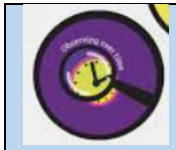
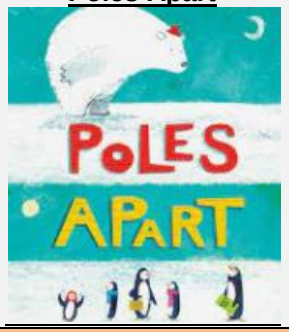
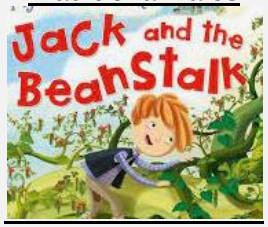
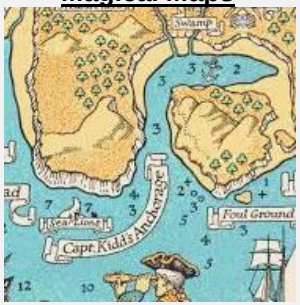
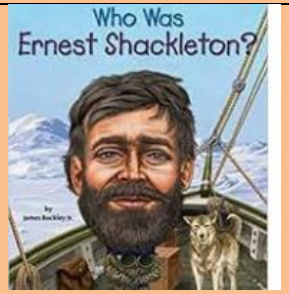
Class 2 Curriculum Map ~ Cycle A

	Autumn Term		Spring Term		Summer Term	
Science Topics	**MATERIALS** **Terrific Toys**	**Healthy Humans**	**Animals:** **Poles Apart**	**PLANTS:** **Woodland Walks and Brilliant Beans**	**Weather watchers.**	**MINIBEAST ADVENTURES** **Living things and their habitats** **Microhabitats**
	Class Topic: Materials (toys) **-To name some of the main materials.** - Identify and classify what materials have been used to make a toy. - Identify the properties of different materials and why they would be useful for a particular purpose. -To understand what the word absorbency means and to investigate whether a material is absorbent or waterproof. - To investigate which materials can be stretched, twisted, squashed or bent and apply this to designing a stretchy toy.	**Class Topic: Healthy Humans** **- To identify the basic needs of a human and understand the difference between a need and a 'want'** **-To understand how humans grow and change overtime and sequence these life stages.** **- To know what humans need to do to keep healthy including eating well, exercising and getting enough sleep.** **-To know the main food groups and what makes a healthy balanced meal.** **-To investigate and observe changes in the body after exercise.** **- To observe over time the effects of dirty hands.**	**Class Topic: Polar Animals** **-To identify and name some birds, mammals and fish that live in the polar regions and label their bodies.** **-To identify the diet of a polar animal and sequence a simple food chain.** **-Research using secondary sources how polar animals are adapted to survive the cold weather.** **-To sort animals into habitats.** **-To use 'evidence' left behind by animals to identify and name a specific polar animal.**	**Class Topic: Plants** **- To be able to label the parts of a plant.** **-To name common plants, flowers, trees and bulbs.** **- To know and use the words deciduous and evergreen correctly.** **-To know what a plant needs to grow.** **-To plant a bean and observe how it grows and changes over time.** **-To compare and test how much water is the best amount for a bean to grow.** **- To understand how plants can also grow from bulbs.**	**Class Topic: Weather Watchers** -To name the 4 seasons of the year and identify what weather is likely during that season. - To measure and record rainfall and draw conclusions. - 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. - To use photos of the same tree throughout the year to draw conclusions about the season. -To use thermometers to measure and record temperature and draw conclusions about why some places may be warmer than others.	**-Identify things that are living, dead or never been alive.** **- To know what a microhabitat is and investigate/survey what is living our school grounds.** **-To understand and sequence the lifecycle of mini-beasts.** **-To match invertebrates to their young.** **- To understand the minibeast's role in a food chain and the health of a local habitats.**

 **<u>Throughout the Year</u>** **-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.**	**What are our toys made from and why have those materials been chosen?**  **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.**  **<u>How will different soft drinks effect the tooth over time?</u>**  **<u>Sorting foods into groups.</u>**  **<u>What do our dirty hands leave behind?</u>** *<u>Observe changes to bread.</u>*	 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)**	 **<u>What's growing in the woods around Harewood?</u>** **<u>Year 1</u>** **-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?**  **<u>Year 2</u>** **-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.**	**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?	**-**  **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.**

Other Topics	Toys from the Past	Healthy Humans Autumn and Christmas	Poles Apart	Traditional Tales	Magical Maps	Pirates and Oceans
						
D & T	**Designing and Making a stretchy man** **Science link** **- 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]** -	**Project on a page** **Design and make a healthy fruit salad-** 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.	**Class topic: Easter Card with a moving part (levers, flaps and pivots)** **Year 1 and 2: Mechanisms Sliders and Lever** 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. •		**Project on a page:** **structures/free standing structures** **Lighthouses** 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	
						

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 **<u>Black Explorers</u>**	**Spring 2 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.	**Summer 2 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.
Geography	**Autumn 2** **Class topic: The UK** • The children will find the Uk on a world map, name the 4 countries and the 4 capital cities. • To know the 4 seas around The UK. • To know what the terms rural and urban mean and sort pictures into groups of this heading. • 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. • To know where London is on a map to identify some landmarks from an aerial photograph. • To know why we have the Union Jack flag and the flags of The UK. • To recognise key landmarks of the UK and where they are within the UK. To understand whether these landmarks are human or physical features,		**Spring 1** **Class topic: The Polar Regions** -To know where the poles are on a globe and a world map. -To know which is north and which is south -To learn what the words Arctic and Antarctic mean and know which word relates to which pole. -To compare The Uk to Antarctica including populations, animals, surrounding oceans. -To know the difference between The Arctic and Antarctica. -To know what the climate is like at the poles and how animals survive the extreme temperatures there.	**Summer 1** **Class topic: Magical Maps** - To know how to draw a simple sketch map of the school grounds. - To describe a route using compass points (linked to a visit to Harewood House.) - To know what a key is and how to use, to know how to create their own key symbols. - To know how to use fieldwork to inform their own map making. - To use atlases, maps and globes to locate the 7 continents and the 5 oceans of the world. - To find places significant to them personally on a world map.

Art and Design	**Class topic: Toys from the past, painting** • Colour mixing to create a rainbow • Selecting accurate colour matches when painting self portraits • Using black and white to make shades of grey and painting a still life of an old teddy • Making pictures look 3D to draw blocks • **Class topic: Collage** • Observe and respond to the work of Picasso and Matisse and make collage in the style of. • 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. • Christmas arts and crafts		**Class topic: Explorers, icy art and drawing** • Icy Art: Observe and respond to the land art patterns of Simon Beck created in flour and with chalk. • Select cold colours and use string to create a modern art piece of icy art. • Use charcoal and sketching pencils to draw Christopher Columbus' ship. • Select colours, paint, collage materials and textures to recreate to sea. **Class Topic: Art: Yayoi Kusam**a To learn about the artist Yayoi Kusama and create some works in her style including a pumpkin and a portrait of the artist.		**Class topic: Mini-beasts, art techniques** • 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. • Draw a butterfly, then watch Austin's butterfly video really notice the details, critique each other's work and improve. • Use printing and collage to create beehive and dragon fly art works. • Clay work: minibeast sculpture **Sculpture:** Learn about the work of **Anthony Gormley** and sketch some of his sculptures selecting a favourite and giving reasons.	
Music	Rhythm Makers Body percussion	Christmas Nativity Nutcracker	**Production singing practice**	**Vivaldi Four Seasons** **Listening and responding** **Wizard of Oz**	Songs and Seaside	
R.E.	**<u>Hindu Stories</u>**	**<u>Incarnation-</u>** Why does Christmas matter to Christians? (UC)	Which books and stories are important (C1.6)	How and why do people pray (C1.4)	How can we make good choices? (C1.3)	How and why do we care for other? (F1.12)
PSHCE	**Drug, alcohol and tobacco education** What do we put into and onto bodies	**Keeping safe** Internet safety (D:side) Anti-bullying week.	**Physical health and wellbeing** Fun times /	**Physical health and wellbeing** What keeps me healthy?	**Identity, society and equality** Me and others	**Careers, financial capability and economic wellbeing** My money
Visits & Experiences	Trip to Abbey House	Christmas fun Trip to Harewood.	Polar visitor workshop British Library Workshop- Once Upon A Time... Woodland walk to find what is growing there		Making maps and using maps to explore local area. Visit to Harewood Estate	**Pirate themed adventures** **End of term celebrations (Pirate day!)** Skelton Grange (mini-beast workshop)

P.E. and Dance	Ball skills Dance and movement- Toys theme	Team games Dance and movement	Gymnastics and dance Ball Games		Striking and fielding Racket skills	Athletics and OAA
Computing	Using search function to find information. Word processing Changing colour and fonts	**Espresso Coding- recap introduction** . Internet Safety (D:side visit)	**Espresso Coding-** Year 2 on the move Year 2: different sorts of inputs and buttons and instructions Internet Safety	*Identifying uses of technology* *Using cross-curricular computer programmes*	**Espresso Coding- Year 1 focus simple inputs** *Data handling using technology.*	*Algorithms* *Using programmable toys*
English	Dogger Shirley Hughes The Day the crayons quits Drew Daywalk Nothing Night at the Toy Museum Instructions Letters Labels Postcard	**Beegu (Alexis Deacon)** **Describig and creating aliens.** **Alien narratives** Man on the Moon Simon Bartram Recount of Bob's Day Seasonal poetry	Poles Apart (Jeanne Willis) Non-fiction fact files Polar Animal Encyclopaedia (Simon Holland) Non-fiction non-chronological reports. Geronimo (David Walliams)	**THE TRUE STORY OF THE THREE LITTLE PIGS** Jack and the beanstalk Writing own versions of traditional tales Who was Earnest Shackleton? (James Buckley) Bean Diaries Non-fiction writing bean diary	**THE TWITS (Roald Dahl)** **Writing our own chapter about a trick** Weather Poetry Wizard of Oz retelling Real life recounts	The Lighthouse Keepers Lunch Instructions on how to make a disgusting sandwich What the Ladybird heard at the seaside (Julia Donaldson) Commotion in the Ocean Poetry(Giles Andreas) Creating our own sea inspired poetry Pirate non-fiction
Phonics and spelling	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 Year 2: Silent letters, soft g and c, dge and ge saying j, Common exception Words	Phase 5 ou, long vowel sounds, ir, ch saying c and sh commas, expanded noun phrases, Conjunctions Year 2- spelling the l sound at the end of words le, el, il, al, y saying igh, changin y to i when adding es or ed.	Ue and ew saying oo and yoo, aw/au saying or, ow and oe saying oa, Proper Nouns Simple past and present tense Rules for adding suffixes such as dropping e, doubling consonant, changing y to i, keeping y when adding ing, a saying or before l and ll	Wh saying w, c and g saying K and j, ph saying f, ea saying e. Irregular past tense Contractions Present and past tenses inlcuding progressive forms The sound /u/ spelt with 'o', The sound /ee/ spelt with '-ey', The /o/ sound spelt with 'a' after wand qu, The stressed /er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w, The sound /zh/ spelt 's'	Ie saying ee, suffixes, er, ed, er, est, tch saying tch The suffixes -ment,-ness and -ful, The suffixes -less and -ly, Words ending in -tion, Contractions, The possessive apostrophe, Common exception words	Prefix un, are and ear saying air, unvoiced e, ore spelling of or. Homophones and near homophones, Homophones and near homophones, Homophones and near homophonesConjunctions, Months of the year/time, Months of the year/time, Question words SPaG terms
Maths	**Number and Place Value** **Addition and subtraction – partitioning numbers** **Addition and subtraction -**	Place value numbers to 100 bigger numbers, shape.	**Addition and subtraction methods to 100.** **Multiplication and division.**	Multiplication and division. Measuring length and height. Statistics	Money and fractions	**Time, mass, capacity and temperature.** **Geometry: position and direction.**