

**Science** Autumn 1:

**National Curriculum ref:**

Plants

Identify and describe the basic structure of a variety of common flowering plants, including trees (Link to house trees, with each 'house tree' being identified and monitored throughout the year)

**Milestone ref:**

- To work scientifically
- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

To understand plants

- Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.

**Investigation:** to grow cress in different environments – dark, light. This is the only variable that changes

**Key skill:** evaluation. How effective was the investigation in answering our question?

**Extension:** children to plan their own investigation changing a different variable. "Now you've learnt this, what other questions could you ask?"



**CURRICULUM MAP**

YEAR

2

Term 1

Stomp, Bang,  
Crackle

**English**

**Theme link:**

NF links to climate change and extinction of dinosaurs  
Narrative: focus on change in characters behaviour

**Content:**

Traditional Tales – Fairy Tales (4 weeks)

Explanations ( 2 Weeks)

Recount (2 weeks)

Poetry (list poems 2 weeks: structure – calligram/shape poems 1 week)

Take One Book (1 week) – Whole school

**Milestone ref:**

- To write with purpose
- Plan by talking about ideas and writing notes
- Use some of the characteristic features of the type of writing used.
- Write, review and improve.
- To use imaginative description
- Use adjectives to add detail.
- Use names of people, places and things.
- Use well-chosen adjectives.
- Use nouns and pronouns for variety.
- Use adverbs for extra detail.
- To use sentences appropriately
- Write so that other people can understand the meaning of sentences.
- Sequence sentences to form a short narrative.
- Convey ideas sentence by sentence.
- Join sentences with conjunctions and connectives.
- Vary the way sentences begin.

**Science**

**National Curriculum ref:**

Animals including Humans

Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (relate to dinosaur types and also common animals)

**Autumn 2:**

**Milestone ref:**

- To work scientifically
- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.
- Identify how humans resemble their parents in many features.

To understand animals and Humans

- Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).

**Investigation:** 1. matching teeth to different dinosaur types

**Key skill:** Obtaining and presenting evidence.

Watching how tadpoles grow into frogs. The conditions they need and how long it takes.

To keep a food and exercise diary. Children to decide ways of monitoring both of these.

## History

### **Theme Link**

The Great Fire of London (Autumn 1)

Dinosaurs (Autumn 2)

- Case study of Mary Anning
- Fossil record – dinosaur skeletons, role of the palaeontologist in interpreting the past.

### **National Curriculum ref:**

- Events beyond living memory that are significant nationally or globally. For example The Great Fire of London.
- The lives of significant individuals in the past who have contributed to national and international achievements. (Mary Anning)

### **Milestone ref:**

- To investigate and interpret the past
- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.

To build an overview of world history:

- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.

To understand chronology

- Place events and artefacts in order on a time line..
- Use dates where appropriate.

To communicate historically:

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

## CURRICULUM MAP

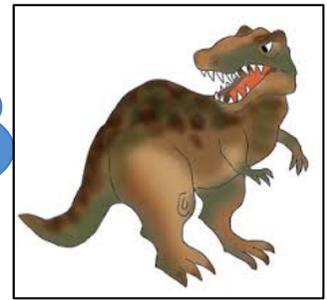
YEAR

2

Term 1



Stomp, Bang,  
Crackle



## Geography

### **Theme link:**

Climate change (Ice Age)

Dinosaurs

### **National Curriculum ref:**

Locational knowledge & Physical Geography

Name and locate the capital city – London

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

### **Milestone ref:**

#### **To investigate places:**

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name and locate the world's continents and oceans.

#### **To investigate patterns**

- Identify seasonal and daily weather patterns in the United Kingdom in relation to the Equator and the North and South Poles.

#### **To communicate geographically**

- Use basic geographical vocabulary to refer to: **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.

## Computing

**Theme link: Researching and finding information on The Great Fire of London and Dinosaur facts.**

### **Herts Computing Scheme ref:**

Starting research – read document carefully

### **Level 2 outcomes:**

- Explain how different sources of information can be used to find specific information
- Use ICT to help them organise and group information/ideas for specific purposes
- Understand that appropriate questions are essential to find information
- Know that anyone can put information on the internet and that it may not be true. Check the information they find
- Understand the need to use ICT safely and considerately
- Save, retrieve and print work
- Talk about their ICT experiences at home and school

## Music

### **Theme link:**

London's Burning – singing in rounds

### **NC reference:**

- Use their voices expressively and creatively by singing songs, speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high quality live and recorded music.

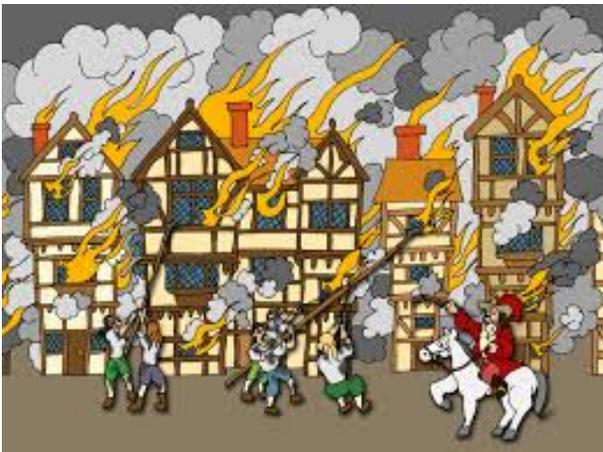
### **Milestone ref:**

#### **To perform:**

- Take part in singing, accurately following the melody.
- Follow instructions on how and when to sing or play an instrument.
- Make and control long and short sounds, using voice and instruments.
- Imitate changes in pitch.

#### **Describe music:**

- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch.



## CURRICULUM MAP

YEAR

2

Term 1

# Stomp, Bang, Crackle

## ART

### **Theme link:**

- Creating fire silhouette pictures
- To make a model of pudding lane

### **National Curriculum ref:**

- To use a range of materials creatively.
- To use drawing painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

### **Milestone ref:**

#### To develop ideas :

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop

#### Textiles:

- Use weaving to create a pattern.
- Join materials using glue and/or a stitch.
- Use plaiting.
- Use dip dye techniques

#### To take inspiration from the greats:

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces

## R.E.

### **Theme link:**

Change – the impact of the birth of Jesus on the lives of key individuals from the Christmas story. (Empathetic writing)

### **NC reference:**

Signs and symbols (1:6, 1:9)

Signs and symbols in everyday life, the use of artefacts, symbolic behaviour.

The main symbols from each faith and their meaning.

Cross (Christianity), Wheel of Life (Buddhism), Om (Hinduism), Star and Crescent (Islam), Menorah (Judaism), Khanda (Sikhism).

Symbolic behaviour for Christians and Muslims 7Hrs

Christmas (1:8, 1:13)

- Giving and receiving at Christmas.
- Story of the Wise Men.
- Significance of the gifts they gave.
- The purpose of giving gifts at Christmas.
- Invisible gifts.
- God's gift of Jesus (Christianity) 3 Hrs

### **Milestone ref:**

To understand how beliefs are conveyed:

- Name some religious symbols.
- Explain the meaning of some religious symbols

## ART

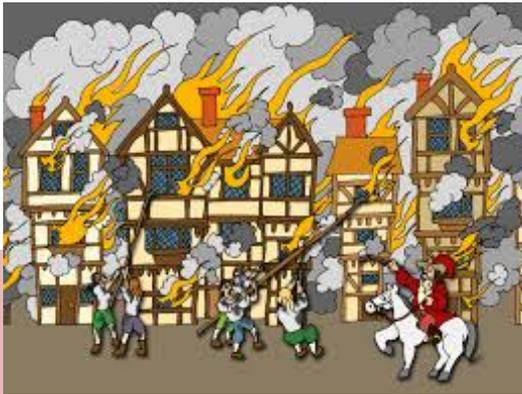
### **Skills based work**

Use thick and thin brushes.

Mix primary colours to make secondary.

Add white to colours to make tints and black to colours to make tones.

Create colour wheels.



**CURRICULUM MAP**  
**YEAR**  
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**Term 1**

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**SMSC**  
**Theme link:**  
Starting a new class.

**Milestone ref:**

- To imagine (Relationships SEAL)
- With help, develop ideas.
- Respond to the ideas of others’.
- Respond to questions about ideas.
- Act on some ideas

To imagine (Relationships SEAL)

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- Respond to the ideas of others’.
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- Act on some ideas

**P.E. GAMES (Game-on coaches)**

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  
participate in team games, developing simple tactics for attacking and defending

**Milestone ref:**

- Use the terms ‘opponent’ and ‘team-mate’.
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics.
- Lead others when appropriate.

**P.E. DANCE** (Autumn 1)

**Theme link:**  
Fire dance

**NC reference**  
To perform dances using simple movement patterns

**Milestone ref:**

- Copy and remember moves and positions.
- Move with careful control and coordination.
- Link two or more actions to perform a sequence.
- Choose movements to communicate a mood, feeling or idea.

**P.E. GYMNASTICS** (Autumn 2)

**Theme link:**  
Change in means of travel (linking to how the fire spread)

**NC reference:**  
To develop balance, agility and coordination, and begin to apply these in a range of activities.

**Milestone ref:**

- Copy and remember actions.
- Move with some control and awareness of space.
- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).

**Design and Technology**

**Theme link:**  
Designing a bag for a palaeontologist  
Making Tudor Houses.

**Content:**

**Design** - a purposeful, functional product for themselves and other users based on the design criteria.  
Generate, develop and model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT.

**Make** – select from and use a range of tools and equipment to perform practical tasks.

**Evaluate** – explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.

**Milestone ref:**

**Textiles:**

- Shape textiles using templates.
- Join textiles using running stitch.
- Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).

**Food:**

- Cut, peel or grate ingredients safely and hygienically.
- Measure or weigh using measuring cups or electronic scales.
- Assemble or cook ingredients.

**To design, make, evaluate and improve:**

- Design products that have a clear purpose and an intended user.
- Make products, refining the design as work progresses.
- Use software to design.

**To take inspiration from design throughout history:**

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.
- Explore how products have been created.