul style="list-style-type: none"> <li>• Group familiar food products e.g. fruit and vegetables.</li> <li>• Explain where food comes from.</li> <li>• To develop a food vocabulary using taste, smell, texture and feel.</li> <li>• Cut, peel, grate, chop a range of ingredients.</li> <li>• Measure and weigh food items, non-statutory measures e.g. spoons, cups.</li> <li>• Work safely and hygienically.</li> </ul>		
<p><u>COMPUTING</u></p> <p><u>Programming and Coding (continued)</u></p> <ul style="list-style-type: none"> <li>• To program a robot to do a particular task using the correct vocabulary.</li> <li>• To say the order I need to do things to make something happen and talk about this as an algorithm.</li> <li>• To follow precise and unambiguous instructions.</li> <li>• To create an algorithm that includes movement and sounds.</li> <li>• To create an algorithm and use the green flag to start.</li> <li>• To create an algorithm and use the commands to change features.</li> </ul>	<p><u>SCIENCE</u></p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>• 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.</li> <li>• 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.</li> <li>• Different kinds of plants and animals live in different kinds of places.</li> <li>• There are different kinds of habitat near school which need to be cared for.</li> <li>• Habitats provide the preferred conditions for the animals/plants that live there (compare local habitats and less familiar examples).</li> </ul>	<p><u>RE</u></p> <p><u>Easter: How do symbols help us to understand the story?</u></p> <ul style="list-style-type: none"> <li>• To identify and name some of the symbols of Easter.</li> <li>• To retell the Easter story.</li> <li>• To talk about their own experiences of Easter celebrations.</li> <li>• To use religious vocabulary to simply describe what the symbols of Easter mean.</li> <li>• To describe briefly why Christian people celebrate Easter.</li> <li>• To explain what they think to be the most important thing about Easter.</li> </ul>		
<p><u>WOW</u> - French Day (Monday 19<sup>th</sup> March 2018)</p>				
<p><u>ROLE PLAY AREA</u> - Cafe</p>				