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| **Year 2 Curriculum Map 2018-19** | Term 1 | | Term 2 | | Term 3 | |
| 1st half | 2nd half | 1st half | 2nd half | 1st half | 2nd half |
| Science | *How did that marble get into the bottle?*  *Classifying materials*  *Visit to the world of glass.* | *Why would a dinosaur not make a good pet? Animals and their habitats* | | *How can we grow our own allotment?*  *What do plants need to stay alive?*  *Look after own allotment* | *How will 5 a day help me to be healthy?*  *Prepare and eat veg and fruit from allotment.* | |
| NC Aims | identify and compare the suitability 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. | explore and compare the differences between things that are living, dead, and things that have never been alive  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  identify and name a variety of plants and animals in their habitats, including micro-habitats  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. | | 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. | 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, food and air)  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | |
| History | *How have Louis Braille and Mary Seacole helped to make the world a better place?*  The lives of significant individuals in the past who have contributed to national and international achievements. Look at Thomas Beecham and the Pilkingtons as a family who changed technology and life in St Helens.  Visit to the World of Glass | | *What was it like when the Queen came to the throne in 1953?*  Interviews with Grandparents. Look at the Monarchy since 1900 (Queen Victoria). Link to Queen Elizabeth as the longest serving monarch. Focus on LS Lowry and life pre/post 1953.  Visit to Speke Hall | | *How did the Great Fire of London spread?*  Explore architecture and how this affected the fire.  Events beyond living memory that are significant nationally or globally | |
| NC Aims | * The lives of significant individuals in the past who have contributed to national and international achievements. | | * Develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. | | * Explore events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] | |
| Geog | *What would Winnie the Witch find exciting about St Helens?*  key human and physical features of its surrounding environment  Social RSE – Is belonging to a community important?  What do we receive from the community we belong to?  What do we give to the community we belong to to? | | *Where would you prefer to live: England or Australia? Focus on Sydney.*  Compare climates and physical features – aerial photography.  Compare climates and physical features. | | *How did Amelia Earhart cross oceans and continents?*  *Discover the oceans and continents of the World by finding out about Amelia’s epic journey.*  *Biography of Amelia Earhart.* | |
| NC Aims | key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage | | * 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 | | * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas * name and locate the world’s five oceans * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea | |
| RE | *Beginnings*  *Physical RSE – Do you belong to a community?*  *Signs and Symbols* | *Judaism*  *RSE – What other community do you belong to?*  *Preparations* | *Books*  *Thanksgiving* | *Opportunities* | *Spread the Word*  *Rules* | *Buddhism*  *Treasures* |
| NC Aims | * Non statutory National Curriculum aims available | * Non statutory National Curriculum aims available | * Non statutory National Curriculum aims available | * Non statutory National Curriculum aims available | * Non statutory National Curriculum aims available | * Non statutory National Curriculum aims available |
| PE | *Invasion games*  *Handball* | *Gymnastics* | *Dance*  *African dance* | *Invasion games*  *Football* | *Net/wall games*  *Tennis* | *Striking/fielding games*  *Rounders* |
| NC Aims | * use running, jumping, throwing and catching in isolation and in combination best | * develop flexibility, strength, technique, control and balance | * perform dances using a range of movement patterns | * use running, jumping, throwing and catching in isolation and in combination | * compare their performances with previous ones and demonstrate improvement to achieve their personal | * play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending |
| Art | *Local Geography landmarks* | *Observational drawings of snails*  *Sketching and water colour*  *Link with science animals and their habitats* | *LS Lowry paintings – painting pictures of locality (including Speke Hall).* | *Aboriginal art*  *Link with geography - Australia* |  | *Map printing – repeated patterns – London maps* |
| NC Aims | Use three different grades of pencil in their drawing (4B, 8B, HB)  Create different tones using light and dark  Show patterns and texture in their drawings | Use three different grades of pencil in their drawing (4B, 8B, HB)  Create different tones using light and dark  Show patterns and texture in their drawings | Being taught about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | understand the historical and cultural development of their art forms |  | Create a print using pressing, rolling, rubbing and stamping  Create a print like a designer |
| DT | *Making healthy sandwiches – link to the Lighthouse Keeper’s Lunch* | *Forest school activity – making mini shelters for an animal micro habitat.*  *Children to use twigs, leaves and rope.* |  |  | *3D Tudor houses*   * *build up a map of the Great Fire of London* |  |
| NC Aims | Describe the properties of the ingredients they are using  Explain what it means to be hygienic  Be hygienic in the kitchen | Measure materials to use in a model or structure  Join material in different ways  Use joining, folding or rolling to make it stronger |  |  | Measure materials to use in a model or structure  Join material in different ways  Use joining, folding or rolling to make it stronger | Join fabric using glue  Sew fabrics together |
| Music | *Ourselves*  *The children use their voices to create sounds to describe feelings* | *Our Traditions*  *Children work on choral singing and traditional Christmas songs.* | *Animals*  *The children link animal movement with pitch movement.* | *Storytime*  *The children are introduced to famous pieces to stimulate composition.* | *Pattern*  *The children use simple notations to create and combine rhythms using body percussion.* | *Travel*  *The children learn a Tanzanian game song.* |
| NC Aims | Discover ways to use their voices to describe feelings and moods. | Explore timbre and texture as they explore descriptive sounds. | Link animal movement with pitch movement to help develop understanding and recognition of changing pitch. | Explore famous pieces to stimulate composition. | Use simple notations, play and create and combine mini beast rhythms using body percussion. | * Listen to an orchestral piece and improvise their own music. |
| computing | **Programming/ Control /Instructions** | **Safe and Responsible Use**  Content / Contact / Conduct  Using the Internet | **Digital Society** Technology in our Lives  At school / At Home | **Digital Literacy**  Knowing when and how to use technology | **Multimedia**  Manipulating / controlling the use of text, images, video and sound i.e. multimedia. | **Using Data** -Handling, Storage and Logging |
| NC Aims | understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  create simple programs  use logical reasoning to predict the behaviour of simple programs | recognise common uses of information technology beyond school  use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies | Recognise common uses of information technology beyond school.  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Use technology purposefully to retrieve digital content (from the school public drive and the Internet).  Use technology safely and respectfully, keeping personal information private; identify where to go for help when they have concerns about content or contact on the internet or other online technologies. | use technology purposefully to create, organise, store, manipulate and retrieve digital content  recognise common uses of information technology beyond school.  use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact | use technology purposefully to create, organise, store, manipulate and retrieve digital content | use technology purposefully to create, organise, store, manipulate and retrieve digital content  Store and retrieve data and know some ways in which information is represented digitally.  Recognise different kinds of information (photo, chart, etc) that technology can help collect information, representing it in different ways and that information exists in different forms. |
|  | Term 1  **Year 2 Literacy 2017-18** | | Term 2 | | Term 3 | |
| 1st half | 2nd half | 1st half | 2nd half | 1st half | 2nd half |
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| Main text | *Non-fiction-Ice-cream factory*  *The Snail and the Whale*  *(Julia Donaldson)* | Non-fiction – potion, set of instructions.  Room on the Broom  (Julia Donaldson)  Winnie the Witch  (Valerie Thomas) | The Story Tree (Hugh Lupton)  Cinderella – alternative version | Holiday – recount  The Day the Crayons Quit  (Drew Daywalt) | The Magic Finger (Roald Dahl)  Homophones, The Rhythm of Life (poetry) | *Pirates next door*  *(Johnny Duddle)* |
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| Sub text  **Year 5 Literacy 2016-17** | The Lighthouse Keeper’s Lunch  (Ronda Armitage)  Non-fiction instructions, making a sandwich | Leon and the Place Between  (Graham Baker-Smith)  Wildlife (non-fiction)  Jolly Christmas Postman | Little Red (Bethan Woollvin)  Visit to Speke Hall – recount. | The True Story of the Three Little Pigs  (Jon Scieszka) | Non-Fiction – Tigers  The Tiger Child  (Joanna Troughton) | Flotsam  (David Weisner)  *On the Ning Nang Nong*  Fantastic Facts (poetry) |
| NC links/  Grammar | *Rhyming words – link to homophones/spelling*  *Nouns and verbs*  *Statements and questions*  *Commas for lists*  *Starter and main sentences*  *Past and present tense* | *Contractions*  *Homophones*  *Punctuation – question marks and exclamation marks*  *Introduction to apostrophes for possession*  *Statements and questions – main sentences – conjunctions*  *Past and present tense* | Suffixes  Prefixes  *Apostrophes for contraction and possession*  Exclamations and commands  Proper nouns  Pronouns | Suffixes  Prefixes  Co-ordinating and subordinating conjunctions  Adjectives  Expanded noun phrases  Choices of nouns- including proper nouns and pronouns  Using a full range of punctuation.  RSE Emotional  How does a community help us to develop our feelings and emotions?  Are we always happy in our community? | *Adventurous vocabulary – use of adjectives, pre-fix and suffix words*  Co-ordinating and subordinating conjunctions  Expanded noun phrases  Choices of nouns- including proper nouns and pronouns  Using a full range of punctuation.  RSE Spiritual  If God is called ‘Our Father’, what does that make us? | *Revision of all spelling and punctuation.*  *Adventurous vocabulary – use of adjectives, pre-fix and suffix words*  Co-ordinating and subordinating conjunctions  Expanded noun phrases  Choices of nouns- including proper nouns and pronouns. |
| Genres to cover | * Stories * Letter writing * Persuasive writing * Narrative * Non-fiction | * Instructional text * Non-fiction * Letter writing * Paragraphs * Traditional tales * Poetry | * Fairy tales * Persuasive writing * Letter writing * Story writing * Points of view * Posters * Play script | * Factual writing * Research – presentation (plants) * Story writing * Points of view | * Debating pro and cons and moral issues * Persuasive writing * Poetry – use of stanza | * Poetry writing * Character descriptions * Adventure * Narrative |