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 2.1Unit 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.
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| Article/Value/PSHcEArticle : Value: British Value: Democracy and CharityKeeping 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 2.5Unit 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.
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| Article/Value/PSHcEArticle : 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 2.3Unit 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
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| **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
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| Article/Value/PSHcEArticle : 16 and 24Value: Honesty and Courage British Value: Tolerance and RespectKeeping Safe: SRE and Food Safety | **Educational Visits**Katie Morag – Preston ParkHistoric Quay – Hartlepool |