



**Courthouse Green Primary School**  
**'Doing our best to be our best'**  
**Breadth of Study**  
**Year 2**



The curriculum planning at Courthouse Green is designed as a theme, where many subjects are woven together as a strategy to work in a cross curricular way. Each theme has a number of focus subjects. We ensure through our planning children understand the skills they are learning and embedding and teach and apply subject specific vocabulary explicitly through our medium term planning. Some subjects are taught discretely across the school using our school's own context as a driver for this. Links to British Values are evident throughout the themes.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PSHCE</b>	<b>Protective Behaviours/Fresh Start</b>	<b>Anti-Bullying/ Be Friendly Be Wise</b>	<b>E Safety/ It's good to be different</b>	<b>Healthy Life Styles</b>	<b>Community/ It's Our World</b>	<b>SRE/ Moving Up</b>
<b>RE</b>	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas - Jesus as gift from God Key Question: Why did God give Jesus to the world? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism  Theme: Prayer at home Key Question: Does praying at regular intervals every day help a Muslim in his/ her everyday life? Religion: Islam	Theme: Easter - resurrection Key Question: How important is it to Christians that Jesus came back to life after his crucifixion? Religion: Christianity	Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism  Theme: Community and Belonging Key Question: Does going to the Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism  Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam
<b>PE</b>	Our PE curriculum is underpinned by Real PE, which focuses on the development of agility, balance and co-ordination, healthy competition and cooperative learning. A specialist dance teacher also delivers a high quality dance curriculum linked closely to the themes we teach.					

**History** Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality

Geog	<p>Locational knowledge name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, 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 use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
Design Tech	<p>Design - purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make and select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria. Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
Science	<p>Living things and their habitats  Explore and compare the differences between things that are living, dead, and things that have never been alive 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 identify and name a variety of plants and animals in their habitats, including microhabitats 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.</p> <p>Plants  Pupils should be taught to: observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Animals inc humans  Pupils should be taught to: notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Use of everyday materials  Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
Computing	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content and recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
Art	<p>Pupils should be taught: to use a range of materials creatively to design and make products, to use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the, differences and similarities between different practices and disciplines, and making links to their own work.</p>

	Engage and Expert	Literacy Inc key texts	Maths links	Computing	Humanities Geog and History	Design and Technology	Art and Design
<p><b>Year 2 Theme 1</b></p> <p><b>Key Question:</b> Where in the world are we?</p>	<p>Start: Link up with Paddington in Peru, chn to prep qu–skype. Enrichment: Sculptures</p> <p>End: Why should Paddington come to the UK? <i>Can you create a way to share what’s great about where you live?</i></p>	<p>Goldilocks Hansel and Gretel</p> <p>Paddington Bear’s visit to London.</p> <p>Puppet Pals</p>	<p>Positional language Data handling Measuring distances and temperatures.</p>	<p>Emails to other school – private Using the Padlet app.</p> <p>Google Earth Maps App Compass points Class Blog Adobe Voice</p>	<p>Characteristics of 4 countries of the UK and capital cities. Drawing maps - using compass points, birds eye view. Understand the terms city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Understanding and using an Atlas Democracy - agree or disagree activities. Rule of law: monarchy.</p>	<p>Using clay/tools to create own sculpture</p>	<p>Digital media – ipad sketchbook image of a building.</p> <p>Sculpture – for Coventry/CHG. Local sculptors. George Wagstaff.</p> <p>Comparing, evaluating, critiquing sculpture.</p>
<p><b>Year 2 Theme 2</b></p> <p><b>Key Question:</b> How do people celebrate?</p>	<p>Start: Mock party that has gone wrong. Enrichment: church visit</p> <p>End: What makes the best party? <i>Can you see a possible solution to the problem with the party?</i></p>	<p>Narrative Hansel and Gretel Sweet shop descriptions Food/Recipes</p>	<p>Survey – favourite food for the party. Collect data and record in block graphs/pictograms. Weighing and measuring ingredients for food.</p> <p>Easy Chart HD Pictogram</p>	<p>Presentation- key note to present findings. Create own comic strips using ipads.</p> <p>Chn ask planners initial questions on Padlet.</p>	<p>Origins of food – mapping skills. Food from around the world and how it compares to food in the UK. Tolerance: celebrating different festivals and cultures. Popplet Key Note</p>	<p>Compare existing products. Design and make a healthy snack (fruit kebab) Make the product look appealing.</p>	<p>Explore artists who use printing and printing in the environment. Use pressing to print a repeating pattern for bunting Patchwork – compare fabrics In bunting.</p>
<p><b>Year 2 Theme 3</b></p> <p><b>Key Question:</b> What is the best way to travel around the world?</p>	<p>Start: Philieas Fogg Enrichment: Transport museum</p> <p>End: Design and make a vehicle to show a guest <i>Can you design the best vehicle for Phileas’ Fogg’s great great grandchild to travel round the world?</i></p>	<p>Mrs Amritage In Wheels and Mrs Armitage ‘Queen of the road’ Reports on bikes Persuasive texts on bikes Key note Book creator</p>		<p><b>Skill:</b> Using computer programs to explore algorithms. Alex and bee bot.</p> <p>Strip design to take photographs and present findings.</p>	<p>Events beyond living memory – first plane flight. Frank Whittle. Transport in the past – link to Coventry. Transport around the world, reasons for different transport.</p> <p>Rule of law: road safety, speed limits.</p>	<p>Make a vehicle using recycled materials – use wheels, axels. Practise skills of cutting, shaping, joining and finishing. Look at famous vehicle designers - Jaguar, Ford.</p>	<p>Wassily Kandinsky – concentric circles – explore the work of an artist and respond. Explore colour mixing, tones and tints.</p> <p>Bicycle wheel weaving.</p>

<p><b>Year 2 Theme 4</b></p> <p><b>Key Question:</b> Why do animals live in different places?</p>	<p>Start: Zoo keeper visit.</p> <p>Enrichment: Twycross Zoo.</p> <p>End: Design top tips for the zoo Zookeeper visit. <i>Can you create a new leaflet to advertise the zoo?</i></p>	<p>Narrative <a href="#">Little Red Riding Hood</a> <a href="#">Non-fiction reports on wolves.</a></p>		<p>Photo booth - adapt photos Publish and present work - changing text as necessary</p> <p>Pages</p>	<p>Find continents and oceans around the world Hot and cold countries around the world – identify equator</p> <p><a href="#">Democracy - agree or disagree activities.</a></p> <p>Maps <a href="#">Google Earth</a></p>		<p>Observational drawings of animals, exploring line, tone, shade, colour Create patterns Use collage to explore pattern and skin. Choose similar colours for effect Create a 3D sculpture of an animal Rousseau</p>
<p><b>Year 2 Theme 5</b></p> <p><b>Key Question:</b> The seaside is the best place to live. True or false?</p>	<p>Start: seaside afternoon.</p> <p>End: <i>Can you create a puppet show to entertain?</i> <b>Pic Play Post</b></p>	<p>Narrative <a href="#">Winnie the Witch at the seaside</a> <a href="#">Winnie the Witch and the midnight dragon.</a></p>	<p>Money - paying for items at the seaside. Favourite ice cream flavours - data handling.</p>	<p>Directions on maps, adapt and debug problems. Explore the effect of actions.</p>	<p>Seaside's now and then. Weather at the seaside, comparison between Coventry. Physical and human features of the seaside. Comparison to Coventry.</p>	<p>Textiles – creating puppets. Making a rockpool.</p>	<p>Create a seaside scene: Use watercolour to create a wash Add details and drawings using pastels</p> <p><b>Art set</b></p>