

Heron Way Primary School – Curriculum Map (Year 2)

	Autumn	Spring	Summer
Topic	Who Lives Here?	Ice and Fire	Superheroes
English	<p>Phonics: Song of Sounds Stage 3 Revise all key words from Year 1 Revise previously taught phonemes.</p> <p>Year 2 phonemes: /ey/, /y/, /yl/, /c/, /se/, /ce/, /ge/, /dge/, /g/, /kn/, /gn/, /nn/, /le/, /el/, /al/, /a/, /ar/ and /ore/</p> <p>Tricky words: Mr, Mrs, every, everybody, people, friend, school, here, live and love.</p> <p>Writing Letters, instructional writing, maps and keys, non-fiction leaflets, retelling traditional tales and character profiles.</p>	<p>Phonics: Song of Sounds Stage 3 Reading words with two or more syllables. Tricky words: Are, our, your, could, should, would, only, most, pretty, can't, don't, half, last, after, father, push, pull, full, put and beautiful. Adding "es" to nouns and verbs ending in "y". Adding suffixes "ed", "ing", "er", "est" and "ly". Contractions Homophones</p> <p>Writing Non-fiction fact files, recounts, labels and captions, diary writing, kennings poetry and newspaper articles.</p>	<p>Phonics Revision of objectives covered in Autumn and Spring term. Apply spellings and tricky words to independent writing.</p> <p>Writing Story writing, based on a problem and a solution, What am I riddles and non-fiction reports.</p>
Computing	<p>Writing Algorithms / Coding a simple Game: Daisy the Dinosaur</p> <ul style="list-style-type: none"> • Write an algorithm to make a jam sandwich • Explore the Daisy the Dinosaur app • Use selection when programming Daisy the Dinosaur • Write a storyboard for Daisy the Dino. • Program a game designed for Daisy the Dinosaur 	<p>E-Safety / Using the Learning Platform to Communicate and Search for Information</p> <ul style="list-style-type: none"> • Use a teacher selected search engine to find information using agreed key words to answer questions under the guidance of adults • navigate to website by entering a simple web address into a browser • Understand the purpose of favourites/bookmarks • Know that you can be accidentally diverted from website through a link to a new website, advertising or pop-up • understand that some information online may be untrue (spoof websites) • send an email, using a subject heading within closed safe systems • find and open mail, reply to email • use a subject heading to tell the person what the message is about • develop an awareness of text size and font for emails and appropriate language to use in an email 	<p>Use of Computers and Technology in the Real World / Designing and Evaluating a Game (2DIY) / Exploring Input Devices (Makey Makey)</p> <ul style="list-style-type: none"> • To talk about the features of games. • To use familiar tools to create a game. • To plan a game, linked to a story or a theme. • To incorporate the elements of a computer game into their work: scoring points, losing lives and time variables. • To evaluate their own and others work.

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<p>Science</p>	<p>Plants / Uses of Everyday Materials</p> <ul style="list-style-type: none"> • 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. • 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 	<p>Living Things and Their Habitats (Polar Lands / Local Area)</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, that are dead and 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 how animals and plants are suited to and adapt to their environment in different ways. 	<p>Animals, Including Humans</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Investigate 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.
<p>PE</p>	<p>Dance/Gymnastics -Explore the space on the spot and travelling -Introduce a variety of different rhythms -Consolidate contrasting movement qualities Games -Ball Games</p>	<p>Gymnastics -Awareness of body shape -Perform basic action slowly -Transfer what they learn on the floor to apparatus Games - Defending and attacking games -Running and Jumping</p>	<p>Athletics -Sprinting, Running, Jumping and Throwing Games -Invent and play games</p>
<p>RE</p>	<p>Places of Worship</p>	<p>Religious Stories and Texts The Easter Story</p>	<p>Symbols, Practices and Expression Comparing Hinduism and Christianity.</p>
<p>PSHCE</p>	<p>New Beginnings Relationships</p>	<p>Getting On and Falling Out Good to be Me</p>	<p>Changes Going for Goals</p>
<p>Geography</p>	<p>To investigate patterns:</p> <ul style="list-style-type: none"> • 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. (Linked to castles and defences) <p>To communicate geographically: Use basic geographical vocabulary to refer to:</p>	<p>To investigate places:</p> <ul style="list-style-type: none"> • 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 world maps, atlases and globes to identify the United Kingdom and its 	<p>To investigate places:</p> <ul style="list-style-type: none"> • 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?). • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. <p>To investigate patterns:</p>

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	<ul style="list-style-type: none"> • 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. 	<p>countries, as well as the countries, continents and oceans studied.</p> <ul style="list-style-type: none"> • Use aerial images and plan perspectives to recognise landmarks and basic physical features. <p>To investigate patterns:</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • 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. 	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p>To communicate geographically:</p> <ul style="list-style-type: none"> • 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).
<p>History</p>	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Place events and artefacts in order on a time line. • Use dates where appropriate. • Show an understanding of the concept of nation and a nation's history.

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<p>Art & DT</p>	<p>Focus: Shape, line and texture</p> <p>Print:</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. <p>Preparing food for Christmas celebrations. Making moving Christmas cards using wheels, sliders and levers.</p> <p>Food:</p> <ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. 	<p>Focus: Tone and colour</p> <p>Painting:</p> <ul style="list-style-type: none"> • 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. <p>Create colour wheels.</p> <ul style="list-style-type: none"> • Explore hot, cold and seasonal colours. • Experiment with a range of materials to create a colour wash. <p>Making tudor homes, linked to Great Fire of London Designing moving Christmas cards.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and tearing) • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen) 	<p>Focus: Pattern, form and space</p> <p>Textiles:</p> <ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. <p>Creating a moving vehicle</p> <p>Mechanics:</p> <ul style="list-style-type: none"> • Create products using levers, <u>wheels</u> and winding mechanisms. <p>Construction:</p> <ul style="list-style-type: none"> • Use materials to practice drilling, screwing, gluing and nailing materials to make and strengthen products.
<p>Music</p>	<p>Songs about houses and homes Beat and tempo</p> <p>Christmas Show Songs about Cold climates Beat and tempo</p>	<p>Songs and action games related to fire, ice and polar creatures. Experimenting with percussion Rhythm work Controlled instrument playing</p>	<p>Extending song repertoire Graphic scores and sound effects using simple percussion instruments</p>
<p>Educational Visit</p>	<p>Weald and Downland Open Museum</p> <p>Walks to the local woods throughout the year.</p>	<p>Horsham Museum Visit from Fire Brigade and St. John's Ambulance</p>	<p>Amberley Working Museum</p>