

**St. Anne's Curriculum skills**  
**2016-2017**



Year <u>  2  </u>	Autumn		Spring		Summer	
Topic	Muck, Mess and Mixtures	Turrets and Tiaras	Carnival of the Animals	The Secret Garden	Land Ahoy!	The Great Outdoors
<b>Art</b>	<p><b>Clay</b> Manipulate clay for a variety of purposes. Understand the safety and basic care of materials and tools.</p>	<p><b>Textiles</b> Tie dying Wax or oil resist on paper Create textured collages from a variety of media.</p>	<p><b>Painting</b> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques ie. Layering, mixing media, scraping through, name different types of paint and their properties, work on a range of scales, mix and match colours using artefacts and objects.</p>	<p><b>Drawing</b> Layer different media ie. Crayons, pastels, felt tips, charcoal and ballpoint Understand the basic use of a sketchbook and work out ideas for drawings Draw for a sustained period of time from the figure and real objects. Experiment with the visual elements; line, shape, pattern and colour.</p>	<p><b>Printing</b> Block printing Design patterns of increasing complexity and repetition. Make rubbings of objects in the manmade environment.</p>	<p><b>Sculpture</b> Creating sculptures using natural materials in the environment. Andy Goldsworthy.</p>
<b>D and T</b>	<p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients.</p>	N/A	<p>Design purposeful, functional, appealing products for themselves and other users Generate, develop, model and communicate their ideas through talking,</p>	<p>Explore and use mechanisms.  Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	N/A

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				<p>drawing, templates, mock ups and ICT. Select From and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) Explore and evaluate a range of existing products. Evaluate their products against their design criteria.</p>		
<b>History</b>	N/A	<p>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. (kings and queens/ Samuel Pepys) Events beyond living memory that are significant nationally or globally (Great Fire</p>	N/A	N/A	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in National life (titanic, early 1900's) The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>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. (sir Edmund Hilary)</p>

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		of London)			Some should be used to compare aspects of life in different periods. (Christopher Columbus)	
<b>Geography</b>	Use basic geographical vocabulary.	Use world maps, atlases and globes to identify the UK and its countries.  Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas	Use basic geographical vocabulary.	Identify seasonal and daily weather patterns in the UK	Use simple compass directions and locational directional language. Name and locate the worlds 7 continents and oceans. Use world maps, atlases and globes to identify the UK and its countries.  Devise a simple map; and use and construct basic symbols in a key.	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. Identify seasonal and daily weather patterns in the UK 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. 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

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						environment. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas.
<b>ICT</b>	<p>Understand that algorithms are implemented as programs on digital devices</p> <p>Understand that programs execute by following precise and unambiguous instructions</p> <p>Debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>Use technology safely</p> <p>Keep personal information private</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology respectfully</p>	<p>Use a variety of software to accomplish given goals</p> <p>Collect information</p> <p>Design and create content</p> <p>Present information</p>	<p>Use a variety of software to accomplish given goals</p> <p>Collect information</p> <p>Design and create content</p>	<p>Use technology purposefully to create digital content</p> <p>Use technology purposefully to store digital content</p> <p>Use technology purposefully to retrieve digital content</p> <p>Use technology purposefully to organise digital content</p>	<p>Design programs that accomplish specific goals</p> <p>Design and create programs</p> <p>Debug programs that accomplish specific goals</p> <p>Use logical reasoning to detect and correct errors in programs</p>

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<p><b>Science</b></p>	<p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  <input type="checkbox"/> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  <input type="checkbox"/> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>notice that animals, including humans, have offspring which grow into adults  <input type="checkbox"/> find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  <input type="checkbox"/> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>observe and describe how seeds and bulbs grow into mature plants  <input type="checkbox"/> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>observe and describe how seeds and bulbs grow into mature plants  <input type="checkbox"/> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>explore and compare the differences between things that are living, dead, and things that have never been alive  <input type="checkbox"/> 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  <input type="checkbox"/> identify and name a variety of plants and animals in their habitats, including microhabitats  <input type="checkbox"/> 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>
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<b>P.E</b>	Master basic movements including running, jumping, throwing, and catching, as well as developing balance and agility and co-ordination.	Master basic movements including running, jumping, throwing, and catching, as well as developing balance and agility and co-ordination.	Perform dances using simple movement patterns.	Perform dances using simple movement patterns.	Participate in team games, developing simple tactics for attacking and defending.	Participate in team games, developing simple tactics for attacking and defending.
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Please see separate RE newsletters for coverage of RE in each year group.

Please see separate overview for coverage of music and languages.