STANBRIDGE LOWER SCHOOL

New National Curriculum 2014 – Programmes of Study

Foundation Subjects– Year 2

Spoken Language (Yr1-Yr4)
*Listen and respond *ask questions to extend understanding and knowledge *build vocabulary *articulate and justify answers, arguments and opinions *give well structure description *participate actively in collaborative conversations *speculate, hypothesise, imagine and explore ideas *participate in discussions, presentations, performances, role play, improvisations and debates *gain, maintain and monitor the interest of the listener(s) *consider and evaluate different viewpoints.

Science – Working Scientifically	Science – Plants	Science – Everyday Materials	Science – Animals including humans	Science – Living things and their habitats
• Asking simple questions and recognizing that they can be answered in different ways • Observing closely using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions	• 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 grown and stay healthy.	• 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	• 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.	• 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.

Art and Design
• To use a range of materials creatively to design and make products
• To use drawing painting an 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, *including artist from GRT community,* describing the differences and similarities between different practices and disciplines and making links to their own work.

Computing
• 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, organize, store, manipulate and retrieve digital content
• Recognize 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.

Religious Education
• Continue to follow locally agreed syllabus for RE.

Geography
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 surround 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 county.
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.
• 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 (near/far, left/right) to describe the location of features and routes on a map
• Use aerial photographs and plan perspectives to recognise landmarks an basic human and physical features; devise a simple map; and use 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.	

Design and Technology	PE	History
Design and Technology Design. • 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… • Select from and use a range of tools and equipment to perform practical tasks (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 (levers, sliders, wheels and axles, in their products	**PE** • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple patterns.	**History** • changes within living memory – where appropriate these should be used to revel aspects of change in national life • events beyond living memory that are significant nationally or globally Eg. 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 Eg. 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. *Gypsy Romany and Traveller/Black history.* • *Chronology and timelines should be used to place historical events in context*
	Music • 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.	**Personal, Social, Health and Citizenship Education**

Notes:
Foundation subjects are based on KS Programmes of study for Years 1 and 2
Items typed in italics represents out school curriculum and are additions to the National Curriculum 2014