Year 2 Curriculum Planning Map 2017/18

KEW RIVERSIDE PRIMARY SCHOOL

		Autumn	Spring	Summer
Year 2	**Topics**	Castles	Rainforests	Landmarks
	Science	**Grouping and changing materials** • identify naturally occurring materials • predict and describe how heating can change some materials into new and useful materials • describe what happens to water when it is heated and cooled • record observations in tables and recognise when simple comparisons are unfair **Health and growth** • recognise that an adequate diet and exercise are necessary for them to grow and stay healthy • ask questions in order to make comparisons and describe differences they observe e.g. between babies and toddlers • recognise that care needs to be taken with medicines	**Animal Kingdom** • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals for survival **Growing Plants** • 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 • explore and compare the differences between things that are living, dead and have never been alive	**Habitats Near and Far (extended unit)** • Identify that most living things live in habitats to which they are suited • Describe how different habitats provide 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 micro-habitats • Describe how animals obtain their food from plants and other animals

	Geography & History (Humanities)	**Castles** (History)	**Rainforests** (Geography)	**Landmarks** (History and Geography)
		- To consider the uses and locations of a castle - To identify physical features of castle locations - To ask and find answers to simple questions about the past - To find out about the past using a variety of resources including internet and text materials. - To identify ways in which their lives are different from people's long ago. - To find information from sources of information and simple observations - To use a variety of resources to find out about the past. - To know that things change because of cause and effect. - To identify some of the ways in which the past is represented.	- Ask Geographical Questions - Collect and record evidence - Analyse evidence and draw conclusions - Understand different points of view - Communicate ideas in a variety of ways, incl. Through maps and writing at length. - Use atlases and globes, maps and plans, aerial photographs. - Use compass directions - Use fieldwork and observational skills - Use ICT to help in geographical investigations	- Use a wide vocabulary of everyday historical terms to compare aspects of life in different periods. - Research the past and identify different ways it is represented. - Talk about a changes within and beyond living memory and in national and international life. - Use basic vocabulary related to human and physical geography. - Use simple fieldwork and observational skills to study the geography of the school and its surrounding area. - Use world maps, atlases or a globe to identify locations. - Research a significant historical place in the locality.

	Computing	**We are astronauts** • Begin to design a simple programme for a spaceship to follow • Learn about algorithms and simple debug a program **We are games testers** • Begin to work out how some simple *Scratch* games work • Learn about algorithms • Choose games wisely and discuss aspects of the *safe* use of technology	**We are photographers** • Review photos online, practise, using a digital camera, take photos to fit a given theme, edit their photos, and then select their best images to include in a shared portfolio **We are researchers** • Research a topic – safely, effectively and efficiently • Share findings with others through a short multimedia presentation	**We are detectives** • Solve a mystery by reading, sending and replying to emails, and by listening to a witness statement. • Use a fact file sheet to create a table and identify the culprit **We are zoologists** • Search for, record and identify small animals in the local surroundings • Organise the data collected, record it using a graphing package, and interpret the graph to answer questions about the animals
	Physical Education (PE)	**Games** • **Ball skills – hand and foot** • to improve the way they coordinate and control their bodies and a range of equipment • to remember, repeat and link combinations of skills • to choose, use and vary simple tactics **Gym** • plan and repeat simple sequences of actions	**Games** • **Ball skills – using equipment (racket and stick)** • show awareness of opponents and team-mates when playing games; • perform basic skills of rolling, striking and kicking with more confidence; • apply these skills in a variety of simple games; • make choices about appropriate targets, space and equipment; use a variety of simple tactics; **Gym** • show contrasts in shape	**Games** • **Athletics** • understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming • use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions • recognise space in their games and use it to their advantage, planning where to stand to make it difficult

		Dance • perform body actions with control and coordination • link actions; remember and repeat dance phrases; perform short dances	**Dance** • choose movements with different dynamic qualities to make a dance phrase	for opponents **Gym** • perform the basic gymnastic actions with coordination, control and variety **Dance** • describe the mood, feelings and expressive qualities of dance;
	Art	**Collage** • To respond to the work of the artist Henri Matisse **Drawing** • To try out a range of marks on different surfaces using different media with the focus on tone. • To explore ideas and imagination using music as a stimulus for mark making, trying out tools and techniques o explore line and mark. • To use ICT as a tool for mark making. • To observe and record objects drawing them from different angles	**Painting** • To respond to the work of Wassily Kandinsky through use lines, shapes and colours • To investigate and use the visual elements of line, colour, space, shape and pattern in a painting • To construct a surface in the style of abstract artist Anthony Frost and select and develop ideas from Anthony Frost images. • To use a story as a starting point for imaginative work **3D** • To investigate and respond to Aboriginal Art and select and develop ideas into 3D work. • To use different tools for decorating surfaces • To roll clay to an even thickness	**Textiles** • To investigate dip dye materials and processes and to work over dip dyed fabric with rubbings from a range of surfaces. • To try out tools and techniques and apply these to materials and processes using Indian relief print blocks. • To use matchsticks and rubber bands to produce relief-printing blocks. • To investigate the possibilities of materials and processes for card wrapping as a response to colour in chosen images as a starting point for their work

				and make coils and apply these as surface decoration. • To use a story as a starting point for 3D work • To change the form of clay by pulling, pinching and smoothing and to use imagination to produce 3D form.	**Printing** • To tear, and print with positive and negative stencils and to investigate layering and overlapping colours when printing. • To develop the use of clay slab relief blocks using three colours overprinting process • To develop the process of direct printing using found objects, selected colours and surfaces. • To identify similarities and differences in the work of designers. • To apply knowledge and understanding of materials and processes in developing responses – looking at printed fabrics and paper. • To ask and answer questions about the work of Henri Matisse as a starting point for their work and to work with others on a large-scale collaborative project • To cut, tear and arrange primary and complimentary coloured papers in response to the work of Matisse. • To respond to Op Art and

		the work of Bridget Riley.

| Design & Technology (D&T) | **Textiles – templates and joining**

• Design a functional and appealing product for a chosen user and purpose based on simple design criteria.
• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and information and communication technology.
• Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing and select from and use textiles according to their characteristics.
• 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. | **Mechanisms – wheels and axles**

• Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.
• Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.
• Explore and use wheels, axles and axle holders and distinguish between fixed and freely moving axles.
• Evaluate their ideas throughout and their products against original criteria.
• | **Food – Preparing Fruit and Vegetables**

• Design appealing products for a particular user based on simple design criteria and generate initial ideas and design criteria through investigating a variety of fruit and vegetables.
• Communicate these ideas through talk and drawings.
• Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
• Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.
• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The eatwell plate*. |

	Religious Education (PE)	• Share the experience of celebrating • Join in and experience religious celebrations • Appreciate the special nature of religious and other festivals • Explore symbols and artefacts used in religious celebrations • Learnt to associate particular texts with religious festivals	• Explore the concept of special places • Consider local places of worship • Learn why journeys to sacred places are important • Develop an understanding that special places should be treated with respect • Experience a wide range of stories and writings used to communicate beliefs	• Consider the respect shown to symbols and artefacts in their usual surroundings • Consider the respect that should be shown to sacred texts • Understand the effect of religious and important books in their own lives • Explore the roles and respect of special people within a faith • Explore aspects of identity of the faith studied
	Personal, Social, Health Education (PSHE)	**New Beginnings** • Have a sense of belonging to your class, school and community and know that we are all different • Being able to name and identify feelings and manage them effectively • Understanding other people's feelings and how you can make them feel better • Understanding the rules and routines of the classroom to make it a safe and successful environment to learn in	**Going for Goals** • Saying what you want to happen when there is a problem (set a goal) and choosing a realistic goal • Thinking of lots of different ideas or solutions to a problem and predict and understand the consequences of these solutions or ideas • Learn from the success of reaching your goal and know reasons for why it was a success • Identifying what you might do differently next time to learn more effectively and identify anything that went wrong and why	**Relationships** • Knowing the people who are important to you and being able to tell when you feel cared for and when you love and care for someone too • Knowing how you feel when you lose something or someone you care about • Feeling proud on behalf of your friends when they have done something well • Talking about your feelings when you feel alone or when you have to share

		Getting on and Falling Out	Good to Be Me	someone or something that is important to you
		- Identifying what a good friend is - Making someone else feel good by giving them a compliment and knowing what to say when someone gives a compliment to you - Being able to see things from different points of view and knowing not everyone sees things the same way - Knowing when you are starting to feel angry and the changes which happen to your body on the inside and outside and knowing that anger can build up and be overwhelming but there are ways to manage it and feel calm again - Knowing how to make up with a friend you have fallen out with by using peaceful problem solving so both people feel ok	- Identifying gifts and talents and something that makes you feel proud - Identifying the things that you are good at and the things you find more difficult - Being able to identify when you are feeling anxious or worried as well as feeling proud - Knowing what it feels like to be relaxed and being able to be still and quiet to relax the body	- Understanding that if someone leaves you they can still love you **Changes** - Identifying things about you that have changed and things that will never change - Knowing that some changes are natural and happen by themselves - Making a plan to change something about your behaviour - Knowing that some changes take a long time and are hard
	Relationship and Sex Education (RSE)	**Differences – boys and girls, male and female** Describing the ways boys and	**Naming body parts' and 'Everyone needs caring for** Describing the difference between	**Looking after the body'** Describing how to look after different parts of the body

| | | girls / male and females can be the same and different
• Understanding that some people have fixed ideas about what boys and girls can do
• Describing the difference between male and female babies and animals
• Understanding that making a new life needs a male and a female | male and females
• Naming the male and female body parts
• Identifying ways to show care towards each other
• Understanding that we all have different needs and need different types of care | • Explaining why it is important to keep clean and describing basic hygiene
• Knowing what to take responsibility for and when to ask for help |