

## Science (Autumn 1)

### National Curriculum ref:

#### **Plants**

Identify and describe the basic structure of a variety of common flowering plants, including trees.

#### **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.
- 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.

#### Investigation:

To grow broad beans in different environments and to observe what happens over a period of weeks.

#### Love to Investigate

- 'Can seeds grow anywhere?'
- 'How do plants grow in winter?'

## CURRICULUM MAP YEAR 2 Autumn Term

# London Life

### English

#### **Theme link:**

Non Fiction: links to London and Historical Recounts.

Narrative: focus on changing characters behaviours and settings of stories, linking to London and Tring.

#### **Content:**

Traditional Tales – Fairy Tales (4 weeks)

Explanations (2 Weeks)

Recount (2 weeks)

Poetry (List (2 weeks) and Calligrams (1 week))

Take One Book (1 week) – Whole school

#### **Milestone ref:**

- 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 and adjectives.
- Use names of people, places and things.
- Use nouns and pronouns for variety.
- Use adverbs for extra detail.
- To use sentences appropriately and different sentence types.
- Sequence sentences to form a short narrative.
- Join sentences with conjunctions and connectives.
- Vary the way sentences begin.

## Science (Autumn 2)

### National Curriculum ref:

#### **Growth and Survival** (*Animals including Humans*)

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

#### **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 Animals and Humans

- 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.

#### Investigation:

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

#### Love to Investigate

- 'Why should I exercise?'
- 'Do snails have noses?'

## History

### **Theme Link**

The Great Fire of London

### **Content:**

- 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.

### **Skills Reference:**

#### **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.
- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.
- Place events and artefacts in order on a time line.
- Use dates where appropriate.
- 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

Autumn Term

## London Life

## Computing

### **Theme Link**

Researching and finding information on The Great Fire of London and London.

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

Starting research.

### **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

## Geography

### **Theme Link:**

London and Tring

### **Content:**

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.
- Identify seasonal and daily weather patterns in the United Kingdom in relation to the Equator and the North and South Poles.

### **Skills Reference:**

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.
- Use simple compass directions and locational and directional language.
- Use simple fieldwork to study the geography of their school and its grounds.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.

## Art

### **Theme link:**

- Creating fire silhouette pictures
- Sketching of London monuments

### **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

### **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 2 Autumn Term

# London Life

## 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.

## Religious Education

### **Theme link:**

Change – the impact Jesus' birth had on key individuals from the Christmas story.

### **National Curriculum ref:**

- 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

## PSHE

### **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

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## 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.

## CURRICULUM MAP YEAR 2 Autumn Term

# London Life

## P.E. Fundamental Movement Skills (Autumn 1)

### **Theme link:**

London Life

### **NC reference**

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,

### **Milestone ref:**

- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Move with careful control and coordination.

## P.E. DANCE (Autumn 2)

### **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.

## Design and Technology

### **Theme link:**

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.