

New Valley Primary Curriculum Outline

Key Stage One: Year 2



See also: The core curriculum planning and the Oracy curriculum

2025-26	Autumn (15 weeks)	Spring (11 weeks)	Summer (12 weeks)
Science	<p>Animals including humans:</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 (food, water and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>Everyday materials:</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 <p>Plants – seeds, bulbs, growth</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>Living things and their habitats</p> <ul style="list-style-type: none"> • Know, explore and compare the differences between things that are living, dead and things that have never been alive • Know that most living things live in habitats to which they are suited • Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify the name of a variety of plants and animals in their habitats, including micro-habitats • Know and be able to describe how animals obtain their food from plants and other animals, including the idea of a simple food chain • Identify and name different sources of food
Design Technology	<p>Food and Nutrition: Preparing fruit and vegetables: smoothies, juices, ice-cream</p> <ul style="list-style-type: none"> - Understand that food can be composed of a combination of foods and groups for different purposes - Know how to prepare simple dishes safely and hygienically, without using a heat source. 	<p>Mechanisms: Wheels and Axles</p> <ul style="list-style-type: none"> - Explore and use wheels, axles and axle holders. - Distinguish between fixed and freely moving axles - Assemble vehicles with moving wheels including using construction kits 	<p>Textiles: Fabric placemat, simple bag or puppet</p> <ul style="list-style-type: none"> - Understand how simple 3-D textile products are made, using a template to create two identical shapes. - Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. - Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons
IT Computing	<p>Information Technology Around Us</p> <ul style="list-style-type: none"> • To recognise the uses and features of information technology • To identify the uses of information technology in the school • To identify information technology beyond school • To explain how information technology helps us 	<p>Robot Algorithms</p> <ul style="list-style-type: none"> • To describe a series of instructions as a sequence • To explain what happens when we change the order of instructions • To use logical reasoning to predict the outcome of a program • To explain that programming projects can have code and artwork • To design an algorithm • To create and debug a program that I have written 	<p>Digital Music</p> <ul style="list-style-type: none"> • To say how music can make us feel • To identify that there are patterns in music • To experiment with sound using a computer • To use a computer to create a musical pattern • To create music for a purpose <p>Programming Quizzes</p>

	<ul style="list-style-type: none"> To explain how to use information technology safely To recognise that choices are made when using information technology <p>Digital Photography</p> <ul style="list-style-type: none"> To use a digital device to take a photograph To make choices when taking a photograph To describe what makes a good photograph To decide how photographs can be improved To use tools to change an image To recognise that photos can be changed 	<p>Pictograms</p> <ul style="list-style-type: none"> To recognise that we can count and compare objects using tally charts To recognise that objects can be represented as pictures To create a pictogram To select objects by attribute and make comparisons To recognise that people can be described by attributes To explain that we can present information using a computer 	<ul style="list-style-type: none"> To explain that a sequence of commands has a start To explain that a sequence of commands has an outcome To create a program using a given design To change a given design To create a program using my own design To decide how my project can be improved
Geography	<p>Hot and cold places</p> <ul style="list-style-type: none"> identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles. use world maps, atlases and globes to identify the countries, continents and oceans <p>Learning about Sri Lanka</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. to 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>Mountains, rivers and coasts</p> <ul style="list-style-type: none"> 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. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans 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. <p>Climate and Environment in depth study: Plastic Pollution in the World's Oceans</p>	<p>Villages, towns and cities:</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 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>Routes and journeys:</p> <ul style="list-style-type: none"> develop knowledge about the world, the United Kingdom and their locality. 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.
History	<p>How do we know about events in the past? The Great Fire of London</p> <ul style="list-style-type: none"> Using a variety of physical and written sources to learn about an event significant in national/local life. Constructing historical narratives and evaluating source material. Making connections: cause and consequence. Comparing 2 versions of same event – perspective 	<p>People and their impact: e.g. Claudia Jones (Notting Hill Carnival)</p> <ul style="list-style-type: none"> Understand changes in aspects of national life through the work of individuals. Exploring and evaluating the lives of significant individuals in British history. Understanding the historical context of the individuals' work through historical sources, interactive museum visits and discussions. Can say why some people are remembered more than others? 	<p>Explorers and Inventors: Who, what, where, when and how did they change the World?</p> <ul style="list-style-type: none"> Understand events lead to change nationally and globally (beyond and within living memory) – gender, race, fights for equality Comparing aspects of life in different periods to present day. Understand how past events fit into a chronological timeline.

			<ul style="list-style-type: none"> Use sources to construct historical narratives, ask and answer historical questions.
Religious Education	<p>What is important to people? What do some people believe about God?</p> <ul style="list-style-type: none"> Consider what is important to them, what do they believe in. Learn about what each of the four featured religions believes about a deity Reflect on why people believe in God and why they don't. <p>What is important to people? How do people celebrate good over evil?</p> <ul style="list-style-type: none"> Link the festivals to their worldviews. Explain that in many religions light can be used as a symbol for things that are good 	<p>What is important to people? Who do you talk to if you need help?</p> <ul style="list-style-type: none"> The value in communicating needs. Understand that for religious people praying is talking to God about their needs. There are many different forms of prayer. There are many different ways to pray. <p>What is important to people? Why are some books special?</p> <ul style="list-style-type: none"> Know that religions have special books that help them learn about God. Identify the different Holy Books and say how they are treated by believers. Explain how different faiths show reverence to their Holy Books with reference to the Torah and Qur'an 	<p>What is important to people? How do you show someone is important?</p> <ul style="list-style-type: none"> Describe how different religions worship. Know what worship can mean for different religions. <p>What is important to people? What is special ?</p> <ul style="list-style-type: none"> Know that places, occasions and things can be special to us. To describe why some things are special. To know that religions have special occasions – festivals; and things – artefacts.
Music	Singing- performance World Music- Carnival and Samba	Singing Recorders-Charanga	Singing Recorders Summer concert
Art	<p>Colour and mixed media: Manipulate Images: Close up!</p> <ul style="list-style-type: none"> To recall and develop knowledge of colour mixing. To know how texture can be created with paint. To compose a collage, choosing and arranging materials for effect. To take a clear close-up photograph To use different app functions including cropping and zooming in and out to create four new images from a chosen photo To use mixed media to create a painting in the style of Georgia O'Keefe Additional lesson as small group work- to frame and mount work <p>Georgia O'Keefe</p>	<p>Line and Tone: Still Life</p> <ul style="list-style-type: none"> To explore and experiment with mark-making to create textures To develop observational drawing using shapes to construct basic forms and learning how to draw observed texture. To apply an understanding of tone to create a 3D drawing and know that different drawing tools and different ways of holding them can give a variety of tones from light to dark <p>Paul Cezanne</p> <p>https://www.tate.org.uk/art/art-terms/t/line Still life- https://www.youtube.com/watch?app=desktop&v=CloiQ7V_C1g</p>	<p>Shape and Form: Clay Tiles</p> <ul style="list-style-type: none"> To use my hands as a tool to shape clay. To make different marks in the clay by pressing into it. To shape a pinch pot and join clay shapes as decoration. To use impressing and joining techniques to decorate a clay tile. To use drawing to plan the features of a 3D model. To make a 3D clay tile from a drawn design. <p>Nancy McCroskey</p>
PE	Swimming (Instructor) Games	Gymnastics Dance- Exploring Movement	Athletics Games
Outdoor Learning	Weekly attention to developing the skills from the Outdoor Learning Curriculum		

<p>PHSE</p> <p>To be changed during the year to include the safeguarding curriculum</p>	<p>What can help us grow and stay healthy?</p> <ul style="list-style-type: none"> that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest that eating and drinking too much sugar can affect their health, including dental health how to be physically active and how much rest and sleep they should have everyday that there are different ways to learn and play; how to know when to take a break from screen-time how sunshine helps bodies to grow and how to keep safe and well in the sun <p>What is bullying?</p> <ul style="list-style-type: none"> how words and actions can affect how people feel how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable how to respond if this happens in different situations how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so <p>What makes a good friend?</p> <ul style="list-style-type: none"> how to make friends with others how to recognise when they feel lonely and what they could do about it how people behave when they are being friendly and what makes a good friend how to resolve arguments that can occur in friendships how to ask for help if a friendship is making them unhappy how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups 	<p>How do we recognise our feelings?</p> <ul style="list-style-type: none"> how to recognise, name and describe a range of feelings what helps them to feel good, or better if not feeling good how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) how feelings can affect people in their bodies and their behaviour ways to manage big feelings and the importance of sharing their feelings with someone they trust how to recognise when they might need help with feelings and how to ask for help when they need it <p>Keeping safe; recognising risk; rules</p> <ul style="list-style-type: none"> how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) <i>how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</i> <i>how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</i> <i>how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</i> <i>how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</i> 	<ul style="list-style-type: none"> What jobs do people do? how jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people they know or people who work in their community how people have different strengths and interests that enable them to do different jobs how people use the internet and digital devices in their jobs and everyday life <p>Looking after ourselves and the wider world</p> <ul style="list-style-type: none"> how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively the responsibilities they have in and out of the classroom how people need to be cared for how people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new class/year group what can harm the local and global environment how they can take small steps to protect the environment around them
<p>Whole School</p>	<p>First of the Month Ars Days Good to be Me week/ Diversity Week Anti bullying week</p>	<p>First of the Month Safer Me Week / road safety/Safer Internet Day Children's Mental Health week Stem Week</p>	<p>First of the Month Health Weeks incl. Money Week and Sports Day/Croydon Sports Day/Croydon Sports (Refugee week) Take One: Artwork- Arts Days</p>

Themed weeks/days	BHM Christmas Production KS1 Choir/ concert KS2	World Book Day- Book Week World Maths Day	Junior Maths Challenge Production UKS2 Concert KS2
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