

Curriculum Map - Year 2

DT

- Design purposeful, functional & appealing products
- Generate, model & communicate ideas
- Use range of tools & materials to complete practical tasks
- Evaluate existing products & own ideas
- Build and improve structure & mechanisms
- Understand where food comes from

Science

- Working Scientifically** - Observing over time, Identifying & Classifying, Pattern Seeking, Research, Fair Testing
- Topics**
- Living things and their habitats
 - Plants
 - Animals, including humans
 - Uses of everyday materials

PE

- Master basic movement, e.g. running, jumping, throwing, catching, balance, agility + co-ordination
 - Participate in team games
 - Perform dances using simple movement
- Gym, dance, invasion games, ball skills, OAA, Striking and fielding and athletics**

Computing

- Understand use of algorithms
- Write & test simple programs
- Use logical reasoning to make predictions
- Organise, store, retrieve & manipulate data
- Communicate online safely & respectfully
- Recognise uses of IT outside of school

Thinking Skills / Learning Verbs

- Knowing** – arrange, define, describe, label, list, memorise, recognise, relate, reproduce, select, state
- Understanding** – explain, reiterate, reword, critique, classify, summarise, illustrate, translate, review, report, discuss, re-write, estimate, interpret, theorise, paraphrase, reference example
- Applying** – use, apply, discover, manage, solve, produce, implement, construct, change, prepare, conduct, perform, react, respond, role-play
- Analysing** – analyse, compare, quantify, measure, test, examine, experiment, relate, graph, diagram, plot, value, divide, break down, catalogue
- Evaluating** – review, justify, assess, present a case for, defend, report on, investigate, direct, appraise, argue, project-manage
- Creating** – develop, plan, build, create, design, organise, revise, formulate, propose, establish, assemble, integrate, re-arrange, modify

English Aims

- Read easily, fluently, and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocab, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn: they should be able to elaborate and explain clearly their understanding & ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Maths Aims

- Become fluent in the fundamentals of maths, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

PSHE

- My emotions – emotional well being
- Managing risk and change – managing risk, managing change.
- World of drugs – drugs and their uses, keeping healthy, identifying and reducing risk
- Keeping safe – safety contexts, personal safety, dealing with bullying, helping and getting help

SRE

- Changes as we grow;
- Different types of families;
- Feelings in families e.g. love, jealousy
- What helps people to get on with each other (e.g. listening/sharing)
- What makes me happy;
- What I like/don't like about other people
- Keeping safe;
- Caring for myself; - hygiene, sleep, exercise, food;
- People who help me to care for myself;
- Inside my body - functions of different parts

Drama

- Adopt appropriate roles and consider alternative courses of actions.
- Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class.
- Consider how mood and atmosphere are created in live or recorded performances.

Curriculum Drivers – Role Play (Mantle) – Enterprise Projects – Outdoor Learning – Blooms Taxonomy (Child Led) – The Arts – Current Affairs

Geography

Locational knowledge

name and locate the world's seven continents and five oceans

Place knowledge

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

Geographical skills and fieldwork

- 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 grounds and the key human and physical features of its surrounding environment.

Music

- Sing songs
- Play tuned & untuned instruments musically
- Listen & understand live & recorded music
- Make and combine sounds musically

Art

Use a range of materials: **Thread, Wood, Clay, Stone and Paper**

Use drawing, painting and sculpture:
Drawing, 3D, Scale + proportion, Design and Photography

Develop techniques of colour, pattern, texture, line, shape, form and space:
Drawing-charcoal, Painting, Assembling and Sculpture process

- Learn about range of artists, craftsmen and designers

RE Skills - Investigation, Interpretation, Analysis, Explanation, Synthesis, Reflection, Evaluation, Empathy

Key Aspects – Belief, Expression + Celebration, Living + Belonging, The search for Meaning + Purpose, Sources of Religious Knowledge + Understanding, Equal Ops + Community Cohesion, Enquiry + Communication, Progression

- Christianity
- Judaism
- Hinduism/Islam

History

Key Concepts

Changes in living memory (linked to aspects of national life where appropriate)

Key Individuals

Lives of significant historical figures, including comparison of those from different periods

Key Events

Events of national or global importance e.g. first aeroplane flight, The Great Fire of London

Class Novels

-

Visual Stimuli (Video clips or DVD's)

-