

## Class 2 Curriculum Map ~ Cycle A

	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<b>Science Topics</b>	<b><u>MATERIALS</u></b> Terrific Toys	<b><u>Healthy Humans</u></b>	<b>Animals:</b> <b><u>Poles Apart</u></b>	<b>PLANTS</b> <b><u>Woodland Walks</u></b> <b><u>and Brilliant Beans</u></b>	<b><u>MINIBEAST</u></b> <b><u>ADVENTURES</u></b> Living things and their habitats <b><u>Microhabitats</u></b>	<b><u>Weather watchers.</u></b>
	<p><b>Class Topic: Materials (toys)</b></p> <p><b>-To name some of the main materials.</b></p> <ul style="list-style-type: none"> <li>- Identify and classify what materials have been used to make a toy.</li> <li>- Identify the properties of different materials and why they would be useful for a particular purpose.</li> <li>-To understand what the word absorbency means and to investigate whether a material is absorbent or waterproof.</li> <li>- To investigate which materials can be stretched, twisted, squashed or bent and apply this to designing a stretchy toy.</li> </ul>	<p><b>Class Topic: Healthy Humans</b></p> <ul style="list-style-type: none"> <li>- To identify the basic needs of a human and understand the difference between a need and a 'want'</li> <li>-To understand how humans grow and change overtime and sequence these life stages.</li> <li>- To know what humans need to do to keep healthy including eating well, exercising and getting enough sleep.</li> <li>-To know the main food groups and what makes a healthy balanced meal.</li> <li>-To investigate and observe changes in the body after exercise.</li> <li>- To observe over time the effects of dirty hands.</li> </ul>	<p><b>Class Topic: Polar Animals</b></p> <ul style="list-style-type: none"> <li>-To identify and name some birds, mammals and fish that live in the polar regions and label their bodies.</li> <li>-To identify the diet of a polar animal and sequence a simple food chain.</li> <li>-Research using secondary sources how polar animals are adapted to survive the cold weather.</li> <li>-To sort animals into habitats.</li> <li>-To use 'evidence' left behind by animals to identify and name a specific polar animal.</li> </ul>	<p><b>Class Topic: Plants</b></p> <ul style="list-style-type: none"> <li>- To be able to label the parts of a plant.</li> <li>-To name common plants, flowers, trees and bulbs.</li> <li>- To know and use the words deciduous and evergreen correctly.</li> <li>-To know what a plant needs to grow.</li> <li>-To plant a bean and observe how it grows and changes over time.</li> <li>-To compare and test how much water is the best amount for a bean to grow.</li> <li>- To understand how plants can also grow from bulbs.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify things that are living, dead or never been alive.</li> <li>- To know what a microhabitat is and investigate/survey what is living our school grounds.</li> <li>-To understand and sequence the lifecycle of mini-beasts.</li> <li>-To match invertebrates to their young.</li> <li>- To understand the minibeast's role in a food chain and the health of a local habitats.</li> </ul>	<p><b>Class Topic: Weather Watchers</b></p> <ul style="list-style-type: none"> <li>-To name the 4 seasons of the year and identify what weather is likely during that season.</li> <li>- To measure and record rainfall and draw conclusions.</li> <li>- To understand what different weather symbols mean and use these to match observations of the weather in their location and from photos around the world.</li> <li>- To use photos of the same tree throughout the year to draw conclusions about the season.</li> <li>-To use thermometers to measure and record temperature and draw conclusions about why some places may be warmer than others.</li> </ul>



What are our toys made from and why have those materials been chosen?

Throughout the Year

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies as the seasons change.
- Talk about changes in the weather.



Which materials are these toys made from? What are their properties?

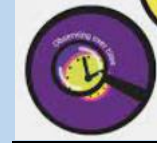


Which material would be best to mop up a mess?



Which material will make the best stretchy man?

-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.



How will different soft drinks effect the tooth over time?

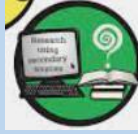


Sorting foods into groups.



What do our dirty hands leave behind?

Observe changes to bread.



Which animals live in the Arctic and the Antarctic? Are there any that live in both?



Are there any similarities between all of the Polar survivors?

-find out about animals describe the basic needs of animals, including humans for survival (water, air and food)

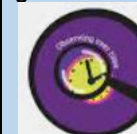


What's growing in the woods around Harewood?  
Year 1

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- identify and describe the basic structure of a variety of common flowering plants, including trees.



How much water does a bean and bulb need to grow best?



Year 2

- 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.



What is living in our woodlands and where?

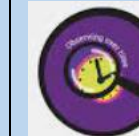


What conditions do woodlice prefer?

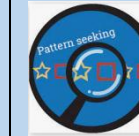


What does my baby look like? Finding out about mini-beast offspring and lifecycles.

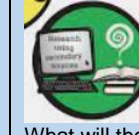
- Make charts and tables about the weather.
- Talk about changes in the weather.




How much did it rain this week? Which week was the rainiest?

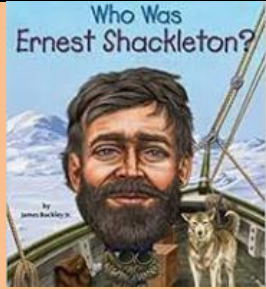


What time of the day has the longest shadows? Where is the warmest place in our school grounds and why?



What will the weather be like tomorrow? Can I write a weather report?

<p><b>Other Topics</b></p>	<p><u>Toys from the Past</u></p> 	<p><u>Healthy Humans</u></p> <p>Autumn and Christmas</p> 	<p><u>Poles Apart</u></p> 	<p><u>Traditional Tales</u></p> 	<p><u>Magical Maps</u></p> 	<p><u>Pirates and Oceans</u></p> 
<p><b>D &amp; T</b></p>	<p><b>Designing and Making a stretchy man</b>  <b>Science link</b>  - design purposeful, functional, appealing products for themselves and other users based on design criteria  - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p><b>Project on a page</b>  <b>Design and make a healthy fruit salad-</b>  Making • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p>		<p><b>Class topic: Easter Card with a moving part (levers, flaps and pivots)</b>  <b>Year 1 and 2: Mechanisms Sliders and Lever</b>  Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. Evaluating • Explore a range of existing books and everyday products that use simple sliders and levers. •</p>		<p><b>Project on a page: structures/free standing structures</b>  <b>Lighthouses</b>  1. To identify free standing structures and explain how they know they are freestanding.  2. To identify similarities and differences in f/s structures. .  3. To experiment with different assembly techniques and materials for strength and stability.  4. To create a free-standing structure to meet a brief ( a lighthouse that can hold a tea light and stand up on its own)  5. To evaluate how effective their f/s structure was and explain why it is good and or how it can be better</p>



**History**

**- TOYS**  
 changes within living memory  
 How have toys changed since our grandparents were children? understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

October Black History Month  
 events beyond living memory that are significant nationally or globally

**Black Explorers**

**Explorers  
 Christopher Columbus and Ernest Shackleton**

- To know who Christopher Columbus and Ernest Shackleton were, when they were born, why they are significant and when they died.
- To know how and why Columbus became famous.
- To know what life for Columbus and his crew was like on board during such a long journey.
- To know the main events of Ernest Shackleton's polar expedition and to be able to sequence these events on a time line.
- To know how polar exploration equipment from the past compares to modern polar equipment.

**Class topic: Grace Darling**

- To know who Grace Darling was and why she is significant.
- To learn when she was born, when she died and why she is remembered.
- To know why lighthouses were used in the past.
- To order events of the rescue in chronological order.
- To know how lifeboats have changed since Victorian times.
- To learn about how Grace Darling's life changed after the rescue and how she was the first woman to receive the silver medal for gallantry.

<b>Geography</b>	<b>Autmn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
	<b>Class topic: The UK</b>		<b>Class topic: The Polar Regions</b>		<b>Class topic: Magical Maps</b>	
	<ul style="list-style-type: none"> <li>The children will find the UK on a world map, name the 4 countries and the 4 capital cities.</li> <li>To know the 4 seas around The UK.</li> <li>To know what the terms rural and urban mean and sort pictures into groups of this heading.</li> <li>To learn/recap what the terms human and physical feature mean and sort features of the UK into whether they are human or physical features.</li> <li>To know where London is on a map to identify some landmarks from an aerial photograph.</li> <li>To know why we have the Union Jack flag and the flags of The UK.</li> <li>To recognise key landmarks of the UK and where they are within the UK. To understand whether these landmarks are human or physical features,</li> </ul>		<ul style="list-style-type: none"> <li>-To know where the poles are on a globe and a world map.</li> <li>-To know which is north and which is south</li> <li>-To learn what the words Arctic and Antarctic mean and know which word relates to which pole.</li> <li>-To compare The UK to Antarctica including populations, animals, surrounding oceans.</li> <li>-To know the difference between The Arctic and Antarctica.</li> <li>-To know what the climate is like at the poles and how animals survive the extreme temperatures there.</li> </ul>		<ul style="list-style-type: none"> <li>- To know how to draw a simple sketch map of the school grounds.</li> <li>- To describe a route using compass points (linked to a visit to Harewood House.)</li> <li>- To know what a key is and how to use, to know how to create their own key symbols.</li> <li>- To know how to use fieldwork to inform their own map making.</li> <li>- To use atlases, maps and globes to locate the 7 continents and the 5 oceans of the world.</li> <li>- To find places significant to them personally on a world map.</li> </ul>	
<b>Art and Design</b>	<b>Class topic: Toys from the past, painting</b>		<b>Class topic: Explorers, icy art and drawing</b>		<b>Class topic: Mini-beasts, art techniques</b>	
	<ul style="list-style-type: none"> <li>Colour mixing to create a rainbow</li> <li>Selecting accurate colour matches when painting self portraits</li> <li>Using black and white to make shades of grey and painting a still life of an old teddy</li> <li>Making pictures look 3D to draw blocks</li> <li></li> </ul> <b>Class topic: Collage</b> <ul style="list-style-type: none"> <li>Observe and respond to the work of Picasso and Matisse and make collage in the style of.</li> <li>Using Beegu and Day in the Life of Bob the Man on the Moon as stimulus make a mixed media space artwork with chalk, paint splatter and collage.</li> <li>Christmas arts and crafts</li> </ul>		<ul style="list-style-type: none"> <li>Icy Art: Observe and respond to the land art patterns of Simon Beck created in flour and with chalk.</li> <li>Select cold colours and use string to create a modern art piece of icy art.</li> <li>Use charcoal and sketching pencils to draw Christopher Columbus' ship.</li> <li>Select colours, paint, collage materials and textures to recreate to sea.</li> </ul> <b>Class Topic: Art: Yayoi Kusama</b> <p>To learn about the artist Yayoi Kusama and create some works in her style including a pumpkin and a portrait of the artist.</p>		<ul style="list-style-type: none"> <li>Art techniques, try to draw a ladybird without taking pencil off, with eyes closed, with wrong hand and finally with all senses and no restrictions.</li> <li>Draw a butterfly, then watch Austin's butterfly video really notice the details, critique each other's work and improve.</li> <li>Use printing and collage to create beehive and dragon fly art works.</li> </ul> <b>Sculpture:</b> Learn about the work of <b>Anthony Gormley</b> and sketch some of his sculptures selecting a favourite and giving reasons. Clay work: minibeast sculpture	
<b>Music</b>	Nutcracker	Christmas Nativity	<b>Vivaldi Four Seasons</b>	Percussion instruments (from music express)	Songs and Seaside	Music Express units
	Singing, finding beat and pulse with cups and body percussion		<b>Listening and responding</b>		Jubilee preparation	
<b>R.E.</b>	<b>Creation- Who made the world? (UC)</b>	<b>Incarnation- Why does Christmas matter to Christians? (UC)</b>	<b>Which books and stories are special? (Hub 1.1) Multi-faith focus</b>	<b>How and why do people pray? (Hub 2.3)</b>	<b>How can we make good choices? (Hub 2.2)</b>	<b>How are beliefs expressed through the arts? (Hub 3.3) Multi-Faith focus</b>

<b>PSHCE</b>	<b>Drug, alcohol and tobacco education</b> What do we put into and onto bodies	<b>Keeping safe</b> Internet safety (D:side) Anti-bullying week.	<b>Physical health and wellbeing</b> Fun times /	<b>Physical health and wellbeing</b> What keeps me healthy?	<b>Identity, society and equality</b> Me and others	<b>Careers, financial capability and economic wellbeing</b> My money
<b>Visits &amp; Experiences</b>	History boxes	Christmas fun Trip to Abbey House Trip to Harewood.	Polar expedition around the school grounds  Woodland walk to find what is growing there		Skelton Grange (mini-beast workshop)  Making maps and using maps to explore local area.	<b>Pirate themed adventures</b> <b>End of term celebrations (Pirate day!)</b>
<b>P.E. and Dance</b>	Ball skills Dance and movement	Team games Dance and movement	Gymnastics Ball Games		Striking and fielding Racket skills	Athletics and OAA
<b>Computing</b>	Using search function to find information. Word processing Changing colour and fonts	<b>Espresso Coding- recap introduction</b> . Internet Safety (D:side visit)	<b>Espresso Coding-</b> Year 2 on the move Year 2: different sorts of inputs and buttons and instructions  <b>Safer Internet Day</b>	<i>Identifying uses of technology</i> <i>Data handling using technology.</i>	<b>Espresso Coding- Year 1 focus simple inputs</b>	<i>Algorithms</i> <i>Using programmable toys</i>
<b>English</b>	Dogger Shirley Hughes The Day the crayons quits Drew Daywalk Nothing Night at the Toy Museum	<b>Beegu (Alexis Deacon)</b> Man on the Moon Simon Bartram Recount of Bob's Day Space Poems poems	Poles Apart (Jeanne Willis) Who was Earnest Shackleton? (James Buckley) Non-fiction fact files Polar Animal Encyclopaedia (Simon Holland) Non-fiction non-chronological reports. Geronimo (David Walliams)	<b>THE TRUE STORY OF THE THREE LITTLE PIGS</b> Jack and the beanstalk Writing own versions of traditional tales Bean Diaries Non-fiction writing bean diary	<b>THE TWITS (Roald Dahl)</b> What the Ladybird heard at the seaside (Julia Donaldson) Commotion in the Ocean Poetry(Giles Andreas)	Pirate Blunder Beard The world's worst pirate Sequencing and retelling Narratives The Lighthouse Keepers Lunch Instructions
<b>Phonics</b>	Revise Phase 4 Begin Phase 5a (ay,oy, ie, ea, a-e, o-e, e-e, i-e.) Capital letters, full stops, proper nouns, alphabetical order, verb endings, adjectives	Phase 5a u-e, ir, ou, ew, wh, ph, au, aw oe, ey ue silent letters, adverbs, commas, expanded noun phrases (year 2 le, al, el and il endings.) conjunctions	Phase 5b (alternative pronunciations.) Long vowel sounds, ch saying c, soft g and soft c, ie saying ee, ea saying e. (Year 2 suffixes.) Questions,command, statement, exclamations conjunctions	Phase 5c (alternative spellings) Best bet consonants (y k) Suffix er, es, est, y, ed ch/tch Irregular past tense Contractions More suffixes Present progressive and past progressive tenses	Phase 5c (alternative spellings) <b>Best bet vowel spellings</b> New phoneme zh Ore, ear, ere, are, Change in vowel sounds after w/qu Apostrophes for possession Prefix un	Compound words and homophones Recap and consolidation
<b>Maths</b>	<b>Number and Place Value</b> <b>Addition and subtraction – partitioning numbers</b> <b>Addition and subtraction</b> -	<b>Addition and subtraction - subtraction, using subtraction as the inverse,</b> <b>Measures - shape</b> Money	<b>Multiplication and division</b> <b>Statistics</b> <b>Recap Addition and Subtraction and place value</b> <b>Shape</b>	<b>Fractions</b> Measures length and height	<b>Position and direction</b> <b>Measurement</b> <b>Capacity Weight Mass</b> <b>Time</b>	<b>Measurement: temperature</b> <b>Problem Solving</b> <b>Consolidation</b>