

## CURRICULUM MAP

YEAR 2

SPRING 2019-20

# The Rainforest

## English

### **Theme link:**

- Non Fiction: Rainforest Reports.
- Narrative: Focussing on changing the characters and settings of stories- Monkey Puzzle by Julia Donaldson

### **Content:**

- Traditional Tales (3 weeks) Hansel and Gretel
- Shape Poems (2 weeks)
- Familiar Stories with Repetitive Language (3 weeks)
- Report Writing (3 weeks)
- Take One Book Week (1 week)- Whole School

### **Skills ref:**

#### To use imaginative description:

- Use well-chosen adjectives.
- Use nouns and pronouns for variety.
- Use adverbs for extra detail.
- Re-read writing to check it makes sense.
- Use the correct tenses.
- Organise writing in line with its purpose.
- Write about more than one idea.
- Group related information and To use sentences appropriately.
- Vary the way sentences begin.

#### Transcription:

- Use sentences with different forms.
- Use extended noun phrases to describe and specify (e.g. the blue butterfly).
- Use subordination (when, if, that or because) and coordination (or, and, but).
- Use the present and past tenses correctly.
- Use and understand grammatical terminology in discussing writing

## Science (Spring 1)

### **National Curriculum ref:**

#### ***Living Things and Their Habitats***

- 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 the basic needs for 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.

### **Skills 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.

### **Investigation:**

What is the best habitat for a worm to live in?

## Science (Spring 2)

### **National Curriculum ref:**

#### ***The Environment***

- Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat.
- They should understand how to take care of animals taken from their local environment.

### **Skills 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.

### ***The Environment Theme Link:***

- Climate Change
- Water Wise
- Recycling
- Endangered Animals
- Forest Friends

### **Investigation:**

How much water can we save?

## Geography

**Theme link:** Rainforests – focus on Brazil.

### **Content:**

- Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.
- Human and physical geography: use basic geographical vocabulary to refer to: Key physical features : beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

### **Skills ref:**

- Ask and answer geographical questions (What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use simple fieldwork and observational skills to study the geography of the school .
- To use the key human and physical features of an environment.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country (Brazil).
- Use basic geographical vocabulary.
- Use key human features vocabulary.

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### PSHE

**Theme link:** Respect

### **Skills ref:**

To understand similarities and differences between us and others

- Show an awareness of someone who is talking.
- Show an understanding that ones own behaviour affects other people
- Listen to other people’s point of view.
- Identify and respect differences between us.

### History

### Theme Link

NO HISTORY THIS TERM DUE TO GEOGRPAHY  
FOCUS

## Computing

**Theme link:** Designing an advert (Rainforest) and researching Deforestation.

**Herts Computing Scheme ref:** Getting Creative

Level 2 outcomes:

- Share their work in different forms including; still image, word-based texts and animation
- Use a range of ICT tools to modify still images for a purpose
- Use graphic software to create digital images, whilst usually choosing appropriate tools
- Create an animation from their selection of still images
- Use some tools/techniques that aid accuracy and efficiency when creating texts
- Discuss the choices and/or decisions they make
- Save, retrieve and print work
- Understand the need to seek consent before taking and/or using someone’s image
- Talk about their ICT experiences related to still image and animation at home and school.

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#### Music

##### **NC reference:**

- Use their voices expressively and creatively by singing songs, speaking chants and rhymes.
- Play tuned and un-tuned instruments musically.
- Listen with concentration and understanding to a range of high quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

##### **Skills 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.

##### **Transcribe:**

- Use symbols to represent a composition and use them to help with a performance.

##### **Compose:**

- Sequence sounds to create an overall effect.
- Create short, musical patterns.
- Create short, rhythmic phrases.

#### Art

**Theme link:** Henri Rousseau Tiger in The Storm

##### **National Curriculum ref:**

To use a range of materials creatively.

- to use a range of materials creatively to design and make products.
- 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.
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

##### **Skills ref:**

To develop ideas :

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.
- To master techniques -Digital media:
- Use a wide range of tools to create different textures, lines, tones, colours and shapes.

##### **To take inspiration from the greats:**

- Describe the work of notable artists.
- Use some of the ideas of artists studied to create pieces.

#### R.E.

**Theme link:** Leaders

##### **Herts CC reference:**

##### **Special Places:**

- What do Christians do when they go to Church?
- What is it like in a church?
- What happens when you attend a Church?

##### **Easter:**

- Why is Easter important for Christians?
- The excitement of palm Sunday, the special feeling of the Last Supper, the sadness of the Crucifixion, the joy of the resurrection.
- Badgers Parting Gift by Susan Varley (3 hours)

##### **Skills ref:**

- To understand practices and lifestyles
- Recognise, name and describe some religious artefacts, places and practices.

## P.E. GAMES

### National Curriculum reference

- 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

### Skills 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. GYMNASTICS (Spring 1))

### Theme link:

Animal movements through the rainforest

### NC reference:

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

### Skills 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).

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## P.E. DANCE (Spring 2)

### Theme link:

Animal movements through the rainforest

### NC reference

To perform dances using simple movement patterns

### Skills 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.

## FRENCH

### \_Content:

#### Early language to be taught

Presentation of the language and the country:

Greetings (Hello, Goodbye)

Feelings (How are you?)

What is your name?

Seasonal topic: Autumn, Winter, Spring and Summer

Halloween

Different countries related to the rugby world cup

Numbers to 10

Colours

Christmas

Easter

Holidays

## Design and Technology

Theme link: Rainforest Café

### NC reference:

**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

**Technical knowledge** – build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms, for example, levers, sliders, wheels and axles in their products.

### Skills ref:

#### Construction:

- Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.

#### 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.