Curriculum Year 2

	A1	A2	S1	S2	Su1	Su2
Enquiry Question	**What do I need to be healthy?**	**Why should we change the way we travel?**	**Where are the polar regions and why are they changing?**	**What can I discover about different plants?**	**Why are bees so brilliant?**	**Why should we reduce, reuse and recycle?**
Science NC links	**Animals inc. Humans** 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.	**Uses of everyday materials** 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	**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	**Plants** 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 **Living things and their habitats** identify that most living things live in habitats to	**Living things and their habitats** 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,	**Uses of everyday materials** 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	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 **Animals inc. humans** notice that animals, including humans, have offspring which grow into adults	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	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 **Animals inc. humans** notice that animals, including humans, have offspring which grow into adults	squashing, bending, twisting and stretching

History NC links	**Significant Individual** 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 (Mary Seacole & Florence Nightingale)	**Events beyond living memory** events beyond living memory that are significant nationally or globally (first flight) **Significant individual** 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 (Wright brothers) **Changes within living memory** Penny Farthing and bicycles		**Local history** significant historical events, people and places in their own locality (Allotments – end of WW2. How has food grown in your place over time?) **Changes within living memory** changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (How has food growing changed/Organic)		**Changes within living memory** changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (How has human behaviour changed over time?)

Geography **NC links**			**Locational Knowledge** name and locate the world's seven continents and five oceans **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 **Geographical skills and fieldwork** 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	**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 **Geographical skills and fieldwork** 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	**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 **Geographical skills and fieldwork** 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 use simple fieldwork and observational skills to study the geography of their school and its	

			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 *use world maps, atlases and globes to identify the United Kingdom and its countries, (Y1 UK)* as well as the countries, continents and oceans studied at this key stage		grounds and the key human and physical features of its surrounding environment	
Sustainability Theme	Health and wellbeing	Learning from the past to create a better future	Climate Change & Energy Use	Food and Farming	Biodiversity	Cycles and Waste
SDGs/Good life goals	3 – Good health and wellbeing/stay well	13 – Climate action/Act on climate	13 – Climate action/ Act on climate	15 - Life on land/Love nature	15 - Life on land/Love nature	12 – Responsible consumption and production/Live better
Principle of Harmony	**HEALTH**	**ADAPTATION**	**ONENESS**	**DIVERSITY**	**INTERDEPENDEN CE**	**CYCLE**

AfL Principle questions	How many different ways of being healthy are there? Why is it important to keep ourselves healthy? How can I support others to live healthy lives?	What different ways of travelling can we do? How do different types of travel affect our world? How can I change the way I travel to live more sustainably?	What makes the polar regions a unique part of our world? What would happen to the polar animals and people if the polar regions change too much? What can we do in our lives to slow down the rate at which the ice is melting?	Why is it good to grow plants in diversity? What different plants did I grow and which plants grew best? Why are there so many different species of plant in Nature?	How do bees work together in a colony? How do plants and bees help each other? What will happen if bees and other insects disappear?	What do I throw away and where does it go? What can I teach others about how to reduce or reuse waste before throwing it away? How can thinking in cycles help us to live more sustainably?