

Year 2- 2018-2019

Long -Term Curriculum Map

| Autumn Term 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring Term 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Summer Term 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>Core story: Little Red Riding Hood, The Tin Forest</b></p> <p><u>Science</u><br/>Working scientifically: Can they ask simple questions and recognise that they can be answered in different ways?<br/>Can they identify and classify different aspects of plants and animals?<br/>Can they explore and compare differences between things that are living, dead and things that have never been alive?<br/>Can they 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 of each other?<br/>Can they identify and name a variety of plants and animals in their habitats, including micro-habitats?<br/>Can they 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?<br/>Materials - Can they find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?<br/>Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses?</p> <p><u>PE</u><br/>Moving and travelling<br/>Sending and receiving</p> | <p><b>Core story: Lila and the Secret of Rain, Supertato</b></p> <p><u>Science</u><br/>Working scientifically: Can they ask simple questions and recognise that they can be answered in different ways?<br/>Can they observe carefully, using simple equipment?<br/>Can they use their observations and ideas to suggest answers to their questions?<br/>Can they identify and name a variety of plants and animals in their habitats, including micro-habitats?<br/>Plants: Can they observe and describe how seeds and bulbs grow into mature plants?<br/>Can they find out and describe how plants need water, light and suitable temperature to grow and stay healthy?</p> <p><u>PE</u><br/>Balancing and performing<br/>Attacking and defending</p> <p><u>ART – Textiles</u><br/>Can I sort fabrics and threads?<br/>Can I group fabrics and threads by colour and texture?<br/>Can I weave with fabric and thread?<br/>Can I print onto textile?<br/>Can I join pieces of fabric?<br/>Can I create part of a class patchwork?<br/>Can I sew fabrics together?<br/><u>Mixed media</u> - Can I use simple computer, mark making tools, eg: brush and pen tools?</p> | <p><b>Core story: Katie Morag Delivers the Mail. Katie and the British Artists</b></p> <p><u>Science</u><br/>Working scientifically: Can they ask simple questions and recognise that they can be answered in different ways?<br/>Can they observe carefully, using simple equipment?<br/>Can they gather and record data to help in answering questions?<br/>Plants: Can they observe and describe how seeds and bulbs grow into mature plants?<br/>Can they find out and describe how plants need water, light and suitable temperature to grow and stay healthy?<br/>Animals, including humans: Do they notice that animals, including humans, have offspring, which grow into adults?<br/>Can they find out about and describe the basic needs of animals, including humans for survival (water, food and air)?<br/>Can they describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene?</p> <p><u>PE</u><br/>Coordinating and controlling<br/>Challenging and competing</p> <p><u>ART</u><br/>Can I describe what they can see and like in the work of another artist?</p> |

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| <p><u>ART – Sketching and Drawing</u><br/>         Can I communicate something about myself in my drawing?<br/>         Can I create moods in my drawings?<br/>         Can I draw something that I can see?<br/>         Can I use a viewfinder to focus on a specific part of an object?<br/>         Can I use three different grades of pencil and explore their effects?<br/>         Can I add line and shape to my work?<br/>         Can I use charcoal, pencil and pastels?<br/>         Can I create light and dark tones?<br/> <u>Sculpture:</u> Can I make a clay pot?<br/>         Can I use materials such as clay, dough or plasticine to good effect?<br/>         Can I make an ice sculpture?<br/>         Can I use natural materials in my sculpture work?<br/>         Can I make a group sculpture?<br/>         Can I work with my class to make a sculpture trail?<br/>         Can I explore a variety of materials and their effectiveness? (ice, jelly, sand, wood, sugar cubes)<br/>         Can I mould materials to create a sculpture?<br/>         Can I add detail to my sculpture by carving, etching or painting?</p> <p><u>DT - Combining materials project linked to Tin Forest</u><br/>         (all Can I's are linked to this)</p> <p><u>Music</u><br/>         Can I sing/clap, pulse increasing or decreasing in tempo?</p> | <p>Can I use a photograph as a background and draw some images in the foreground?<br/>         Can I use drawings and photography to make an image?<br/>         Can I change my photographic images online?<br/>         Can I change my picture?<br/>         Can I use a simple painting program to create a picture?<br/>         Can I use tools in a painting package?<br/>         Can I build up an image using lots of mediums and techniques?</p> <p><u>DT</u><br/>         Can I explain what I am making?<br/>         Can I explain which tools I am using?<br/>         Can I describe how something work?<br/>         Can I talk about my own work and things that other people have done?<br/>         Can I make my model stronger if it needs to be?<br/>         Can I make a structure/model using different materials?</p> <p><u>Music</u><br/>         Can I create music in response to different starting points?<br/>         Can I choose sounds which create an effect?</p> <p><u>RE</u><br/>         What do Christians and Jews believe about Creation?<br/>         What does it mean to be a Muslim?<br/>         The Easter story?</p> <p><u>History</u></p> | <p>Can I ask sensible questions about a piece of art?<br/>         Painting: Can I communicate something about myself in my painting?<br/>         Can I create moods in my paintings?<br/>         Can I paint a picture of something that I can see?<br/>         Can I go back and change my picture?<br/>         Can I mix paint to create secondary colours?<br/>         Can I mix and match colours and predict outcomes?<br/>         Can I mix a brown colour?<br/>         Can I make tints by adding white?<br/>         Can I make tones by adding black?<br/>         Can I link colours to natural and man-made objects?<br/>         Printing and materials: Can I cut, roll and coil materials?<br/>         Can I sort and gather the materials that I will need?<br/>         Can I cut and tear paper and card to make a collage?<br/>         Can I design my own printing block?<br/>         Can I create a print using pressing, rolling, rubbing and stamping?<br/>         Can I create a print like a designer?<br/>         Can I create individual and group collages?<br/>         Can I work with my class to produce a collaborative print?<br/>         Can I print onto paper and textile?</p> <p>Can I print with sponges, vegetables or fruits?</p> <p><u>DT</u><br/>         Can I cut food safely?<br/>         Can I describe the texture of foods?<br/>         Can I wash their hands and make sure that surfaces are clean?</p> |
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| <p><u>RE</u><br/>What is important to you?<br/>Why is light important in religions?</p> <p><u>History</u><br/>Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time? – Remembrance Sunday<br/>Can they give examples of things that are different in their life from that of their grandparents when they were young? - toys linked to materials during Tin Forest work</p> <p><u>Geography</u><br/>Can they describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, and valley?<br/>Do they think that people ever spoil the area or make it better? How?</p> <p><u>Computing</u><br/>Digital Literacy and IT</p> | <p>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?<br/>Can they research the life of a famous person from the past using different resources to help them?</p> <p><u>Geography</u><br/>Can they explain how the jobs people do may be different in different parts of the world?<br/>Can they explain what facilities a town or village might need?<br/>Can they name the continents of the world and find them in an atlas?<br/>Can they name the world's oceans and find them in an atlas?<br/>Can they make plausible predictions about what the weather may be like in different parts of the world?</p> <p><u>Computing</u><br/>Computer Science</p> | <p>Can I think of interesting ways of decorating food that I have made, e.g. cakes?</p> <p><u>Music</u><br/>Can I use symbols to represent sounds?<br/>Can I make connections between notations and musical sounds?<br/>Can I improve my own work?</p> <p><u>RE</u><br/>Do our actions speak louder than our words?<br/>When do we co-operate?</p> <p><u>History</u><br/>Can they explain how they have changed since they were born?<br/>Do they appreciate that some famous people have helped our lives be better today?<br/>Can they ask and answer questions about old and new objects?<br/>Can they recognise that some objects belonged to the past?<br/>Can they spot old and new things in a picture?<br/>Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?</p> <p><u>Geography</u><br/>Can they describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley?<br/>Can they point out the North, South, East and West associated with maps and compass?<br/>Can they find where they live on a map of the UK?</p> |
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|  |  | Can they name the main cities of England, Wales, Scotland and Ireland?<br><br><u>Computing</u><br>Computer Science |
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