



Curriculum overview for Creative Term: Year 2

Our traditional tale this term is:	Alternative versions:
<p>Rapunzel by Rachel Isadora https://www.youtube.com/watch?v=0PLRk3BWgPI</p>  <p>Persuasive</p>	<p>https://www.youtube.com/watch?v=ytxWTku3h8s</p> 

Our values this term are resilience and pride.

Year 2 - Who inspires me?

As our intake is generally made up of approximately 35% of children on the pupil premium register and 58% who have English as a second language, many of our children have limited preschool and “real” experiences and knowledge which affect both their acquisition of and understanding of language. We therefore need to take account of this in our curriculum, ensuring Oracy and vocabulary are prioritised and what they learn is relevant to our children. Our Curriculum is also representative of our pupils, celebrating them and their roots while reflecting our values.

Intent-

Music and Art is a universal language that embodies some of the highest forms of **CREATIVITY** and we hope that this term will engage and inspire our children to develop a love of Music and Art. We hope it will increase their self-confidence and **RESILIENCE** leaving them with a sense of achievement and **PRIDE**.

This term children will be exploring a variety of work from famous past/present Musicians and Artists around the world. Children will study how the work has been composed and discuss what emotion it portrays. They will gather the knowledge to be able to devise their own viewpoints on Music and Artwork. Children will learn about different artist techniques and have the opportunity to develop and apply these skills when creating their own work. They will experience listening to different genres of music, learn the key components and dimensions of music and learn how musical instruments/the voice can be used to create desired effects. They will learn how to listen/respond to music with intent, compose and perform music.

Our suggested texts this term are:

[Little People, Big Dreams: Dolly Parton - YouTube](#)



[Little People Big Dreams: John Lennon by Maria Isabel Sanchez Vegara \(AUSSIE READ ALOUD\) - YouTube](#)



[Bedtime Stories | Sharon D Clarke | Little People Big Dreams \(Ella Fitzgerald\) - YouTube](#)



[Stevie Wonder by Isabel Sanchez Vegara - YouTube](#)



[\(Little People, BIG DREAMS\) 『Elton John』 written by Maria Isabel Sanchez Vegara - YouTube](#)



[Arrow's Story Corner - Prince - YouTube](#)



[Rent Party Jazz read by Viola Davis - YouTube](#)



[CSO for Kids: The Music in George's Head - YouTube](#)



[Ben's Trumpet - YouTube](#)



[Children's Book/Song: Miss Nina sings "This Jazz Man" by Karen Ehrhardt - YouTube](#)



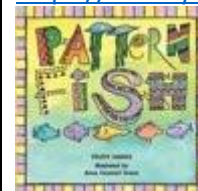
[A Neighborhood Walk, A Musical Journey - Pilar Winter Hill - YouTube](#)



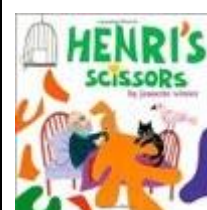
<https://www.youtube.com/watch?v=Yy7SfUDH8wA>



<https://www.youtube.com/watch?v=wRyfeuxkQCI>



<https://www.youtube.com/watch?v=xc3EkxJHQkY>



<https://www.youtube.com/watch?v=r0DwcqCF9iM>

Engagement in KS1	Motivation in KS1	Thinking in KS1
Enquiry Collaboration Challenge	Motivation Resilience Pride	Reasoning Reflection Creativity

English	History	PSHE
	What can technology tell us about life in the past? Was it the same when our grandparents were children? What was technology like in the 1950s and how was it used?	Do I know how I grow and change? Can I be my best?
Following Read Write Inc Daily Oracy sessions Read Writing Inc phonics/spelling session Weekly reading in school Read stories from different cultures Learn a familiar story (Little People Big Dreams) Learn a traditional tale (Rapunzel) Talk about familiar stories/story patterns/predict what might happen next Check-in Daily morning writing books	Knowledge I know about changes in technology within living memory. t the past including photographs and stories. I know and understand the forms of technology in the past and present (within living memory) I know how the ways communication has changed in living memory. I know some ways in which modern technology has changed (for example telephones and computers) I know how to use the language of 'communicate', 'technology', 'develop' and '20th century'. Skills I understand historical concepts such as similarity and difference. I can ask historically valid questions I can identify similarities and differences between ways of life in different periods I can identify different ways in which the past is represented I can use a wide range of everyday historical terms I can use stories and other sources to understand about key features of events. I can suggest reasons why change takes place.	Following SCARF scheme Growing and Changing (Term 5) Being my best (Term 6)
	National Curriculum Pupils should be taught about: <ul style="list-style-type: none"> 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] 	

	<ul style="list-style-type: none"> 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 significant historical events, people and places in their own locality. 	
Music	Geography	Design Technology
Can I create music by playing, improvising, composing and performing?	What is in my local environment/community? Where in the world do others live?	What can I design, make and evaluate?
<p>Knowledge</p> <p>I know the names of untuned percussion instruments played in class.</p> <p>I know that you can improvise on more than one note (up to two notes).</p> <p>I know that all successful composers choose appropriate dynamics, tempo and timbre for a piece of music.</p> <p>I know some of the skills to have a go at making up/playing a piece of music.</p> <p>I know that a performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>I know an audience can include your parents and friends.</p> <p>Skills</p> <p>I can play the part in time with the steady pulse.</p> <p>I can compose simple melodies with up to 5 notes in a group.</p> <p>I can select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>I can successfully combine and layer several instrumental and vocal patterns within a given structure.</p> <p>I can begin to suggest improvements to their own work.</p> <p>I can improvise/perform my composed piece in front of an audience.</p>	<p>Knowledge</p> <p>Understand geographical similarities and differences through studying the human geography of local shops and physical geography through studying local food production.</p> <p>I know the names of some of the human and physical geographical features in my local community.</p> <p>I know how to create a map with a basic symbols in a key to identify human geographical features e.g. Shop, post office, place of worship, farm (retrieval from Term 1)</p> <p>I know some foods (crops) that are grown in the countries of the UK.</p> <p>I know some foods that are grown outside of the UK in other continents.</p> <p>I understand why they are grown where they do (climate)</p> <p>Skills</p> <p>I know some foods that are grown in the UK and other countries and can locate them on a map.</p> <p>I can compare the climate of these countries to explain differences in the food grown.</p> <p>Field work skills including mappings (food origins) with a key.</p> <p><u>Retrieval</u></p> <p>I can name some of the human and physical geographical features in my local community e.g. farm, hill, church, mosque, docks, river, vegetation, soil, (retrieval from term 1)</p> <p>Use world maps, atlases, and globes to identify the UK, and its countries (England, Ireland, Wales, Scotland, London, Cardiff, Edinburgh, Dublin) as well as the countries, continents Europe, Asia, South America, Australia, Africa, North America, Antartica) and oceans. (Pacific, Atlantic, Southern, Indian, Artic) on a world map, atlases and globes. (retrieval from term 2)</p> <p>I can use aerial photographs to devise a basic map of my local area.</p> <p>I can label my aerial map of Tredworth using key language near, far, left, right, North, South, East, West and behind. (Retrieval from term 1)</p>	<p>DT is not a focus this term and will be covered in the following Tredworth Thursday sessions.</p> <p>Knowledge (cooking)</p> <p>I know the potential hazards when cooking in a kitchen.</p> <p>I know the different food groups and why they are important.</p> <p>I know how to safely and hygienically use utensils.</p> <p>I know how to measure and weigh ingredients with cups independently and electronic scales with support.</p> <p>Skills (cooking)</p> <p>I can highlight potential hazards when cooking.</p> <p>I can show an understanding of a varied diet.</p> <p>I can accurately measure ingredients.</p> <p>Knowledge (woodwork)</p> <p>I know how to measure and cut materials.</p> <p>I know how to implement a range of cutting, shaping and joining techniques.</p> <p>I know which materials are best suited for making particular products and why.</p> <p>Skills (woodwork)</p> <p>I can safely measure and cut materials using the tools provided.</p> <p>I can use a range if cutting, shaping and joining techniques when working with wood.</p> <p>I can choose the right materials for making a product according to the properties needed.</p>

<p>National Curriculum</p> <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>National Curriculum</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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>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 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 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 <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p>National Curriculum</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <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>
Science	Computing	Art and Design
<p>Do I know what a plant needs to survive?</p> <p>Can I talk about the life cycle of a plant?</p>	<p>Can I make my own music?</p>	<p>Can I create marks to produce one off prints?</p> <p>Access art: Exploring the world through monoprint pathway</p>

<p><u>Plants</u></p> <p>Knowledge</p> <p>I know the difference between evergreen trees and deciduous trees.</p> <p>I know the difference between garden flowers and wild flowers.</p> <p>I know the parts of a tree.</p> <p>I know the parts of a flower.</p> <p>I know how seeds and bulbs grow into mature plants.</p> <p>I know the process of germination.</p> <p>I know how to observe closely how seeds and bulbs grow.</p> <p>Skills</p> <p>I can give some features of evergreen and deciduous trees.</p> <p>I can give some features of wild and garden flowers.</p> <p>I can identify the specific parts of a flower and tree.</p> <p>I can explain what a plant needs to grow.</p> <p>I can explain what germination means.</p> <p>I can describe stages in the life cycle of a plant.</p> <p>I can order the life cycle of a plant.</p> <p>I can explain that plants are living things.</p> <p>I can explain some things plants do that shows us that plants are living things.</p> <p>I can make observations.</p> <p>I can use my observations to suggest answers to questions.</p> <p><u>Working scientifically</u></p> <p>I ask simple questions</p> <p>I recognise that questions can be answered in different ways (I can find information from secondary sources, ask people questions, complete practical activities)</p> <p>I can observe closely (including changes over time)</p> <p>I can compare things. I can sort and group them.</p> <p>I can gather and record data to help answer simple questions.</p> <p>I can use simple equipment to make measurements (thermometers, magnifying glasses, timers)</p> <p>I can perform simple tests (with help)</p> <p>I can talk about what I have found out and how I found it out (with help)</p> <p>I can record and share what I have found out in different ways (with help)</p> <p>I can use simple scientific language (with help)</p>	<p>Knowledge</p> <p>I know how to use 2sequence to make music.</p> <p>Skills</p> <p>Making Music (Purple Mash Yr 2 Unit: 2.7)</p> <p>To make music digitally using 2Sequence.</p> <p>To explore, edit and combine sounds using 2Sequence.</p> <p>To edit and refine composed music.</p> <p>To think about how music can be used to express feelings and create tunes which depict feelings.</p> <p>To upload a sound from a bank of sounds into the Sounds section.</p> <p>To record and upload environmental sounds into Purple Mash.</p> <p>To use these sounds to create tunes in 2Sequence.</p>	<p>Knowledge</p> <p>I know the name of some artists who use mono print in their work.</p> <p>I know that when we use mono prints we use mark making to create one off prints.</p> <p>I know when we make mono prints we create an impression of a drawing.</p> <p>I know how to use a range of marks to generate different effects.</p> <p>I know that we can create creative responses to different stimuli and make the work our own.</p> <p>Skills</p> <p>I can think carefully about which marks I will include in my drawing.</p> <p>I can share my sketchbook work with the class and talk about what I like about my work.</p> <p>I can listen to others talk about their work, and sometimes I can add my thoughts.</p> <p>I have seen that a monoprint is and have explored the work of an artist who uses mono print.</p> <p>I can share my thoughts on the artists work.</p> <p>I can use carbon paper to make mono prints.</p> <p>I can experiment with the kinds of marks I make and think about how they enhance my drawings.</p> <p>I can base my drawings upon careful observational looking.</p> <p>I can explore a theme and make mono prints using my imagination to make my drawings personal.</p> <p>I can share and talk about my work and the work of others, talking about what I like and what I would like to try again.</p>
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National Curriculum <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 	National Curriculum Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	National Curriculum 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.
Maths	PE	RE
	Can I show some of the Fundamental Movement Skills required of me in my PE lessons such as Coordination, Balance and Agility with fluency and control?	1.4 - What is the good news Christians believe Jesus brings? 1.8 - what makes some places sacred to believers (focus on Christians and Muslims)
Following Cando maths scheme. 2.10 - Fractions 2.11 - Measurement: Time 2.12 - Measurement: Money (CROSS CURRICULAR 2.13 - Statistics covered in Science) Moving on up to Year 2 used for retrieval Daily maths MOT. Stopped fluency bee 2.14 - Measurement: Capacity and temperature 2D shape (retrieval) 3D shape (retrieval) Problem solving (retrieval) Multiplication and division (retrieval)	See RealPE Jasmin platform. (Term 5, Physical) Vocabulary: level, direction, speed, catch, rally, strike, pushing, bounce Coordination: Sending and Receiving (3 weeks) Skills: I can send with good accuracy and weight I can get in a good position to receive I can collect the ball safely Knowledge: I know to use backswing and follow through when sending I know to move my feet to get in line with the ball when receiving I know to try to have 'soft hands' when catching Activity: 1. Strike a ball with alternate hands in a rally. 2. Kick a ball with the same foot. 3. Kick a ball with alternate feet Roll 2 balls alternately using both hands, sending 1 as the other is returning. Agility: Reaction/Response (3 weeks) Skills: I can react and move quickly I can catch the ball consistently I can slow down with control after catching Knowledge: I know to take up a ready position with my knees bent and feet apart (front to back) I know to start quickly and accelerate by pushing off hard with my feet I know to bend my knees to help me slow down Activity: From 1, 2 and 3 metres:	Knowledge 1.4 I know stories from the Bible and can recognise a link with the concept of 'Gospel' or good news. I know that Jesus gives instructions to people about how to behave. I know ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. I know some of the ways in which Christians try to bring Jesus' 'good news' to others. Skills 1.4 I can talk about Luke 6:37-38. I can talk about John 14:27. I can talk about Matthew 9:9-13. I can explore the idea that offering friendship to others, finding ways of being at peace and bringing peace (e.g. through forgiveness) are good things for all people not just Christians. Knowledge 1.8 I know that there are special places where people go to worship. I know at least three objects used in worship in two religions. I know how people worship at a church, mosque or synagogue. Skills 1.8 I can talk about where different people go to worship and what they do there. I can talk about how different objects are used in religions, how they are used and what they mean. I can give simple examples of how people worship at a church, mosque or synagogue.

	<p>1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.</p> <p>(Term 6, Fitness Cog) Vocabulary: appropriately, safely, driving arms, concentrate, object, under, upwards Agility: Ball Chasing (3 weeks) Skills: I can start and stop quickly I can arrive in the correct position to collect the ball (timing) I can collect the ball with balance/control Knowledge: I know to start quickly and accelerate by pushing off hard with my feet I know to keep watching the ball and concentrate on timing, so I arrive at the right time I know to focus on getting in a balanced position with weight forward when collecting the ball Activity: 1. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 3. Complete above challenges with tennis ball. Static Balance: Floor Work (3 weeks) Skills: I can maintain balance throughout I can balance and hold the correct position, for example, back straight I can balance with control when changing balance/position Knowledge: I know to keep my hands in line with my shoulders and knees in line with my hips (mini-front support) I know to keep my hands in line with my shoulders and feet in line with my knees (mini-back support) I know to point my fingers towards my feet in the mini-back support Activity: 1. Hold full front support position. 2. Lift 1 arm and point to the ceiling with either hand in front support. 3. Transfer cone on and off back in front support.</p>	
	<p>National Curriculum Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <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• perform dances using simple movement patterns.	
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