

Our Awesome Curriculum



Year 2

Year Two Curriculum Map

History Geography Science Computing Art DT Citizenship/PSHE Questions about God

OUR AWESOME MATERIALS

HOOK:

- **Uses of everyday materials**
- **Mechanisms: wheels and axles**
- **Speed Lego WeDo 2**
- **Famous Material Scientists**
- **We are game testers (exploring how computer games work)**
- **Famous Buildings**
- **Does God create everything?**
- **What am I good at? Who am I?**

OUTCOMES:

- 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.
- Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.
- Select from and use a range of materials and components such as paper, card, plastic and wood.
- Explore and use wheels, axles and axle holders.
- Distinguish between fixed and freely moving axles.
- Use primary and secondary sources to research people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.
- Outline a timeline of events in their lives.
- Describe carefully what happens in computer games.
- Use logical reasoning to make predictions of what a program will do.
- Test these predictions.
- Think critically about computer games and their use.
- Be aware of how to use games safely and in balance with other activities.
- Use an atlas to identify the United Kingdom and its countries as well as famous landmarks in the UK, Big Ben, Forth Bridge, Angel of the North, Edinburgh Castle etc.
- Use an atlas or world map to identify the seven continents and famous buildings e.g. Pyramids, Taj Mahal, Great Wall of China, Sydney opera house, statue of liberty, leaning Tower of Pisa. (Oxford First Atlas pg 30-31)
- Children explore what makes them who they are, personality friends and family.
- Explore the idea of being good at something and give examples along with why.

LITERACY non fiction book on buildings
Ossiri and the Bala Mengro (Richard O'Neill and Katherine Quarmby)

TYPES OF WRITING TO BE COVERED

Non chron report on buildings
Auto - biography
Explanation text for DT project
Letter to architect

Skills to cover:

To use apostrophes for omission and possession.
To form lower case, correctly sized letters.
Start using diagonal and horizontal strokes to join.
Develop stamina for writing: writing about real events, fictional events and poetry.
Use expanded noun phrases.
Use a range of subordinating and coordinating conjunctions.
To use present and past tenses correctly.
Developing vocabulary.
Evaluating own writing, checking for sense, spelling errors and correct use of punctuation

OUR AWESOME ADVENTURE WITH BARNABY BEAR

HOOK:

- **Plants**
- **Where is Barnaby Bear**
- **Famous botanists**
- **Does God give us directions to keep us safe?**
- **We are explorers - programming on screen**
- **Food: preparing vegetables**

OUTCOMES:

- 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.
- Identify the location of our school on a map of London.
- Identify the location of the non-European country in relation to the U.K (e.g. Peru or anywhere else Barnaby has visited!)
- To understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.
- To compare the human and physical geography of the two locations
- To identify seasonal and daily weather patterns in our part of the UK and the contrasting non European countries.
- Talk about the country in relation to hot and cold areas of the world, the Equator and the North and South Poles
- Use primary and secondary sources to research people who have contributed to botany e.g. David Attenborough or Charles Darwin.
- Write a non chronological report.
- Have a clear understanding of algorithms as sequences of instructions.
- Convert simple algorithms to programs.
- Predict what a simple program will do.
- Spot and fix (debug) errors in their programs.
- Use simple utensils to peel, cut, slice, squeeze, grate and chop safely.
- Select from a range of vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.
- Understand where a range of fruit comes from e.g. farmed or grown at home.
- Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit is a part of the 'eatwell' plate.

LITERACY non fiction book on geographical location
Meerkat Mail (Emily Gravett)
Pattans Pumpkin (Chitra Soundar)
Pumpkin soup (Helen Cooper)
The Jolly Postman (Janet and Allan Ahlberg)

TYPES OF WRITING TO BE COVERED

Letters
Emails
Texts
blogs
recipe writing

Skills to cover:

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WE ARE AWESOME TOUR GUIDES

HOOK:

- **Changes within living memory – World Wars and Remembrance**
- **Does God help us in times of war?**
- **Our island home – UK**
- **We are photographers - taking, selecting and editing digital photos.**
- **What are the rights and responsibilities?**
- **Poppies**

OUTCOMES:

- To know approximately how long ago the World Wars occurred.
- Consider the difference between now and then referring to rationing and technology.
- To be able to describe what Remembrance Day is and why it is important.
- Consider the technical and artistic merits of photographs.
- Use a digital camera or camera apps.
- Take digital photographs.
- Review and reject or rate the images they take.
- Edit and enhance their photographs.
- Select their best images to include in a shared portfolio.
- To use maps, locational language & compass directions to locate the 4 countries, capital cities & surrounding seas of UK.
- To use an Atlas/globe /world map to locate UK in Europe & world.
- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Isle of Struay (Coll - Katie Morag) case study a comparison with our local area.
- To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- To devise a simple map; and use and construct basic symbols in a key.
- Children recognise what their rights are and the requisite responsibilities they have.
- Share why men went off to war, was this their responsibility? What are our responsibilities when using pictures?
- Look at the installation Blood red land and seas of red by Paul Cummins and Tom Piper
- to experiment with malleable materials e.g. clay, plasticine, mod rock, wire and newspaper etc
- to create their own poppy sculpture
- to evaluate their own work and materials used.

LITERACY
Katie Morag (geo link)
CLPE The dark (being afraid link to history and empathy)
The dragon with a big nose (Kathy Henderson)
One day on our blue planet ... in the savannah (Ella Bailey)
Archies War (Marcia Williams)
Line of Fire (Barroux)

TYPES OF WRITING TO BE COVERED

Narrative - own Katie Morag story
Kenning for Katie Morag
Non chron report on rights and responsibilities

Skills to cover:

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OUR AWESOME ESCAPE FROM THE FIRE OF LONDON		OUR AWESOME NATURAL WORLD		WE ARE AWESOME SUPER HEROES	
<p>HOOK:</p> <ul style="list-style-type: none"> ● Significant event beyond living memory – Great fire of London/Plague ● We are researchers - Great fire of London/Plague ● Mapping London now and then ● Does God protect us from harm? ● Am I staying safe? ● Blaze haze 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> ● Explain how we can know what happened during the year 1666. ● Be aware of the use of primary and secondary historical sources and how these can be used to find out information about events. ● Understand how 1666 would sit on a timeline with other periods studied. ● Describe in their own words the events and causes leading up to the Great Fire of London. ● Be able to give reasons for its importance in the history of London. ● Develop collaboration skills through working as part of a group. ● Develop research skills through searching for information on the internet. ● Improve note-taking skills through the use of mind mapping. ● Develop presentation skills through creating and delivering a short multimedia presentation. ● Compare maps of London from 1660's and from the present day. ● Use mapping skills to mark on famous landmarks in London, Big Ben, Houses of Parliament, Buckingham Palace and monument. ● Use geographical terms to describe how the city has changed over time. ● Link to Great Fire, explore fire safety (firemen coming into school). ● Identify people within the community and in our lives that keep us safe. ● to experiment with watercolours ● to create a silhouette of the London skyline in 1666 ● to use watercolours to create a wash effect and blend and mix colours ● to create a landscape of the fire using collage or printing to silhouette and a wash effect for ones and hues. 	<p>HOOK:</p> <ul style="list-style-type: none"> ● Living things and their habitats ● We are zoologists -recording bug hunt data ● The seaside – Leigh on Sea ● Cleaning the Oceans Lego WeDo 2 ● How does God want us to treat people who are different to us? ● Is that fair? ● 'painting' with paper 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> ● 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 live symbiotically. ● 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 - food chains. ● Sort and classify a group of items by answering questions. ● Collect data using tick charts or tally charts. ● Use simple charting software to produce pictograms and other basic charts. ● Take, edit and enhance photographs. ● Record information on a digital map. ● To use world maps and atlases to identify the United Kingdom and its countries. ● Identify coastal towns on a map of the U.K. ● Identify the surrounding seas on the U.K. ● To name and identify key physical features: beach, cliff, coast, forest, hill, sea, ocean, river, soil, valley, vegetation, season and weather. ● To name and identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. ● To use aerial photographs and fieldwork to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. ● look at selected works by Eileen Downes ● Using Photographs taken at Leigh-on- plan piece of landscape collage artwork justifying picture used. ● selects, sorts, cuts and tears according to qualities e.g. warm, cold, shiny, smooth to change texture ● decides on most effective adhesive based on experience ● creates own collage of Leigh-on-Sea landscape and evaluates. ● Introduce the idea of fair and unfair in the context of fair trade. ● Consider social and moral dilemmas. ● Discuss with those of other faiths about fairness and what it means to them. 	<p>HOOK:</p> <ul style="list-style-type: none"> ● Compare two individuals who contributed to national/international achievements? ● Animals including humans ● We are detectives - communicating clues (crime in the community) ● Does God have super heroes? ● A map of our superhero base ● How are we different? ● Textiles our superhero cape: templates and joining techniques 	<p>OUTCOMES:</p> <ul style="list-style-type: none"> ● To be able to describe who Florence Nightingale and Mary Seacole were and what they did. ● How they impacted the UK and the world. ● Compare the two individuals and describe the difference. ● 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. ● Understand that email can be used to communicate. ● Develop skills in opening, composing and sending emails. ● Gain skills in opening, composing and sending emails. ● Gain skills in opening and listening to audio files on the computer. ● Use appropriate language in emails. ● Develop skills in editing and formatting text in emails. ● Be aware of online safety issues when using email. ● To devise a simple map; and use and construct basic symbols in a key. ● To explore the surroundings of the school noting human and physical features. ● Use similarities to make comparisons. ● Explore differences discussing the positives and negatives ● Select and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. ● Understand how simple 3-D textiles are made, using a template to create two identical shape. ● Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. ● Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.
<p>LITERACY</p> <p>The Great Fire of London (Emma Adams)</p> <p>The Great fire of London (George Szirtes)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Shape poem on fire</p> <p>Kenning on fire</p> <p>Instructional text - poster on fire safety</p> <p>Thank you letter to friend for their teamwork</p> <p>Skills to cover:</p> <p>To use apostrophes for omission and possession.</p> <p>To form lower case, correctly sized letters.</p> <p>Start using diagonal and horizontal strokes to join.</p> <p>Develop stamina for writing:writing about real events, fictional events and poetry.</p> <p>Use expanded noun phrases.</p> <p>Use a range of subordinating and coordinating conjunctions.</p> <p>To use present and past tenses correctly.</p> <p>Developing vocabulary.</p> <p>Evaluating own writing, checking for sense, spelling errors and correct use of punctuation</p>	<p>LITERACY</p> <p>A place to call home (Alexis Deacon)</p> <p>Grandads Island (Benji Davies)</p> <p>The owl who was afraid of the dark (Jill Tomlinson)</p> <p>10 things i can do to help my world (Melanie Walsh)</p> <p>Hot like fire and other poems (Valerie Bloom)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Where i call home narrative</p> <p>Narrative based on being afraid (based on the owl who was afraid)</p> <p>Instructional text - 5 things i can do to help my world.</p> <p>Skills to cover:</p> <p>To use apostrophes for omission and possession.</p> <p>To form lower case, correctly sized letters.</p> <p>Start using diagonal and horizontal strokes to join.</p> <p>Develop stamina for writing:writing about real events, fictional events and poetry.</p> <p>Use expanded noun phrases.</p> <p>Use a range of subordinating and co-ordinating conjunctions.</p> <p>To use present and past tenses correctly.</p> <p>Developing vocabulary.</p> <p>Evaluating own writing, checking for sense, spelling errors and correct use of punctuation</p>	<p>LITERACY</p> <p>Traction man is here (geography map skills) (Mini Grey)</p> <p>Little Evie in the wild wood (Jackie Morris)</p> <p>Orion and the dark (Emma Yarlett)</p> <p>Traction man meets turbo dog (Mini Grey)</p>	<p>TYPES OF WRITING TO BE COVERED</p> <p>Adventure narrative - own traction man adventure story or comic strip</p> <p>Persuasion text to join traction mans team</p> <p>Non chron report on animals</p> <p>Skills to cover:</p> <p>To use apostrophes for omission and possession.</p> <p>To form lower case, correctly sized letters.</p> <p>Start using diagonal and horizontal strokes to join.</p> <p>Develop stamina for writing:writing about real events, fictional events and poetry.</p> <p>Use expanded noun phrases.</p> <p>Use a range of subordinating and coordinating conjunctions.</p> <p>To use present and past tenses correctly.</p> <p>Developing vocabulary.</p> <p>Evaluating own writing, checking for sense, spelling errors and correct use of punctuation</p>