



Year Group - Year 2 Zebra Class
 Non-core curriculum coverage LONG TERM

The National Curriculum, and much more, is taught through Learning Experiences at Fishbourne. Each Learning Experience is rooted in just one or two areas of the curriculum, allowing children time to explore and develop key knowledge and skills in these areas. An exciting and engaging **hook** into learning makes the experience simply irresistible and the children know from the outset exactly what they are setting out to achieve in the form of an **End Goal**. The **steps of learning** are then personalised, taking into account the starting point of each child to achieve the highest possible quality outcome.

Learning Experiences are planned with each cohort in mind and vary each year to prevent them from becoming predictable! Please see below for the curriculum that will be covered in the year group you have selected:

Science	ICT
<p>Working Scientifically Asking simple questions and recognising 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.</p> <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 Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Animals including humans</p>	<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 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 material on the internet or other online technologies.</p>

<p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Uses of everyday materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p>Compare how things move on different surfaces.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	
<p style="text-align: center;">Art</p>	<p style="text-align: center;">Design Technology</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>	<p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical Knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms, in their products.</p> <p>Cooking & Nutrition</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>
<p style="text-align: center;">RE</p>	<p style="text-align: center;">PSHCE</p>
	<p>New Beginnings</p> <p>Getting on and falling out</p> <p>Anti-Bullying</p> <p>Good to be me</p> <p>R and R</p> <p>Going for Goals</p> <p>Relationships SRE</p> <p>Changes</p>

History	Geography
<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p><i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i></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</p> <p><i>e.g. 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 and Edith Cavell</i></p> <p>Significant historical events, people and places in their own locality.</p>	<p>Name and locate the world's 7 continents and 5 oceans</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place Knowledge</p> <p>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</p> <p>Human and Physical Geography</p> <p>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</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical Skills and Fieldwork</p> <p>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</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>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> <p>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>
PE	
<p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p>	