

CURRICULUM MAP

YEAR

2

TERM 3

King of the Castle

Science Summer 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)
- 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.

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

- 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.

English

Theme link: How to train a dragon; The kissed that missed; The Three Wishes

Content:

Narrative: traditional tales (myths ; creation stories eg how the zebra got its stripes 4wks)

Non-fiction: Instructions 2 wks; Explanations 2wks

Poetry (Take one poet - poetry appreciation 2 wks)

Take One Book (1 week); Vocab building (Learning review wk1)

Milestone ref:

To write with purpose as previously, PLUS:

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
- 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 Summer 2

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 for the basic needs of 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.

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.

Living things and their environment

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.

Investigation: To investigate which is the best environment for a snail to live in.

Key skill: Obtaining and observing evidence. Which one will it survive in best?

History

Theme Link Local study/castles

National Curriculum ref:

Significant events beyond living memory

Events beyond living memory that are significant nationally; the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods; significant historical events, people and places in their own locality.

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.
- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

CURRICULUM MAP

YEAR

2

TERM 3

King of the
Castle

Geography

Theme link: Tring local study

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

- Identify land use around the school.

Computing

Theme link: sending /receiving messages from the castle

Herts Computing Scheme ref:

Taking and sharing (read HCC document)

Level two outcomes

- With some support, use ICT to send and receive messages
- Use ICT to explore what happens in real and imaginary situations, beginning to make choices
- Explain what happens, in a simulation, as a result of the decisions/choices made
- Save, retrieve and print work
- Understand the need to use ICT safely and considerately
- Talk about their ICT experiences at home and school

Geography cont.

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.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

ART

Theme link: Structure: castles

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

Sculpture

- Use a combination of shapes.
- Include lines and texture.
- Use rolled up paper, straws, paper, card and clay as materials.
- Use techniques such as rolling, cutting, moulding and carving.

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.

CURRICULUM MAP

YEAR 2

TERM 3

King of the Castle

Music

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.
- 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.

R.E.

Theme link: Leaders

NC reference:

Religious leaders (1:4, 1:11, 1:15)

The work of religious leaders within the community

Authority figures within their own lives (relate to PM and Queen too)

The role and work of, for example, Vicar, priest, minister, pastor, Rabbi (Judaism), Granthi (Sikhism), priest (Hinduism), Imam (Islam). 5 hours

Easy questions – difficult answer

The ultimate questions raised by the natural world: Peoples' relationship with the natural world, Who is God?, Why am I here? What is good/bad?, Is death the end? 5 hours

Milestone ref:

To reflect:

- Identify the things that are important in their own lives and compare these to religious beliefs.
- Relate emotions to some of the experiences of religious figures studied.
- Ask questions about puzzling aspects of life.

SMSC

Theme link:

Leadership, democracy, war and peace (history)

Milestone ref:

To push themselves (Changes SEAL)

- Express doubts and fears.
- Explain feelings in uncomfortable situations.
- Begin to push past fears (with encouragement).
- Listen to people who try to help.
- Begin to try to do something more than once.

To not give up

- Try again with the help of others.
- Try to carry on even if a failure causes upset.
- Keep going in activities of interest.
- Try to think of oneself as lucky

P.E. GAMES (Game-on coaches)

NC 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.

CURRICULUM MAP

YEAR

2

TERM 3

King of the
Castle

P.E. Games

NC 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.

P.E. Athletics:

NC 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

Milestone ref:

Outdoor and adventurous activities

- Use a range of throwing techniques (such as under arm, over arm).
- Throw with accuracy to hit a target or cover a distance.
- Jump in a number of ways, using a run up where appropriate
- Running over different distances

Design and Technology

Theme link:

Construction: Castles, trebuchet

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

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.

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.