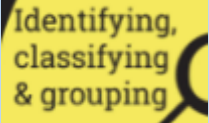



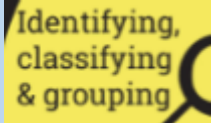
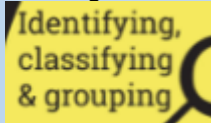

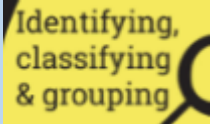


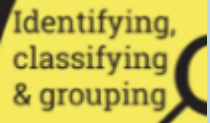


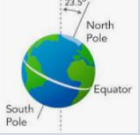











## Class 2 New Curriculum Map ~ Cycle B

		<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>			
<b>science</b>		<p><b><u>It Makes Sense</u></b> Investigating our 5 Senses</p>	<p><b><u>Animals Pets</u></b></p>	<p><b><u>Plants and Trees Germination and Growth</u></b></p>	<p><b><u>Growing and surviving</u></b></p>	<p><b><u>Habitats (Sensational Safari.)</u></b></p>	
<b>Science</b>		<p style="text-align: center;"><u>Year 1</u></p> <p>-identify, name and label the basic parts of the human body and say which part of the body is associated with each sense.</p>  <ul style="list-style-type: none"> <li>• Sound walk (What can you hear?)</li> <li>• Smell test: What's in the pot?</li> <li>• Taste test: identify the 5 main tastes of a food.</li> <li>• What can you see?</li> <li>• Which part of the body has the most sensitive touch?</li> </ul> 	<p style="text-align: center;"><u>Word study: biodegradable Year 1</u></p> <p>- distinguish between an object and the material from which it is made. -identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. -describe simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p style="text-align: center;"><u>Year 2</u></p> <p>-identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>  <p>Which material makes the best tent?</p>	<p style="text-align: center;"><u>Year 1</u></p> <p>- identify and name a variety of common animals that are carnivores, herbivores and omnivores. -Describe and compare the structure of a variety of common animals ( fish, amphibians, reptiles, birds and mammals including pets)</p>  <p>What do these pets eat?</p>  <p>Sorting into animal groups.</p>	<p style="text-align: center;"><u>Word study: germination Year 1</u></p> <p>-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.</p>  <p>What grows in our school garden?</p> <p style="text-align: center;"><u>Year 2</u></p> <p>-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.</p>  <p>Which sunflower will grow the tallest?</p>	<p style="text-align: center;"><u>Year 1</u></p> <p>- explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p style="text-align: center;"><u>Year 2</u></p> <p>-notice that animals, including humans, have offspring which grow into adults. -find out about and describe the basic needs of animals, including humans for survival (water, air and food</p>  <p style="text-align: center;"><u>Living, dead or never alive sorting</u></p>  <p>Life cycle of an owl</p> 	<p style="text-align: center;"><u>(Revise and apply) Year 1</u></p> <p>- identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. identify and name a variety of common animals that are carnivores, herbivores and omnivores. -Describe and compare the structure of a variety of common animals ( fish, amphibians, reptiles, birds and mammals including pets)</p> <p style="text-align: center;"><u>Year 2</u></p> <p>-identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. -describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>  <p>Who lives where? Whose skeleton is buried in the sand?</p>  <p>Who eats who? Researching food chains of the savannah</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>O t h e r T o p i c s</b></p>	<p><b><u>History Significant figures:</u></b> <b><u>Florence Nightingale (&amp; Mary Seacole)</u></b></p> 	<p><b><u>Christmas The Seasons</u></b> Observe changes across the four seasons. -Observe and describe weather associated with the seasons and how day length varies as the seasons change.</p> 	<p><b><u>London's Burning</u></b> London in 1666 The Great Fire of London</p> 	<p><b>Geography Local area fieldwork</b></p> 	<p><b><u>Hooray for Harewood!</u></b> Local history and geography</p> 	<p><b><u>Sensational Safari</u></b> Contrasting locality Kenya</p> 
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>D &amp; T</b></p>	<p>Design and make a super veg</p>	<p><b><u>Design and make a Christmas card with a moving part.</u></b> <b><u>Year 1</u></b> -use own ideas to make something <b><u>Year 2</u></b> -join material and components in different ways -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p><b><u>London Bridge</u></b> build structures, exploring how they can be made stronger, stiffer and more stable <b><u>Tudor Houses</u></b></p>	<p><b><u>Fire Engine: project on a page wheels and axles</u></b></p>	<p><b><u>Project on a page textiles... puppets</u></b> <b><u>Design and make a hand puppet</u></b></p>	<p><b>Maasai Jewellery</b></p> 
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>H i s t o r y</b></p>	<p><b><u>Florence Nightingale</u></b> <b><u>Year 2</u></b> -Recount the life of someone famous from Britain who lived in the past -research the life of a famous person from the past using different sources of evidence <b><u>Year 1</u></b> - explain how some people have helped us to have better lives -use words and phrases such as old, new and a long time ago</p>		<p><b><u>The Great Fire of London 1666</u></b>  events beyond living memory that are significant nationally or globally  Use words and phrases such as before, past, present, then and now</p>		<p><b><u>Hooray for Harewood!</u></b> Local history</p>  <p>What did Harewood look like 100 years ago? How has it changed over time? How did people live in the Victorian times and before? Who lived, worked and visited the big house at Harewood?</p>	

<b>G e o g r a p h y</b>	<p>Seasons: - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> 	<p><b>THE UK- Recap</b> Where is London? know where you live and know your address Name the four countries in the UK and locate them on a map -name some of the towns and cities in the UK</p> <p>-name the capital cities of England, Scotland, Wales and Ireland. -find where you live on a map of the UK</p>	<p><b>Geography of Harewood</b> 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 explain the facilities in a village</p>		<p><b>Sensational Safari: Kenya</b> -describe a place outside Europe using geographical words -describe key features of a place using words like beach, coast, forest, mountain, and ocean. - name and locate the world's seven continents and five oceans</p>	
<b>A r t a n d D e s i g n</b>	<p><b>Colour Mixing</b> <u>Year 1</u> -name the primary and secondary colours <u>Year 2</u> -create brown with paint -create tints with paint by adding white -create tones by adding black -mix paint to create all the secondary colours</p>	<p>Christmas crafts Explore materials by creating collages and printing.</p>	<p>-Great fire of London -Tudor houses on fire -Drawings of London landmarks <u>Use pencils to create lines of different thickness</u> <u>-use charcoal, pencils and pastels to create pictures</u></p> <p>Christopher Wren  John Adams</p>	<p><b>Famous Artists:</b> William Morris, Van Gogh, Georgia O'Keefe, Monet, Mondrian -create repeating patterns in print -describe what you can see and give an opinion about art work -ask questions about a piece of art work -suggest how artists use colour, pattern and shape <u>-create a piece of art work in response to the work of another artist</u></p>	<p>-Sculpture</p>  <p>Nature art Goldsworthy To use natural materials to make an ephemeral sculpture. Leaf sculpture in clay.</p>	<p><b>African Art and clay pots</b></p> 
<b>M u s i c</b>	<p>Investigating the difference between pulse and rhythm KS1 performance preparation: Singing and performance-based skills</p>	<p>KS1 performance preparation: Singing and performance-based skills. School nativity performance preparation.</p>	<p>Saint-Saens – Carnival of the Animals Instruments of the orchestra Composer Biography Explore how instruments can be used to describe animals Pitch/dynamics/tempo in basic form</p>	<p>Composition – based on what we love about our country Finlandia – Sibelius used as stimulus tool</p>	<p>Prokofiev - Peter and the Wolf Telling a story with musical themes Composer Biography Instruments of the orchestra Recognition aurally of musical themes and instruments played Investigate how the theme musically matches its animal Musical terminology – dynamics/tempo/pitch</p>	<p>Body Percussion – Musical Machines Ollie Tunmer Ravel – Bolero Anna Meredith – Hands Free Composition - Creating our own musical machine</p>
<b>R . E .</b>	<p><u>God</u>- What do Christians believe God is like? (UC)</p>	<p>How do we celebrate special occasions? (Hub 1.2) Multi-faith focus</p> <p>Christmas Story</p>	<p><u>Gospel</u>- What is the good news that Jesus brings? (UC)</p>	<p><u>Salvation</u>- Why does Easter matter to Christians? (UC)</p>	<p>What does it mean to belong to a synagogue? (Hub 1.3)</p>	<p>How can we look after our planet? (Hub 2.4)</p>

<b>P S H E</b>	Mental health and emotional wellbeing Feelings / Friendship Pol-Ed: Bullying (Y2 t2)	Mental health and emotional wellbeing Feelings / Friendship Pol-Ed: Bullying (Y2 t2)	Sex and relationship education Boys and girls, families § Living and growing (1) * Pol-Ed: Privacy/secrets online (Y2 T1	Sex and relationship education Boys and girls, families § Living and growing (1) * Pol-Ed: Privacy/secrets online (Y2 T1	Keeping safe and managing risk Feeling safe / Indoors and outdoors § Pol-Ed: Our PCSO (y1) Being safe (y1) Road Safety (Y1 Term 3)	Keeping safe and managing risk Feeling safe / Indoors and outdoors § Pol-Ed: Our PCSO (y1) Being safe (y1) Road Safety (Y1 Term 3).
<b>V i s i t s</b>	Florence Nightingale fact hunt  Lotherton Hall  Pumpkin Party	Naughty Elves Christmas Fairy Trail Christmas Party	<b>Pet Day</b> Great Fire of London craft celebration and model fire!	<b>Spring Celebrations</b> theme day Zoom with an author. Zoolab	<b>A visit from Plop</b> Local Area walk History Visit	<b>Tropical World Trip</b> <b>Safari Theme Day</b> Postcard-Meerkat Mail
<b>P . E . a n d D a n c e</b>	<b>Multi-Skills/kickstart</b> -to throw, catch and bounce in different ways -to choose and apply skills to make up games -to develop simple strategies for extending their skills -to describe their game	<b>Gymnastics</b> <b>High &amp; Low</b> -to travel and balance confidently showing different parts of the body high and low -show contrasts in speed and shape -to link three movements together smoothly in a sequence -transfer skills from floor to apparatus	<b>Dance/kickstart</b> -use a range of basic dance -work alone with guidance from the teacher to create a dance routine -use different levels, directions and speeds and actions for dance. -talk about the dance & why they liked it	<b>Ball skills</b> -to throw and catch accurately -to use different body parts to move a ball -to co-operate with a partner -to devise their own games	<b>Games</b> -develop aiming and target skills -pass equipment accurately in a game situation -work co-operatively	<b>Athletics</b> -to use their bodies and a variety of equipment with greater control and co-ordination -choose skills suitable for the challenges -to watch and describe what others have done
<b>C o m p u t i n g</b>	<b>Getting Started</b> <b>Word Processing</b> <b>Passwords</b> <b>Block coding first steps</b>	Next Steps Changing font, size and colour. Printing. Image finding.  Block Coding: different inputs	<b>Internet Safety</b> Buttons and instructions	<b>Research and search engines</b>	Data Handling using pictograms, tables and charts.	<b>Paint packages.</b> Animations and programmable toys.

English	<p>Recounts and instructions Supertato, Colour Monster, Shopping List, Pete the Cat</p> 	<p>Planet Full of Plastic Explanation ocean cleaning machine Someone swallowed Stanley Traction Man</p> 	<p>Traditional Tales You Wouldn't want to be in great fire of London Animal Riddles Hansel and Gretel</p> 	<p>Half term recount Katie Morag The legend of Finn McCool</p> 	<p>The Owl who was afraid of the dark Deadly Animals Sharks and dinosaur fact books</p> 	<p>Meerkat Mail postcards Giraffe, the pelly and me narratives</p> 
Grammar	<p><u>Sentences</u>- understand a sentence should make sense and stand alone. Use joining words and or but Identify and compose questions Write short narratives using sentences.  <u>Nouns</u>- singular and plural Proper nouns Compound nouns Using nouns appropriately in writing</p>	<p><u>Adjectives</u>- recognising and understanding the function of adjectives Using the suffix er and est <u>Adverbs</u> Using adjectives purposefully in writing  <u>Verbs</u>- using past and present tense correctly Using verbs correctly in writing.  <u>Sentences</u>- linking words and phrases using joining words</p>	<p><u>Sentences</u>- different kinds of sentences- questions, commands, exclamations  Improving writing using expanded noun phrases.</p>	<p>Punctuating sentences- sentence punctuation, capital letters, commas to separate lists, apostrophe for contracted form,</p>	<p>Progressive past and present tense forms of verbs  Alphabetical ordering and glossaries</p>	<p>Suffixes  Adverbs  apostrophe to mark singular possession</p>
Maths	<p><u>Place Value</u> <u>Addition and Subtraction</u></p>	<p><u>Addition, subtraction, Numbers to 100</u> <u>shape</u>  Summative Assessments</p>	<p><u>Additions and Subtraction</u> <u>Multiplication and Division- N</u></p>	<p><u>Length and height</u> <u>Statistics</u> Summative Assessments</p>	<p><u>Money</u> <u>Fractions</u></p>	<p><u>Measurement: time</u> <u>Mass and capacity</u> <u>Position and direction</u> <u>Problem solving</u> <u>Consolidation and investigations</u> Year 1&amp;2 Summative Assessments</p>