

Year 2 Science & Foundation subjects Curriculum map

	Autumn Term		Spring Term		Summer Term	
Science	<p>Living things: Habitats Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. They name plants and animals in a range of habitats and recognise how living things depend on each other. Pupils create food chains to show the sequence that living things eat each other.</p>	<p>Living things: Microhabitats Building on their knowledge of habitats, pupils discover that microhabitats provide what minibeasts need to survive. They learn that scientists use a range of skills to answer questions and plan and carry out an experiment to find out the conditions woodlice prefer.</p>	<p>Materials: Uses of everyday materials Recognising that materials are suitable for specific purposes and understanding their properties, exploring how actions such as stretching and bending affect the shape of solid objects and comparing the suitability of materials by carrying out tests and recording data.</p>	<p>Animals: Life cycles and health Identifying and describing the different stages of animal life cycles, including that of humans, recording and interpreting data to show growth in humans and explaining how to keep healthy.</p>	<p>Plants: Plant growth Carrying out comparative tests, pupils discover the conditions required for seed germination. They use rulers to measure stem height and record data in a results table. Through practical investigation, pupils learn that plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>Making connections: Plant-based materials Children identify ways to reduce, reuse and recycle and draw on their knowledge of properties to invent unusual and creative uses for old objects. They discover some natural materials are derived from plants and look at the processes involved in making paper. Using their observational skills, they conduct simple tests to choose the most suitable material for making homemade plant pots, venturing outdoors to find natural materials to decorate them</p>
History & Geography	<p>Man's First Moon Landing Pupils look at sources of evidence to ask how we know that man has been to the moon. They consider the motivations of Neil Armstrong and the other astronauts. Using further sources of evidence, they sequence the events of the lunar landing and explore what the astronauts did on the moon. As well as identifying the achievements of NASA and the astronauts, pupils consider whether the achievement justify the cost of space exploration.</p>	<p>Would you prefer to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents</p>	<p>The Great Fire of London Pupils learn about key historical figures as well as a key events linked to the Great Fire. They contrast London in the past and the present and apply this to understanding the events during the fire. Pupils access secondary and primary sources of evidence to reconstruct the past. They also develop their understanding of cause and consequence as well as develop empathy for those affected by the fire.</p>	<p>Why is our world wonderful? Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.</p>	<p>Rosa Parks Pupils use primary sources of evidence to find out about the actions of Rosa Parks on 1st December 1955. Pupils find out about her motivation, including learning about her early life and characteristics, as well as finding out about and considering the forms of discrimination that Rosa faced and the impact of these. Pupils use images to identify the impact of Rosa's actions through the events following Rosa's arrest; what happened the week after she refused to give up her seat? What happened over the next year? What happened over the next 70 years?</p>	<p>What is it like to live by the coast? Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.</p>
Art & Design Technology	<p>Cooking and nutrition: Balanced diet Learning about the importance of a balanced diet and using that knowledge to create a tasty wrap.</p>	<p>Craft and design: Map it out Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.</p>	<p>Sculpture and 3D: Clay houses Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.</p>	<p>Textiles: Pouches Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.</p>	<p>Mechanisms: Making a moving monster Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster.</p>	<p>Painting and mixed media: Life in colour Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and</p>

						texture in the world around them.
RE	Why do we need to give thanks? Using a range of sources including survey data, children learn about beliefs around using offerings to show gratitude. They get hands-on with artefacts used during Hindu puja and write lyrics for a song of thanks.	What do candles mean to people? Investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and stories, focusing on candles.	How do we know some people have a special connection to God? Exploring how we know that some people are believed to have a special connection to God through looking for clues in religious stories.	What is a prophet? Investigating stories that show the characteristics of a prophet and what a prophet might mean to some people; identifying similarities between prophets across different worldviews.	How do some people talk to God? Investigating why some people pray; identifying similarities and differences between prayer practices in the Hindu, Jewish and Muslim worldviews.	Where do some people talk to God? Exploring places of worship in the Muslim, Jewish, Christian, Alevi and Pagan worldviews, children investigate why people choose to go to places of worship.
PSHE	Healthy minds and healthy bodies Exercise and nutrition to look after our bodies and minds Hygiene	Anti-bullying Positive Friendships What is bullying? Turning bullying around Treating Others Fairly	Living and Growing Parts of the body Naming body parts: differences between boys and girls Keeping our minds and bodies fit and healthy	Managing Change Coping with Loss Making and breaking friendships Loss and bereavement	Safety Drug Education: staying safe Stranger Danger Road safety	Safety Identity Feeling safe How trusted adults help us
PE	Multi Skills & Gymnastics	Fundamentals & Dance	Fundamentals & Football	Tag Rugby & Hockey	Athletics & Netball	Tennis & Athletics
Computing	Kingswood Primary School Online Scheme of Work		Unit 2.1 We are astronauts In this unit, pupils will learn to: <ul style="list-style-type: none"> ● plan a sequence of instructions to move sprites in ScratchJr ● create, test and debug programs for sprites in ScratchJr ● work with input and output in ScratchJr ● use repetition in their programs ● design costumes for sprites. 		Unit 2.4 We are safe researchers In this unit, pupils will learn to: <ul style="list-style-type: none"> ● develop collaboration skills through working as part of a group ● develop research skills through searching for information on the Internet ● think through privacy implications of their use of search engines ● be more discerning in evaluating online information ● improve note-taking skills through the use of mind mapping ● develop presentation skills through creating and delivering a multimedia presentation. 	
Music	Tony Chestnut Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion	Carnival of the animals Timbre, tempo, dynamics, pitch, classical music.	Grandma rap Duration (crotchet, quavers, crotchet rest), unison, round	Trains To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/ tempo	Charlie Chaplin To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration	Tanczmy labada Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns