



## YEAR 2 CURRICULUM MAP

2021 - 2022



<b>YEAR GROUP</b>	<b>TERM</b>	<b>THEME</b>	<b>THEME TITLE</b>	<b>No. OF WEEKS</b>
2	Summer	Exportation	Around the world in 80 days	14

<b>TRIP</b>	<b>PARENTAL ENGAGEMENT</b>
West Midlands Safari Park	Exhibition of the children's work including a musical performance of songs from around the world.

<b>9 HABITS</b>	<b>CORE VALUES</b>
Compassionate Joyful Hopeful Considerate Honest Patient Forgiving Humble Self-control	Resilience Equality Compassion Creativity Exploration

## ART:

**NC:** To use a range of materials creatively to design and make products. They will explore the colours and representations on flags from around the world and create a flag for Blakenhale Infant School.

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. The children will focus on line, pattern and texture to make sketches of animals and plants (linked with Science/Geography).

To learn 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. The children will learn about different artists from around the world, making comparisons and exploring different techniques in their own artwork including aboriginal art.

## DESIGN & TECHNOLOGY:

### Design

To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

### Make

To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

### Evaluate

To explore and evaluate a range of existing products and evaluate their ideas and products against design criteria.

### Technical knowledge

To build structures, exploring how they can be made stronger, stiffer and more stable.

To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

The children will design, make and evaluate an animal and its habitat using a lever or slider.

They will design, make and evaluate a clay animal considering the tools they will need to use to make it.

## SCIENCE:

### Living Things and Their Habitats

**NC:** Explore and compare 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. 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.

To children will learn the main differences between living, dead and things that have never been alive and be able to classify objects. They will observe different habitats and their inhabitants and understand why they live there. They will learn what a food chain is and that living things need other living things to survive. The children will design and make a bug hotel to show that microhabitats vary according to their inhabitants.

Q. How are the creatures in this habitat the same? (Classification)

Q. How do these two habitats differ? (Links with: Geography – climate)

Linking back to previous learning, the children will be looking more into the habitats of animals in 3 different locations around the world -The Brazilian Rainforests, The Sahara Desert and the Antarctic Desert. How do the seasons and weather effect our habitats?

### Plants

To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

The children will look first hand at plants and trees and identify the main parts. They will plant seeds and bulbs in different conditions to observe over time. They will learn about the life cycle of a plant and how we know it's alive.

Q. What happens to a plant when it isn't watered? (Observation over time)

Q. Will a plant grow in a fridge?

Q. Are there plants in the desert? (Using Secondary Sources)

(Links with: Art - Sketching & Still Life and Geography - Climate Zones)



## MATHS Stand-alone sessions, following White Rose Small Steps

**Measurement – length and height NC** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using >, < and =.

**Geometry - Position and Direction NC** To use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half, and three-quarter turns (clockwise and anticlockwise). To order and arrange combinations of mathematical objects in patterns and sequences.

### Consolidation and problem solving

**Measurement – Time NC** To tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. To know the number of minutes in an hour and the number of hours in a day. To compare and sequence intervals of time.

**Mass, Capacity, Temperature NC:** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using >, < and =.

## ENGLISH:

### TEXTS TO BE READ:

Dear Greenpeace / Dear teacher –letter writing

The Snail and the Whale - postcard

The Last Wolf – story writing

The adventures of a plastic bottle and Non-fiction – ‘Recycling’ – fact sheets/poster/leaflet

**Guided reading-stories from around the world, cultural stories with morals.**

### SPAG:

**Text Obj:** Consolidate KS1 tense forms.

**Sentence Obj:** Consolidate expanded noun phrases for description (the blue butterfly)

**Punctuation Obj:** Consolidate KS1 punctuation

**Word Obj:** Consolidate use of suffixes –er, -est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs

**Key Terminology:** *Statement, question, exclamation, command, compound, suffix*

**Recap and Consolidate:** *Subordination (when, if, that, because) and co-ordination (or, and, but).*

## HISTORY:

**NC:** To know about the lives of significant individuals in the past who have contributed to national and international achievements, comparing aspects of life in different periods.

To explore the lives of Charles Darwin and David Attenborough and how they have contributed to our understanding of natural history.

The children will retell the story of Charles Darwin's life through puppets made in DT using the design, make process (Cross-curricular)

## PE/SPORT:

**Summer 1:** Exercise to Music  
(Specialist Coach/Team-teaching)

1. Invasion/possession games 2. Hand eye (cricket/tennis/badminton) 3. Street dance

**Summer 2:** Movement/yoga  
(Specialist Coach/Team-teaching)

1. Tag rugby 2. Athletics 3. Street Dance

## MUSIC:

**NC:** To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Learn the song ‘Zootime’

To play tuned and untuned instruments musically. To experiment with, create, select and combine sounds using the inter-related dimensions of music.

Using the song ‘Zootime’ (Charanga music scheme), chn will learn the song and then write a new verse. Finally they will perform this with a glockenspiel accompaniment.

To listen with concentration and understanding to a range of high-quality live and recorded music. Children will go on a musical journey around the world exploring music from across the globe.

## GEOGRAPHY:

**NC:** To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at KS1. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; To identify and locate areas where people live around the world e.g. cities, villages, coastal areas.

To identify and locate Zimbabwe and to research features of the area such as the weather and the human and physical geography.

To know key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. To identify and locate Zimbabwe and to research features of the area such the human and physical geography.

To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Building on their previous knowledge the children will identify similarities and differences between Birmingham and Zimbabwe.

To 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. To identify and locate Zimbabwe and to research features of the area such as the weather and 3 different locations around the world such The Brazilian Rainforests, The Sahara Desert and the Antarctic Desert. How do the seasons and weather effect our habitats? Cross curricular link to science

### R.E: Following the Discovery RE curriculum:

**Summer 1: Religion:** Judaism **Theme:** Community and Belonging.

**Key question:** How special is the relationship Jews have with God?

**British Values:** rule of law, individual liberty, mutual respect, tolerance of different faiths and beliefs

**Summer 2: Religion:** Islam **Theme:** Rites of Passage and Good Works.

**Key question:** Does completing the Hajj make a person a better Muslim?

**British Values:** rule of law, individual liberty, mutual respect, tolerance of different faiths and beliefs

**P.S.H.E:** Caring for the environment

## COMPUTING

**NC** To use technology purposefully to create, organise, store, manipulate and retrieve digital content.

The children will make ‘Save the planet’ posters (linking to their learning about David Attenborough) and learn how to save these into a document that can be retrieved. They will use QR codes to access learning clips and answer questions independently.

They will know: That search engines help to find information using key words, how to find text, images, video online and how to download resources from websites.