Curriculum Map 2018-2019: Year 2

Autumn

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|  | **Main Topic (History)** | **Geography** | **D&T** | **Art** | **Computing** | **RE** | **Music** |
| **Year 2 Towers, Tunnels and Turrets** | * Learn about events beyond living memory that are significant nationally or globally. * Order events in a period of history studied and begin to recall the dates of important festivals or celebrations. * Learn about the lives of significant individuals in the past who have contributed to national and international achievements. | * Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. * 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. * Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | * Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. * Build structures, exploring how they can be made stronger, stiffer and more stable. * Evaluate their ideas and products against design criteria. | * Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. | Unit 2.1  Unit 2.2 | Autumn 1: Sacred Texts- What is the Qur’an and why is it important?  Autumn 2: Festivals/Beliefs and Practices:  How and why do Christians celebrate Christmas? | • Play tuned and untuned instruments musically.  • Listen with concentration and understanding to a range of high-quality live and recorded music. |

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| **English (Brilliant Books):**  Princess Smartypants   * **D&T-** Model castles (To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics). * **English**- Letter writing (Focus on being the princess and writing a letter about the requirements for being a prince). * **Mathematics**- ordering events (chronology). * **Geography-** locations of castles and areas nearby.   The Paper Bag Princess   * Science- linked to materials and their properties- suitability for a Princess dress. * D&T- make a dress or a princess/prince’s outfit. | **Science:**  **Working Scientifically**   * To ask simple questions * To know they can be answered in different ways * To observe closely * To use simple equipment * To perform simple tests * To identify and classify * To use observations and ideas to suggest answers to questions * To gather data * To record data to help answer questions   **Animals including humans**   * To be able to notice that animals, including humans, have offspring that grow into adults. * To find out about the basic needs of animals, including humans, for survival (food, water, air). * To be able to describe the importance for humans of exercise, eating right amount of food types and hygiene. |
| Article/Value/PSHcE  Article :  Value:  British Value: Democracy and Charity  Keeping Safe: Halloween and Bonfire Night Safety.  Anti-bullying  Road Safety Week | **Educational Visits:**  Raby Castle |

Spring

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|  | **Geography** | **History** | **D&T** | **Art** | **Computing** | **RE** | **Music** |
| **Year 2 Muck, Mess and Mixtures** | Left Blank to allow additional time for SATs preparation | * Learn about significant historical events, people and places in their own locality – Captain Cook (this is not linked to Cornerstones and must be covered independently) * Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | * Explore and evaluate a range of existing products. * Understand where food comes from. * Use the basic principles of a healthy and varied diet to prepare dishes. * Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. * Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. | * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. * Learn 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. * Use a range of materials creatively to design and make products. * Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. | Unit 2.5  Unit 2.4 | Spring 1: Sacred Texts: What is the Guru Granth Sahib and why is it important?  Festivals/Beliefs and Practices:  What are the key events associated with the Easter Story? | * Experiment with, create, select and combine sounds using the interrelated dimensions of music. * Use their voices expressively and creatively by singing songs and speaking chants and rhymes. |

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| **English (Brilliant Books):**  George’s Marvellous Medicine   * Create recipes for their own potions and making them * Looking at use of language; alliteration and adverbs * Writing their own story centred on a magical object   Roald Dahl’s Revolting Recipes   * Linked in with George’s Marvellous Medicine- focus on creating recipes, making mixtures and evaluating them. (D&T link) | **Science:**  **Plants**   * To observe and describe how seeds and bulbs grow into mature plants. * To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.   **Use of Everyday Materials**   * To be able to identify and compare the suitability of a variety of everyday materials (wood, metal, plastic, glass, brick, rock, paper and cardboard) for particular uses. * To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. |
| Article/Value/PSHcE  Article :  Value:  British Value: My Money Week (saving)  Keeping Safe: Internet Safety | **Educational Visits**  ‘Messy Day’ in school (morning or afternoon with a range of activities). |

**Summer**

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|  | **Main Topic (History)** | **Geography** | **D&T** | | **Art** | **Computing** | **RE** | **Music** | |
| **Year 2 Land Ahoy** | * Learn about 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 – Captain Cook, Pirates and Grace Darling, * Use the stories of famous historical figures to compare aspects of life in different times. | * Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. * Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. * Use simple compass directions and locational and directional language, to describe the location of features and routes on a map. * 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. | * Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products. * Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). * Build structures, exploring how they can be made stronger, stiffer and more stable. * Evaluate their ideas and products against design criteria. | | * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. * Use a range of materials creatively to design and make products. | Unit 2.3  Unit 2.6 | Summer 1: Founders and Leaders:  Who was Jesus and who were his friends (disciples)?  Summer 2: Founders and Leaders:  Why is Guru Nanak important to Sikhs? | * Use their voices expressively and creatively by singing songs and speaking chants and rhymes | |
| **English (Brilliant Books):**  We’re sailing to Galapagos   * **Geography**- Tounderstand 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 (Compare England to the Galapagos Islands). * **D&T**- To design purposeful, functional and appealing products for themselves and others (making boats and forms of transport to travel to the Galapagos Islands). * **History-** To learn about the lives of significant others who have made a contribution to national and international achievements (looking at Charles Darwin and his contributions). * **Science-** Living Things and their Habitats (to look at habitats of animals from the Galapagos Islands and think about how they are suited to that habitat).   **The Pirates Next Door**   * **Geography:** To identify physical features. To think about the names of the 7 continents and 5 oceans by locating areas where pirates come from. * **Art/D&T:** To design and make their own pirate ships. (To make a product for a particular purpose.) Link it to Science and what materials can be used for a pirate ship. | | | | **Science:**  **Living things and their habitat**   * To be able to compare and explore differences between things that are living, dead, and things that have never been alive, * To identify that most things live in habitats to which they are suited, * To describe how habitats provide for basic needs, * To know how plants and animals depend on each other, * To identify and name animals and plants in their habitats and how they depend on each other, * To describe how animals obtain their food from plants and other animals, * To understand the idea of a food chain, * To identify and name different sources of food | | | | |
| Article/Value/PSHcE  Article : 16 and 24  Value: Honesty and Courage  British Value: Tolerance and Respect  Keeping Safe: SRE and Food Safety | | | | **Educational Visits**  Katie Morag – Preston Park  Historic Quay – Hartlepool | | | | |