

YEAR 2 TOUCANS CURRICULUM MAP 2017-2018

SUBJECT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviours For Learning	Listening, Concentration, Perseverance, Pride, Independence, Working With Others					
TRIPS AND VISITORS	Tesco Farm to Fork experience		Freshwater Theatre		Twycross Zoo	
HISTORY	Florence Nightingale		Great Fire of London			
	<ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Use dates where appropriate. 		<ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Recognise that there are reasons why people in the past acted as they did. • Use dates where appropriate. • Show an understanding of the concept of nation and a nation's history. 			
GEOGRAPHY	Investigate places – where does food come from?		Investigate patterns and places – North and South poles		Investigate patterns and places – similarities and differences between UK and rainforests	
	<ul style="list-style-type: none"> • Ask and answer geographical questions • Name and locate the world's continents and oceans. 		<ul style="list-style-type: none"> • Ask and answer geographical questions • Name and locate the world's continents and oceans. • Understand geographical similarities and differences 		<ul style="list-style-type: none"> • Ask and answer geographical questions • Name and locate the world's continents and oceans. 	

	<ul style="list-style-type: none"> Use aerial images and plan perspectives to recognise landmarks and basic physical features. 	<p>through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</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. 	<ul style="list-style-type: none"> Use compass directions and locational language 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).
ART	<p>Drawing – line, texture and tone Painting – fruit painting, shades of green Printing – fruit printing, repeating patterns Artist study – Cezanne</p>	<p>Digital Media Painting – fire engines, colour wheel Artist study – Geogre Francis Lyon</p>	<p>Drawing – line, texture and tone Textiles – weaving, joining, plaiting and dyeing Sculpture – clay coil pots Artist study – Rousseau</p>
	<ul style="list-style-type: none"> Respond to ideas and starting points Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Use thick and thin brushes. Show pattern and texture by adding dots and lines. Describe the work of notable artists, artisans and designers. 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. Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> Respond to ideas and starting points Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 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. Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> Respond to ideas and starting points Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Mix materials to create texture. Use weaving to create a pattern. Join materials using glue and/or a stitch. Use a wide range of tools to create different textures, lines, tones, colours and shapes. Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.
DT	Food - Making sandwiches	Construction – making fire engines	Textiles – sewing animal soft toys
MUSIC			
	<ul style="list-style-type: none"> 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. Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. 		

	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 					
SCIENCE	Healthy me – food, exercise and hygiene	Needs of humans – healthy foods	Animals and Humans Materials	Materials	Plants	Movement, forces and magnets
	<p>To work scientifically</p> <ul style="list-style-type: none"> • 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. 					
	<p>Animals and Humans/Living Things</p> <ul style="list-style-type: none"> • 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. • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. 	<p>Animals and Humans/Living Things</p> <ul style="list-style-type: none"> • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • Explore and compare the differences between things that are living, that are dead and that have never been alive. 	<p>Materials</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Animals and Humans/Living Things</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • 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. • Identify and name a variety of 	<p>Plants</p> <ul style="list-style-type: none"> • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. • 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 	<p>Forces</p> <ul style="list-style-type: none"> • <i>Notice and describe how things move, using simple comparisons such as faster and slower.</i> • <i>Compare how different things move.</i>

			Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.	common animals that are carnivores, herbivores and omnivores.	healthy.	
PE	Dance Games	Gym Games	Gym Games	Gym Dance	Gym Dance	Games
MATHEMATICS	Place Value Addition and subtraction	Fractions Multiplication and Division Money	Data Geometry: Properties of shape Money Time	Fractions Measure: length, mass Addition and subtraction	Multiplication and Division Data Problem solving	Measurement: Capacity, Volume and Temperature Direction Problem solving
COMPUTING	Technology in our lives Programming	e-safety Multimedia	Programming Handling data	e-safety Multimedia	Technology in our lives Multimedia	Programming Handling data
PSHE	Values: Sept – Responsibility Oct – Tolerance It's our world	Values: Nov –Freedom Dec - Thoughtfulness Say No! Anti bullying Drugs Education	Values: Jan - appreciation Feb - Caring Money, Money,Money!	Values: March – Honesty April - Friendship Looking out for others	Values: May - Perseverance People around us	Values: June – Courage July – Respect Growing up/moving on Body parts Drugs Education
RE	Living By Rules (Choice) Loving God is the most important Rule Understanding rules in society. Examine rules within religion – commandments/pillars of Islam – Christianity/Islam	Being Temperate, Exercising self-discipline and cultivating Serene Contentment (Choice) The self control that comes from faith – Other Religious Traditions (Eid ul Fitr and Ramadam - Islam) Teaching about Christmas	Creating Unity and Harmony (Community) Gods image – Love your neighbour – (The Good Samaritan – Christianity) (Eid ul Adha – Relationships - Islam)	Caring for Others, Animals, and the Environment (Compassion) God cares about our world and everyone in it, including us Being Merciful and Forgiving (compassion) Teaching about Easter	Being silent and attentive to, and cultivating a sense for the Sacred and Transcendence (contemplation) Quietness in places of worship – Religious traditions of your choice.	Appreciating Beauty (Creativity) Appreciating God as the creator of the natural world through psalms - Christianity

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ENGLISH

English : Writing Composition	Narrative	<p>Stories with a Character Flaw</p> <p>Oliver's Vegetables</p>	<p>Conquering Monsters</p> <p>Little Red Riding Hood</p>	<p>Journey Tales</p> <p>Little Polar Bear</p>	<p>Warning Tale</p> <p>The Selfish Giant</p>	<p>SATS writing</p>	<p>Tale of fear</p> <p>Scaredy Squirrel</p>
	Non-Fiction	<p>Instructions</p>	<p>Persuasive Writing</p> <p>Being Healthy</p>	<p>Non-Chronological Report</p>	<p>Recount</p>	<p>SATS Writing</p>	<p>Non-Chronological Report</p>
	Poetry	<p>Poems on a theme</p>			<p>Classic poems</p>		<p>Poems with word play</p>
English : Writing Transcription	Spelling	<p>Spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 					
	Hand Writing	<ul style="list-style-type: none"> • form lower-case letters of the correct size • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one 					

		<p>another, are best left unjoined</p> <ul style="list-style-type: none"> • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters.
<p>English: writing Vocabulary, grammar and punctuation</p>		<p>Pupils will be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learning how to use: <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing. <p>The terms for discussing language will be embedded for pupils in the course of discussing their writing with them. Their attention will be drawn to the technical terms they need to learn.</p>
<p>English: Reading</p>	<p>Word Reading</p>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills • read accurately by blending the sounds in words that contain the graphemes taught so far • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words • read aloud books closely matched to their improving phonic knowledge • re-read these books to build up their fluency and confidence in word reading.

Comprehension

Pupils will be taught to:

- listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction
- discuss the sequence of events in books
- become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- be introduced to non-fiction books that are structured in different ways
- recognise simple recurring literary language in stories and poetry
- discuss and clarify the meanings of words, linking new meanings to known vocabulary
- discuss their favourite words and phrases
- continue to build up a repertoire of poems learnt by heart

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss books, poems and other material, both those that they listen to and those that they read for themselves.