

## YEAR 2 Curriculum Skills and Theme Map

|                 | Autumn  | Spring   | Summer  |
|-----------------|---|--|---|
| Focus Questions | <b>Oh I Do Like To Be Beside The Seaside</b><br><i>How have seaside holidays changed from the past?</i>   | <b>Let's go to the Arctic</b>  | <b>Trains - George Stephenson</b><br><i>Who invented the first train?</i><br><i>Why do we remember George Stephenson?</i>   |
| SCIENCE         | <p><b>Uses of everyday materials</b><br/>Identify and compare the suitability of everyday materials including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some solid materials can be changed by squashing, bending, twisting and stretching.</p> <p><b>Animals including Humans</b><br/>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> | <p><b>Animals including humans</b><br/>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about the basic needs of animals, including humans, for survival (water, food, air).</p> <p><b>Living things and their habitats</b><br/>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>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.</p> | <p><b>Living things and their habitats</b><br/>Identify and name a variety of plants and animals in their habitats including microhabitats.</p> <p>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.</p> <p><b>Plants</b><br/>Observe and describe how plants grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> |
|                 | <b>Seasonal Changes ongoing throughout the year</b><br>Observe changes across the four seasons / observe and describe weather associated with the seasons / observe how day length varies   |  |   |
| HISTORY         | <p><b>Changes in Living Memory - Seaside</b><br/>Similarities and differences between ways of life in different periods<br/>Questionnaire about parents/grandparents seaside holidays.</p> <p><b>Events beyond living memory</b><br/>How were Victorian seaside holidays different?<br/>Bonfire Night, Remembrance Day<br/>Vocabulary related to the passing of time.</p>   | <p>Learn about the traditional way of life for the Inuit in the Arctic.<br/>Explore the changes over time to the lives of the Inuit people (homes, food, clothing and transport)<br/>Identify what an explorer is and why they explore?<br/>Investigate Roald Amundsen and his Arctic expeditions.</p>   | <p><b>Significant individual - George Stephenson</b><br/>Who was he? Where did he live?<br/>How did he influence the development of modern trains?<br/>Historical skills - comparing now and then.<br/>Making a timeline.<br/>Use of primary and secondary resources</p>  |
| GEOGRAPHY       | <p><b>Human &amp; Physical Geography</b><br/>Key features of a seaside.</p> <p><b>Geographical skills and fieldwork</b></p>   | <p><b>Place knowledge</b><br/>Understand similarities and differences between UK and a non-European country.<br/>Use maps to locate and name continents and specific food producing countries</p>  | <p><b>Locational Knowledge</b><br/>Learn about the 4 countries and capital cities of the United Kingdom</p>   |

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|--|--|---|--|---|--|---|
| ART                                      | <p>Simple fieldwork and observational skills looking at seaside features using simple maps of Saltburn.</p> <p><b>Locational knowledge</b><br/>Using maps, atlases and globes to identify continents, countries and oceans.<br/>Name and locate the world's 7 continents and 5 oceans.</p> |   | <p>Arctic - make comparison with Ormesby<br/>Use aerial maps<br/>Co-ordinates<br/>Revision of continents, seas<br/>Simple compass directions (NESW)<br/>Locational and directional language to describe the location of features and routes on a map</p> |   |  |   |
| ART                                      | <p>Observational drawing of seaside artefacts.</p> <p>Autumn pictures using found, natural objects e.g. conkers, pine cones, leaves.</p> <p>Look at how 'Lowry' used watercolours to paint seaside scenes. The children will make their very own seaside pictures using watercolours.</p>  |   | <p><b>Arctic Arts &amp; Crafts</b><br/>Aurora Borealis Art Work<br/>Painting techniques. Compare and contrast different practises.</p>   |   | <p>Children to use the junk boxes to create a train.<br/>Attach axels and wheels to ensure that the train moves<br/>Clay models of trains.</p>   |   |
| DT                                       | <p><b>Sliding mechanism</b><br/>Exploring and using mechanisms to produce a Christmas card.</p>  |   | <p>Moving Polar Bear</p> <p>Design and make Easter gift using tools to cut, shape, join and finish.</p>  |   | <p>Make a simple wheeled train.</p> <p>Children to design/make a bridge for their train to travel under. It will be tested for its stability</p> <p>To apply previous skills taught throughout the year to produce props for the Summer Celebration.</p> |   |
| MUSIC                                    | <p><b>Ourselves (sounds)</b><br/>Explore ways of using voices expressively.</p> <p><b>Number (beat)</b><br/>Develop a sense of steady beat through movement, body percussion and instruments.</p>  | <p><b>Water (pitch)</b> Different vocal pitch shapes</p> <p><b>Weather (sounds)</b><br/>Explore how music can be used to describe the weather</p> | <p><b>Animals (pitch)</b><br/>Identify contrasts of high/low pitches, create animal chants.</p> <p><b>Seasons(pitch)</b><br/>Explore further pitch through singing, tuned percussion and listening games.</p>  | <p><b>Our School (sounds)</b><br/>Sounds in the school environment.<br/>Investigate producing and recording sounds, using IT</p> <p><b>Pattern ( beat)</b><br/>Understand metre-groups of steady beat</p> | <p><b>Storytime (sounds)</b><br/>Using music to tell a story. Identify contrasts of fast/slow, loud/quiet.</p> <p><b>Our Bodies (beat)</b><br/>Using body percussion</p>   | <p><b>Travel (performance)</b><br/>Develop performance skills and learn songs about travel and transport from around the world.</p> <p><b>Machines (beat)</b><br/>Combine steady beat with word rhythms &amp; explore tempo</p> |
| <b>Music Express scheme of work used</b> |  |   |  |   |  |   |
| COMPUTING                                | <p><b>E-Safety-</b> what information should we share?<br/><b>Design advertisements</b> - create posters, research, graphics, publisher, word, digital photos</p>   |   | <p><b>Data collection</b> - graphs and charts<br/>Algorithms - reasons to make predictions.<br/><b>Simple programming</b></p>  |   | <p><b>Animating history, storyboarding</b> - George Stephenson<br/>Newspaper articles</p>  |   |

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|                     |  |  |   |                                  |  |                                      |
|---------------------|--|--|---|----------------------------------|--|--------------------------------------|
| PE                  | <b>Games</b><br><br><b>Dance</b><br>'At the Seaside'   | <b>Gymnastics</b><br><br><b>Dance</b><br>Weather & seasons | <b>Gymnastics</b><br>Supporting body weight<br>Balance<br><br><b>Dance</b><br>Inuit Dance | <b>Dance</b><br><br><b>Games</b> | <b>Gymnastics</b><br><br><b>Games</b>  | <b>Games</b><br><br><b>Athletics</b> |
| RE<br>Key questions | Who am I and why am I special?<br>How and why do Christians celebrate Harvest?<br>What does it mean to belong to Christianity<br>Why are gifts given at Christmas? |  | Why is Jesus special to Christians?<br><br>Why is Easter special for Christians?          |                                  | How do both Jews and Christians think the world was created?<br><br>How do Jews worship at home? |                                      |
| PSHE                | SEAL - New Beginnings<br>Getting On and Falling Out<br>Friendship week   |  | SEAL - Good to be me,<br>Going for Goals  |                                  | SEAL - Relationships,<br>Changes   |                                      |