

SPPS Curriculum Objectives Y2 Statutory Requirement Objectives



See the documents [SPPS Maths Overview](#) and [SPPS English Overview 2014](#) for these core objectives

Statutory objectives

SPPS objectives or suggested topics / activities

Science				
Working Scientifically <u>Topics:</u>	Living Things and their habitats	Plants	Animals, inc Humans	Use of everyday materials
<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Build on these skills from year one:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment identifying and classifying <p>Main skills to focus on in Year 2:</p> <p>using their observations and ideas to suggest answers to questions</p> <ul style="list-style-type: none"> gathering and recording data to help in answering questions. performing simple tests 	<p>Pupils should be taught to:</p> <p>Biology</p> <ul style="list-style-type: none"> 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 micro-habitats 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>Pupils should be taught to:</p> <p>Biology</p> <ul style="list-style-type: none"> 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>Pupils should be taught to:</p> <p>Biology</p> <ul style="list-style-type: none"> 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>Pupils should be taught to:</p> <p>Physics</p> <ul style="list-style-type: none"> 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.

Forces pre-unit taught about trebuchets (although consideration needs to be given to where this will go within the year)

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NON CORE SUBJECTS: PART 1 OF 2			
Geography	History	Art & Design	Design & Technology
<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans (Yr1 and Yr2) name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (Yr2) <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 (Yr1 and Yr2) use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (Yr1 and Yr2) key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Yr1 and Yr2) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 (Yr 2) 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 (Yr 1 and Yr2) 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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 <p>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> <p>Media to cover- poster paint, oil pastels, drawing inks, modelling paper</p> <p>Artist focus: Hundertwasser</p>	<p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> 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>Cooking & Nutrition Pupils should be taught to:</p> <p>Key stage 1</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to

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Geography	History	Art & Design	Design & Technology
<ul style="list-style-type: none"> 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 (Yr 1 and Yr2) <p><u>Global Citizenship Aims</u> Pupils should;</p> <ul style="list-style-type: none"> understand our impact on the environment begin to identify unfairness and take appropriate action make links between our lives and others develop interest in and concern for others in a wider sphere have an awareness that our actions have consequences develop a willingness to speak up for others <p><u>Curriculum links and resources</u></p> <ul style="list-style-type: none"> Go Bananas – begin to understand the origins - and impacts - of the food we eat (Oxfam) <p>The World Came To My Place Today Jo Readman</p> <ul style="list-style-type: none"> Fair trade Planting project – What can we grow? Sunflowers mango, avocado, potatoes. 			<p>prepare dishes</p> <ul style="list-style-type: none"> understand where food comes from. <p><u>Topic: Dungeons and Dragons</u> Focus - Trebuchet making Linked to Science – forces -Design, make and evaluate -Technical knowledge -Explore and use mechanisms- focus levers -Building structures to be stiff and stable</p> <p><u>Topic: Island Life</u> Focus – Island design and making Linked to art -Design, make and evaluate -Technical knowledge -Select from a range of materials to explore building structures , how they can be made stable and stronger</p>

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NON CORE SUBJECTS: PART 2 OF 2				
Computing	R.E	PHSE (Following SPPS Program)	Physical Education	Music
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 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><u>List of topics-</u></p> <ul style="list-style-type: none"> Here come the aliens: We are detectives (using emails from aliens to collect clues about them) Fire! Fire! We are researchers (researching as a team using mind maps and note taking to create digital presentation about 	<p>Pupils should be taught to:</p> <p>Southwark Syllabus:</p> <p>Christianity Unit 2 – Jesus’ Birth and teaching</p> <p>Christianity Unit 3 – Beliefs and God</p> <p>Islam Unit 1 – Muslim Beliefs</p> <p>Islam Unit 2 – Following Allah’s teachings</p> <p>Sikhism Unit 2 – The Sikh Gurus</p> <p>Generic Belonging</p> <p><i>(See units for full objectives)</i></p>	<p>Pupils should be taught to:</p> <p>Autumn 1: Difference & diversity; creating class rules to match school vision and values.</p> <p><u>PATHS</u></p> <ol style="list-style-type: none"> Establishing a Positive Classroom Environment and Enhancing Self-Esteem (Classroom Rules and Pupil of the Day) Introduction to Feelings (happy, sad, private, fine, excited ...) Feelings & Behaviours (Scared, Afraid, Safe, Angry ...) Self-Control & Anger Management Anger Management & Problem Solving Friendship and Feeling Lonely Manners & Listening to Others Feelings / Emotions / Behaviours <p><u>Sex and Relationships Education: Differences (Autumn 2)</u></p> <ol style="list-style-type: none"> Differences: Boys and Girls Differences: Male and Female Naming the Body Parts <p><u>Drug & Alcohol Education: Keeping Safe</u></p> <ol style="list-style-type: none"> Risk Hazardous Substances Safety Rules 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending <p>perform dances using simple movement patterns. 2 hours per week. 1 hour to be to be REAL PE 1 hour to be a sport/ discipline linked to competition timetable.</p> <p><u>REAL PE SCHEME OF WORK</u></p> <p>Unit 1- Personal skills: weeks 1-6. Unit 2- Social skills: Weeks 7-12. Unit 3- Cognitive Skills: Weeks 13-18 Unit 4- Creative Skills: Weeks 19-24 Unit 5- Physical Skills: Weeks 25-30 Unit 5- Health and Fitness: Weeks 31-36</p> <p><i>(These units do not need to be taught in this order, it is best to start with Personal and then move on. If you feel the children need lots of work on Social or Creative skills then work through the lessons in all the units but keep the focus on the skill which you choose.)</i></p> <p><u>SPORT/DISCIPLINE UNITS/SCHEMES OF WORK.</u></p> <p><i>(These should be taught in line with the competition calendar which will be issued at the start of each school)</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.

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<p>GFofL)</p> <ul style="list-style-type: none"> Dragons and Dungeons: We are zoologists (sort and classify species of dragons using charting software- recording information on a digital map) After dark: We are astronauts/owls (programming on screen- controlling a nocturnal animal to help it find food. Island Life: We are photographers (taking and sharing better photographs) Island life 2: We are games testers. Exploring how computer games work, using logical reasoning to predict what a program will do. 			<p>year.)</p> <p>Dance-1, 2, 3. Follow SOW- in the year 1 folder along with this document. 18 lessons total.</p> <p>Gymnastics-1, 2, 3. Follow SOW- in the year 1 folder along with this document. 18 lessons total.</p> <p>Games-1, 2, 3. Follow SOW- in the year 1 folder along with this document. 18 lessons total.</p>	