

CURRICULUM MAP
YEAR 2 , TERM 2, 2017-2018

The
Rainforest

Science (Autumn 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 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.

Investigation:

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

English

Theme link:

Non Fiction: Deforestation and Rainforest Reports.

Narrative: Focussing on changing the characters and settings of stories.

Content:

Traditional Tales (3 weeks)

Shape Poems (2 weeks)

Familiar Stories with Repetative Language (3 weeks)

Report Writing (3 weeks)

Take One Book Week (1 week)- Whole School

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.
- 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 (Autumn 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.

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.

The Environment Theme Link:

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

Investigation:

How much water can we save?

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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.

Computing

Theme link: Designing a 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, 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.

History

Theme Link

NO HISTORY THIS TERM

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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: 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.

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.
- 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:

Whys 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 one's own behaviour affects other people (The Pig of Happiness)
- Listen to other people's point of view

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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.

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. DANCE (Spring 2)

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.

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.

Milestone 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.