

## CURRICULUM MAP

YEAR

2

TERM 2

# The Rainforest

**Science** Spring 1

Theme link: layers of vegetation in the rainforest.  
Forest floor. Fauna and flora.

### National Curriculum ref:

Plants **ongoing**

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

Non-statutory:

Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

**Note:** Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.

### 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:

Focus on the planting, germination and growth of BULBS

### English

**Theme link:** The Forever Forest: Kids Save a Tropical Treasure by Kristin Joy Pratt Serafini; The Rainforest Grew All Around by Susan Mitchell and Connie McLellan.

### Content:

**Narrative:** stories with reoccurring literacy language (4 wks); use a familiar story as a model to write a new story.

**Non-fiction:** Reports 4 wks; sort/classify info; use comparative language to describe and differentiate

**Poetry** structures – calligrams (2 wks); write own shape poems  
Take One Book (1 week)/ Vocab building (Learning review wk1)

**Milestone ref:** To write with purpose as in Autumn

To use imaginative description:

- Use well-chosen adjectives.
- Use nouns and pronouns for variety.
- Use adverbs for extra detail.
- To organise writing appropriately:
- Re-read writing to check it makes sense.
- Use the correct tenses.
- Organise writing in line with its purpose.
- To use paragraphs
- 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: statement, question, exclamation and command.
- Use extended noun phrases to describe and specify (e.g. the blue butterfly).
- Use subordination (when, if, that or because).
- Use coordination (or, and, but).
- Use some features of standard written English.
- Use the present and past tenses correctly, including the progressive form.
- Use and understand grammatical terminology in discussing writing: - verb, tense (past, present), adjective, noun, suffix, apostrophe, comma

**Science** Spring 2

Theme link: ethical choice of materials used for rainforest areas; Fairtrade

### National Curriculum ref:

Pupils should be taught to:  
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.

### 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.

### Materials

- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard.

**Investigation:** To find out which is the best material to use for a Rainforest shelter.

**Key skill:** Planning.

-Which variable are we going to change?

-Which equipment are we going to use?

## Geography

**Theme link:** Rainforests – focus on Brazil. Physical and human geography.

### **National Curriculum ref:**

- 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 geog: use basic geographical vocabulary to refer to:
- key physical features, including: 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

### **Milestone ref:**

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

- Ask and answer geographical questions (such as: 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 and the key human and physical features of its surrounding environment.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features

#### **To investigate patterns**

- 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

#### **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.
- **Key human features**, including: city, town, village, factory, farm, house, office and shop.

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## History

### Theme Link

NO HISTORY THIS TERM

## Computing

**Theme link:** Designing a RESPECT advert (school, community or rain forest)

**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, 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.

### 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.

#### 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:

Digital media

### 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.

### 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
- 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, artisans and designers.
- 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?

To include a visit to a Church.

Preparation for visit. The visit, including meeting with the leader, consideration of purpose for attending Church. After the visit. (7 hours)

#### 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)

### Milestone ref:

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

## SMSC

### **Theme link:**

Respect

### **Milestone ref:**

To understand others (Getting On and Falling Out SEAL)

- Show an awareness of someone who is talking.
- Show an understanding that ones own behaviour affects other people (The Pig of Happiness)
- Listen to other people's point of view

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### P.E. DANCE (first half term)

#### **Theme link:**

Animal movements through the rainforest

#### **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 (second half term)

#### **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.

#### **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).

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

#### **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

#### **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.

## Design and Technology

**Theme link:** Animal rescue vehicle

### **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.

#### **Milestone ref:**

#### Construction:

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

#### Mechanics:

- Create products using levers, wheels and winding mechanisms.

#### Computing:

Model designs using computer software (Purple Mash)

#### 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.