

Wychbold First and Nursery School

Year 2 Curriculum Map

	<p>Autumn 1: <i>The Colours of Us</i> Autumn 2: <i>Go wild</i></p>	<p>Spring 1: <i>FIRE FIRE!!!!</i> Spring 2: <i>Great 'Great Britain'</i></p>	<p>Summer 1: <i>Deep Sea Diaries</i> Summer 2: <i>The Secret Garden</i></p>
Trips/ experiences	<p>Village - Town - City Wychbold - Droitwich - Worcester <i>All Things Wild</i></p>	<p>Freshwater Theatre in school workshop <i>Malvern Hills Walk</i></p>	<p>National Sea Life Centre <i>Birmingham Botanical Gardens and Glasshouse</i></p>
English Texts	<p><u>'The Colours of Us' - Karen Katz</u> 'The Kissing Hand' - Audrey Penn 'My Name is Yoon' <u>Meerkat Mail/ Where the Wild Things Are</u> The Giraffe, the Pelly and Me Fantastic Mr Fox</p>	<p><u>The Great Fire of London: 350th Anniversary of the Great Fire of 1066</u> Toby and the Great Fire of London Raven Boy <u>Wind in the Willows</u> Little Red Riding Hood Hansel and Gretel</p>	<p><u>Dougal's Deep-Sea Diary</u> Flotsam Nim's Island <u>The Secret Garden</u> Ten Seeds The Tin Forest The Flower</p>
WOW way in/ WOW way out	<p><u>Madame Tussaud Gallery</u> <u>Carnival Wild</u></p>	<p><u>The Great Fire of London Story (Assembly)</u> <u>Tea Party</u></p>	<p><u>Open Aquarium</u> <u>The Secret Garden Story (Assembly)</u></p>
<p>Science</p> <p>Scientific Enquiry I can ask simple scientific questions. I can use simple equipment to make observations. I can carry out simple tests. I can identify and classify things. I can suggest what I found out. I can use simple data to answer questions</p>	<p>Animals, including humans <i>I can describe why exercise, a balanced diet and good hygiene are important for humans.</i> <i>I can explain the basic stages in a life cycle including humans.</i> <i>I can describe what animals and humans need to survive.</i></p> <p>Living things and their habitats <i>I can describe how a specific habitat provides the basic needs for animals.</i> <i>I can indentify animals in a range of habitats.</i> <i>I can match animals to their habitat.</i> <i>I can describe how animals find their food.</i> <i>I can name some different sources of food for animals.</i> <i>I can explain a simple food chain.</i> <i>I can explain the basic stages in a lifecycle for animals</i></p> <p>Animals <i>I can notice that animals have offspring that grow into adults.</i> <i>I can find out and describe the basic needs of animals.</i></p>	<p>Everyday Materials <i>I can identify and name a range of materials.</i> <i>I can identify why an object might or might not be used for a specific job.</i> <i>I can explore how shapes can be changed squashing, bending, twisting and stretching.</i></p> <p>Scientific experiments and investigations <i>I can ask simple scientific questions.</i> <i>I can use simple equipment to make observations.</i> <i>I can carry out simple tests.</i> <i>I can identify and classify things.</i> <i>I can suggest what I found out.</i> <i>I can use simple data to answer questions</i></p>	<p>Living things and their habitats (Ocean/ seaside animals) <i>I can describe how a specific habitat provides the basic needs of living things there.</i> <i>I can describe how animals find their food.</i> <i>I can name some different food sources for animals.</i> <i>I can explain a simple food chain.</i></p> <p>Everyday materials <i>I can identify and name a range of materials.</i> <i>I can suggest why a material might or might not be used for a specific job.</i></p> <p>Living things and their habitats (Plants) <i>I can identify things that are living, dead and never lived.</i> <i>I can describe how a specific habitat provides the basic needs for plants.</i> <i>I can identify and name plants in a range of habitats.</i> <i>I can match living things to their habitat.</i></p> <p>Plants <i>I can describe how seeds and bulbs grow into plants.</i> <i>I can describe what plants need in order to grow and stay healthy.</i></p>

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<p>Geography</p>	<p>Where I live <i>I can find where I live on a map of the United Kingdom.</i> <i>I can say what I like and do not like about the place I live</i> <i>I can say what I like and do not like about a different place.</i> <i>I can explain the facilities that a village, town and city may need and give reasons.</i></p>	<p>Features of places <i>I can describe the features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, and valley.</i> <i>I can explain how an area can be spoilt or improved and give reasons.</i> <i>I can name the capital cities of England, Ireland, Scotland and Wales.</i></p>	<p>Features of an Island <i>I can describe some features of an Island</i> <i>I can say what I like and do not like about a different place.</i> <i>I can explain how jobs may be different in other locations.</i></p> <p>Oceans of the world <i>I can name the 7 continents and locate them on a map.</i> <i>I can name the world oceans and locate them on a map.</i></p>
<p>History</p>	<p>Charles Darwin/ David Attenborough (Significant people) <i>I can use words and phrases like before, after, past, present, then and now.</i> <i>I can recount the life of someone famous from Britain who lived in the past. I can say what they did earlier and what they did later.</i> <i>I can answer questions using books and the internet.</i></p>	<p>Great Fire of London 1666(Events beyond living memory) <i>I can use words and phrases like before, after, past, present, then and now.</i> <i>I can recount the life of someone famous from Britain who lived in the past. I can say what they did earlier and what they did later.</i> <i>I can answer questions using books and the internet.</i> <i>I can research the life of a famous person from the past using different sources of evidence.</i></p>	<p>Life in the past for children (The Secret Garden) <i>I can use words and phrases like before, after, past, present, then and now.</i> <i>I can give examples of things that were different when my grandparents were children.</i> <i>I can found out about things in the past by talking to an older person.</i> <i>I can answer questions using books and the internet.</i></p>
<p>Art</p>	<p>Portraits Drawing and Colour <i>I can choose and use 3 different grades of pencil when drawing.</i> <i>I can use a viewfinder to focus on a specific part of the artefact before drawing it.</i> <i>I can mix paint to create all the secondary colours.</i> <i>I can create brown with paint.</i> <i>I can create tints with paint by adding white.</i> <i>I can add tones with paint by adding black.</i></p> <p>Animal Patterns <i>I can suggest how artists have used colour, pattern and shape.</i></p>	<p>Art mediums/ Paul Klee <i>I can use charcoal, pencil and pastels to create art.</i> <i>I can create a piece of art in response to the work of another artist.</i></p> <p>British Artist study - Lowry <i>I can create a piece of art in response to the work of another artist.</i></p>	<p>Computer paint packages <i>I can use different effects within an IT package.</i></p> <p>Printing <i>I can create a printed piece of art by pressing, rolling, rubbing and stamping.</i></p> <p>Clay sculpting <i>I can make a clay pot.</i> <i>I can join two clay finger pots together.</i></p>
<p>DT</p>	<p>Healthy snacks (Cooking and Nutrition) <i>I can think of an idea and plan what to do.</i> <i>I can describe the ingredients I am using.</i> <i>I can use the basic principles of healthy food and varied diet to prepare dishes.</i> <i>I can explain where food comes from.</i> <i>I can explain what went well with my work.</i></p>	<p>Moving water hose (Mechanisms)</p>	<p>Model islands (3D structures - strong, stiff, stable) <i>I can think of an idea and plan what to do.</i> <i>I can choose tools and materials and explain why I have chosen them.</i> <i>I can join materials and components in different ways.</i> <i>I can measure materials to use in a model or structure.</i> <i>I can explain what went well with my work.</i></p>

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PE	<p>Gymnastics Ball skills</p> <p>Dance Football</p>	<p>Gymnastics Hockey</p> <p>Dance Rugby</p>	<p>Gymnastics Athletics</p> <p>Dance Athletics</p>
Computing	<p>E-safety/ Electronic Communication <i>I can use technology safely and respectfully. I can explain and use the school e-safety motto, zip it, block it, flag it.</i></p> <p>Coding and programming/ Word processing <i>I can recognise common use of technology beyond school. I can explain what an algorithm is. I can implement algorithms on digital devices. I can use technology purposefully to create, organise, store, manipulate and retrieve word processed documents.</i></p>	<p>Simulation/ Animation/ Digital image <i>I can use technology purposefully to create, organise, store, manipulate and retrieve animations and digital images.</i></p> <p>Coding and programming/ Research <i>I can recognise common use of technology beyond school. I can create and de-bug programmes I can use technology purposefully to organise, store and retrieve websites and internet searches.</i></p>	<p>Sound and Music <i>I can use technology purposefully to create, organise, store, manipulate and retrieve sounds and music.</i></p> <p>Coding and programming / Data handling <i>I can recognise common use of technology beyond school. I can use logical reasoning to predict the behaviour of simple programmes. I can use technology purposefully to create, organise, store, manipulate and retrieve data.</i></p>
RE	<p>Who is Jewish and what do they believe? Christmas Story</p>	<p>Sacred books Sacred places</p>	<p>Sacred celebrations Others around the world</p>
PSHE	<p>Protective behaviours to include: My Emotions 'Silly Billy' and 'How do you feel?' - Anthony Browne Managing risk and change</p>	<p>World of drugs1 World of drugs 2</p>	<p>Keeping safe 1 & 2 Growing and changing 1 & 2</p>
Music	<p>Tempo/ Steady pulse Christmas Performance / Musical notation</p>	<p>Composing patterns Creating effects</p>	<p>Symbols to represent sound Compose a beginning, middle and end</p>
Story time texts to be shared by the end of Year 2	<p>The Day the Crayons Quit The Bear and the Piano Wonder Amazing Grace Who's Afraid of the Big Bad Book The Hodgeheg The Dark Into the forest</p>		

