

NEWCHURCH PRIMARY SCHOOL - YEAR 2 CURRICULUM MAP 2020-21

	AUTUMN	SPRING	SUMMER
SCIENCE KNOWLEDGE	<p>Living things and their habitats (throughout)</p> <ul style="list-style-type: none"> I can explore and compare the differences between things that are living, dead and things that have never been alive. I can identify that most living things live in habitats to which they are suited. I can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. I can identify and name a variety of plants and animals in their habitats, including micro-habitats. <p>Challenge</p> <ul style="list-style-type: none"> Can they begin to suggest how animals adapt to their habitat? <p>Plants (throughout)</p> <ul style="list-style-type: none"> I know that all flowering plants make seeds that grow into new plants. I understand that sometimes the plant dies after it has produced its seed and sometimes the plant lives for many generations producing seeds each year. I can describe the lifecycle of a variety of different plants. <p>Challenge</p> <ul style="list-style-type: none"> Can they explain that plants grow and reproduce in different ways? 	<p>Animals, including humans (throughout)</p> <ul style="list-style-type: none"> I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air). I can describe how animals obtain their food from plants (herbivores) and other animals (carnivores), using the idea of a simple food chain. I can identify and name different sources of food. I know that animals move in different ways depending on whether they are a predator or prey. I understand that animals sense their surroundings and that they have different ways of avoiding being eaten (camouflage, protection, moving away quickly etc). I can describe why exercise, balanced diet and hygiene are important for humans. I can describe the life cycle of a variety of different animals. I know that different animals live for different lengths of time. I know that different animals reach different sizes before they are able to reproduce. 	<p>Uses of everyday materials (throughout)</p> <p>Fabric, plastic, wood and metals</p> <ul style="list-style-type: none"> I know that different materials have different describable and measurable properties. I know that the properties of materials determine whether they are suitable for different purposes. <p>Challenge</p> <ul style="list-style-type: none"> Can they describe the properties of different materials using words like transparent or opaque, flexible, etc.? Can they sort materials into groups and say why they have sorted them in that way? <p>Can they say which materials are natural and which are man-made?</p> <p>Pushes, pulls and their effects (throughout)</p> <ul style="list-style-type: none"> I know that objects move in different ways; they roll, slide, bounce etc. I understand that I can change the way an object moves by pushing or pulling it. Sometimes this speeds it up, sometimes it slows it down and sometimes it makes it change direction. Bigger pushes and pulls have bigger effects. <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
<p>Ocean Guardians (throughout). Our whole school theme for the year is looking after our oceans. This will be taught throughout our Science curriculum and in our Geography and PSHE curriculum.</p> <p>Sustainable travel/environment focus</p>			
WORKING SCIENTIFICALLY To be developed across the year	<p>Observing closely</p> <ul style="list-style-type: none"> I can observe closely, using simple equipment. I can use my observations and ideas to suggest answers to questions. 	<p>Performing tests</p> <ul style="list-style-type: none"> I can ask simple questions and recognise that they can be answered in different ways. I can perform a simple fair test. <p>Challenge</p> <ul style="list-style-type: none"> Can they say whether things happened as they expected and if not why not? Can they explain why it might not be fair to compare two things? 	<p>Identifying and Classifying</p> <ul style="list-style-type: none"> I can organise things into groups e.g. identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not? I can identify and classify. <p>Challenge</p> <ul style="list-style-type: none"> Can they suggest more than one way of grouping animals and plants and explain their reasons?
HISTORY KNOWLEDGE	<p>Changes in living memory</p> <p>- Toys and games from parents to grandparents (Autumn 2) linked to 'Traction man' and toys topic.</p>	<p>Significant individuals</p> <p>- Tudor explorers - Sir Walter Raleigh and Sir Francis Drake. (Spring 2).</p> <p>Local historical events, people and places.</p> <p>- The story of the Mary Rose</p>	<p>Events beyond living memory</p> <p>- The Great Fire of London (Summer 2)</p> <p>Significant individuals</p> <p>- Samuel Pepys</p>

<p>SKILLS AND UNDERSTANDING</p> <p>To be developed across the year</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> I can use words and phrases like: before I was born, when I was younger. I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning. I can use the words 'past' and 'present' accurately. I can use a range of appropriate words and phrases to describe the past. I can sequence a set of events in chronological order and give reasons for their order. <p>Challenge</p> <ul style="list-style-type: none"> Can they sequence a set of objects in chronological order and give reasons for their order? Can they sequence events about their own life? Can they sequence events about the life of a famous person? Can they try to work out how long ago an event happened? 		<p>Knowledge and interpretation</p> <ul style="list-style-type: none"> I can 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. I can explain how my local area was different in the past. I can recount some interesting facts from an historical event, such as where the 'Fire of London' started. I can explain why Britain has a special history by naming some famous events and some famous people. I can explain why someone in the past acted in the way they did. I can give examples of things that are different in my life from that of my grandparents when they were young. <p>Challenge</p> <ul style="list-style-type: none"> Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Tudor times? Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? Can they explain what is meant by a democracy and why it is a good thing? 		<p>Historical enquiry</p> <ul style="list-style-type: none"> I can find out something about the past by talking to an older person. I can answer questions by using a specific source, such as an information book. I can research the life of a famous Briton from the past using different resources to help me. I can research about a famous event that happens in Britain and why it has been happening for some time. I can research the life of someone who used to live in our area using the Internet and other sources to find out about them. <p>Challenge</p> <ul style="list-style-type: none"> Can they explain why eye-witness accounts may vary? Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?
<p>GEOGRAPHY</p> <p>KNOWLEDGE</p>	<p>Location knowledge (Autumn 1) -Denmark</p> <ul style="list-style-type: none"> Identify the UK, its countries and comparison are of the UK and a contrasting non-European country. Use world maps, atlases and globes to identify places. Use four compass directions & simple vocabulary 		<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify places. Use four compass directions & simple vocabulary 		<p>Place knowledge</p> <ul style="list-style-type: none"> 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 (Isle of Wight compared to Argentina/Kenya).
<p>SKILLS AND UNDERSTANDING</p> <p>To be developed across the year</p>	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> I can use aerial photos to recognise landmarks and basic human and physical features. I can ask a series of questions about places and environments. I can make detailed observations. I can use a camera, video or audio to gather evidence of what I have seen. I can ask trusted adults questions about the school, its grounds and surrounding environments. I can measure using a guided tally and standard units such as minutes and metres. I can present findings simply using maps and graphs. I can reach a simply described conclusion to a fieldwork question or prediction. <p>Challenge</p> <ul style="list-style-type: none"> Can they find the longest and shortest route using a map? Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe? 	<p>Physical Geography</p> <ul style="list-style-type: none"> I can draw a sketch map with labels showing key features of the school, its grounds and surrounding environments. I can describe some physical features of my own locality of the Isle of Wight e.g using words like beach, coast, forest, hill, cliff, sea, valley. <p>Challenge</p> <ul style="list-style-type: none"> Can they draw a sketch map with labels of the Isle of Wight? 	<p>Human Geography</p> <ul style="list-style-type: none"> I can describe some human features of my own locality, such as the jobs people do. I can explain how the jobs people do on the Isle of Wight may be different in different parts of the world. I can describe how I think that people spoil my local area. I can explain what facilities a town or village might need. 	<p>Geographical Knowledge</p> <ul style="list-style-type: none"> I can use a simple atlas. I can identify the UK, its countries and comparison area of the UK and a contrasting non-European country. I can use the four point compass directions: North; South; East and West to describe location features and routes on a map I can draw a simple map and use agreed realistic (in line with OS map) symbols to make a simple key I can name the major cities of England, Wales, Scotland and Northern Ireland. I can locate where I live on a map of the UK. <p>Challenge</p> <ul style="list-style-type: none"> Can they point out the North, South, East and West associated with maps and compass? 	

ART AND DESIGN KNOWLEDGE, SKILLS AND UNDERSTANDING	Drawing <ul style="list-style-type: none"> I can use three different grades of pencil in my drawing (4B, 8B, HB) to create different shades of light and dark. I can use charcoal, pencil and pastels to create different effects. I can show different patterns and texture in my drawings. 	Painting <ul style="list-style-type: none"> I can mix paint to create all the secondary colours. I can mix my own brown. I can make tints by adding white. I can make tones by adding black. 	Printing <ul style="list-style-type: none"> I can create a print using pressing, rolling, rubbing and stamping. I can create a print like a famous designer using repeated patterns. 	Sketch books <ul style="list-style-type: none"> I can begin to record my art experiences and comment on my work in my sketch book. I can make simple statements about why I have chosen colours, materials, techniques in my work. I can say how I could have made my work better. 	
	3D/Textiles <ul style="list-style-type: none"> I can make a clay pot. I can join two finger pots together. I can sew fabrics together as part of a class patchwork I can identify features of a textile e.g. knot, fray, fringe, twist, plait, weave 	Collage <ul style="list-style-type: none"> I can use different kinds of materials on a collage and explain why I have chosen them. I am confident in using the language of fold, crumple, tear and overlap 	Use of IT <ul style="list-style-type: none"> I can use simple IT mark-making tools, e.g. brush and pen tools I can edit my own work on the computer or tablet. I can take different photographs of myself displaying different moods. I can change my photographic images on a computer. 	Knowledge <ul style="list-style-type: none"> I can talk about great artists, architects and designers in history. I can describe the similarities and differences between different practices and disciplines and make links to my own work e.g. using language such as colour, texture, tone 	
DESIGN AND TECHNOLOGY KNOWLEDGE, SKILLS AND UNDERSTANDING	Cooking and nutrition <ul style="list-style-type: none"> I can explain what it means to be hygienic. I can describe where the ingredients in a recipe come from. 	Textiles <ul style="list-style-type: none"> I can join/sew textiles together to make something e.g. finger puppets I can cut textiles accurately. 	Mechanisms <ul style="list-style-type: none"> I can join materials together as part of a moving product. 	Use of materials <ul style="list-style-type: none"> I can measure materials accurately to use in a model or structure. I can join material in different ways. 	Construction <ul style="list-style-type: none"> I can make sensible choices as to which material to use for my constructions.
	Developing, planning and communicating ideas <ul style="list-style-type: none"> I can design a product that looks good and works well. I can draw and talk about my designs 		Working with tools, equipment, materials and components to make quality products <ul style="list-style-type: none"> I can use a range of tools and materials to complete practical tasks. 		Evaluating processes and products <ul style="list-style-type: none"> I can evaluate existing products and my own ideas. I can improve structures and mechanisms I have built.
MUSIC KNOWLEDGE, SKILLS AND UNDERSTANDING To be developed across the year	Performing <ul style="list-style-type: none"> I can sing and follow the melody (tune). I can sing accurately at a given pitch. I can perform simple patterns and accompaniments keeping a steady pulse. I can perform with others. I can play simple rhythmic patterns on an instrument e.g. ocarina and tuned/untuned percussion. I can sing/clap a pulse increasing or decreasing in tempo. Challenge <ul style="list-style-type: none"> Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? 	Composing (including notation) <ul style="list-style-type: none"> I can order sounds to create a beginning, middle and end. I can create music in response to different starting points. I can choose sounds which create an effect. I can use symbols to represent sounds. I can make simple connections between notations and musical sounds. Challenge <ul style="list-style-type: none"> Can they use simple structures in a piece of music? Do they know that phrases are where we breathe in a song? Can they begin to understand staff notation? - NB Children are given some experience with using staff notation but it is not expected that they can use this confidently at this stage. 		Listening & Appraising <ul style="list-style-type: none"> I can improve my own work. I can they listen out for particular things when listening to music. I can recognise some instruments of the orchestra I can describe the sounds made by some instruments of the orchestra. Challenge <ul style="list-style-type: none"> Do they recognise sounds that move by steps and by leaps? 	
	The interrelated dimensions of music should be referred to throughout - pitch (high or low notes), duration (long or short notes); tempo (fast or slow) and dynamics (loud or quiet); structure (order sections of music e.g. verse, chorus, verse)				

COMPUTING KNOWLEDGE, SKILLS AND UNDERSTANDING	Autumn 1 <ul style="list-style-type: none"> We are detectives - using e-mail Autumn 2 <ul style="list-style-type: none"> We are painters - illustrating an e-book 	Spring 1 <ul style="list-style-type: none"> We are astronauts - programming on screen Spring 2 <ul style="list-style-type: none"> We are zoologists - data handling, charts and graphs. 	Summer 1 <ul style="list-style-type: none"> We are journalists - publishing a newspaper Summer 2 <ul style="list-style-type: none"> We are time-travellers - stop motion animation 		
	E:Safety <ul style="list-style-type: none"> I can recognise advertising on websites and learn to ignore it I can follow the school rules when being online and using technology I know that personal information should not be shared online I know how to report something bad that I find online I know who to tell if I find something bad online. I understand what cyber bullying is and what to do if it happens. 	Programming <ul style="list-style-type: none"> I can use forwards, backwards, up and down within a sequence of instructions. I can use repeat in my instructions. I can complete a simple program and predict what the results will be. I can test and changes my instructions. I can explain, with support, the importance of using simulations (links to inside and outside of school). I can explore the effect of choices when using simulations. 	Handling data <ul style="list-style-type: none"> I can explain what a database is. I can compare databases on the computer with databases on paper. I can show how branching databases can be used to sort items. I can explain, with support, how a branching database works using yes and no questions. I can enter information into a prepared database, with support, and use it to create a graph. I can sort and classify information in screen by four criteria (Carroll diagram). 	Multimedia <ul style="list-style-type: none"> I can experiment with sound, text, Word Art and pictures within a program (including slideshows) I can use the shape tools, floodfill, straight line tools and spray effect to build up pictures and effects I can create a repeating pattern using stamps or copy tool. I can compose simple tunes by selecting and arranging icons I can insert still and moving images into different programs with support. I can record a sound and play it back. Challenge <ul style="list-style-type: none"> Can they create a presentation in a small group and record the narration? Can they record sounds into software and playback? Can they insert pre-recorded sounds into a presentation? Can they capture still and moving images? 	Key ICT Skills <ul style="list-style-type: none"> I can type a piece of work (word process) using the return/enter key to leave gaps (line breaks) between sections I can use the Caps lock key to add capital letters I can change the colour, size and font I can highlight text to change its format (B, <u>, I)</u> I can copy and paste pictures and text using right click or HOME I can save pieces of work to a folder that I have chosen using save as and save I can load this work by either going to the correct folder and double clicking or using file and open. I can use a search engine to find information using key words in order to answer simple questions I can use shortcuts to open pre-chosen websites and find information to answer simple questions I can print a webpage I can use an index to locate information I can use hyperlinks to locate information on a website. I can send and reply to a message sent by a safe e:mail partner (within school).
PHYSICAL EDUCATION KNOWLEDGE, SKILLS AND UNDERSTANDING	Autumn 1 <ul style="list-style-type: none"> Multi-skills / Dance Autumn 2 <ul style="list-style-type: none"> Multi-skills / Gymnastics 	Spring 1 <ul style="list-style-type: none"> Invasion games / Dance Spring 2 <ul style="list-style-type: none"> Net games / Gymnastics 	Summer 1 <ul style="list-style-type: none"> Games / Athletics Summer 2 <ul style="list-style-type: none"> Outdoor and Adventurous Activities / Athletics 		
	Acquiring and developing skills <ul style="list-style-type: none"> I can copy and remember actions. I can repeat and explore actions with control and coordination. 	Evaluating and improving <ul style="list-style-type: none"> I can talk about what is different between what I did and what someone else did. I can say how I could improve. 	Health and fitness <ul style="list-style-type: none"> I can show how to exercise safely. I can describe how my body feels during different activities. I can explain what my body needs to keep healthy. 		

	Dance <ul style="list-style-type: none"> I can dance imaginatively. I can change rhythm, speed, level and direction. I can dance with control and co-ordination. I can make a sequence by linking sections together. I can link some movements to show a mood or feeling. 	Games <ul style="list-style-type: none"> I can use hitting, kicking and/or rolling in a game. I can stay in a 'zone' during a game. I can decide where the best place to be is during a game. I can use one tactic in a game. I can follow rules of a game. 	Gymnastics <ul style="list-style-type: none"> I can plan and show a sequence of movements. I can use contrast in my sequences. I can control my movements. I can think of more than one way to create a sequence which follows a set of 'rules'. I can work well on their own and with a partner to create a sequence.
RELIGIOUS EDUCATION IOW locally agreed syllabus	Autumn 1 Harvest Bread as a symbol Autumn 2 Symbol Light as a symbol at Hanukah and Advent	Spring 1 Change People Jesus Met Spring 2 Sad then Happy Easter	Summer 1 Special Special Books - Bible and the Torah Summer 2 God Ideas about God
<p>Enquire: I can talk about my life experiences. Contextualise: I can recognise how different religions celebrate special times. Evaluate: I can recognise why special places, objects and occasions are important to different religions. Communicate: I can talk about my own experiences of special places, objects and occasions. Apply: I can relate experiences to my own life.</p>			
PSHE SEAL and Values Education	Autumn 1 Who is in Charge? <ul style="list-style-type: none"> I can communicate and cooperate with others I can explain why advertising is important to shops and services I can explain that we have to pay for what we buy I can tell you who in the community can help me. I can tell you what improves or harms my local environment. I can share ways of looking after my local environment. I can respond confidently to new people and situations. Autumn 2 Celebrating and Recognising Difference <ul style="list-style-type: none"> I can express positive statements about myself and others I can recognise my different feelings and can state what makes me feel good about myself I can identify similarities and differences between people. I can say how I am different to others and how I am unique. I can say what is meant by 'stereotype' and can begin to challenge ideas e.g. male nurses, female police officers, para-olympians etc I know and understand that difference does not mean better or worse. 	Spring 1 My Body is Important <ul style="list-style-type: none"> I can say why exercise, rest and healthy lifestyles are important for me. I know that some people need drugs in order to lead a normal life. I can explain that some drugs prevent diseases, and that some diseases spread and that some are controlled by drugs. I can name some of my body parts Spring 2 Changing Friendships <ul style="list-style-type: none"> I can state the qualities needed in good friendships. I can explain how/why friendships may change I can explain some of the ways that we can make new friends I can explain how to support someone when they have lost a friend. I can recognise and name feelings associated with change. I can begin to manage my feelings more positively and effectively. I can reflect and learn from my experiences. 	Summer 1 Taking Charge <ul style="list-style-type: none"> I recognise that I have choices and choices can be made. I can recognise what is important to me when making choices. I can consider options and find relevant information. I can reflect on how money is spent on myself and others. I can recognise ways in which my choices and behaviour impacts others including bullying. I can recognise and appreciate that my actions have consequences for myself. Summer 2 Looking Forward <ul style="list-style-type: none"> I can begin take responsibility for myself, my property and the environment around me. I can share, with support, why trust and reliability are important. I can show that I respect the needs, opinions and feelings of others. I can listen, concentrate and hold the attention of a listener. I can value my achievements, discuss them and set new goals.
SRE Christopher Winter	Autumn 2 Christopher Winter Project - lesson 1 <ul style="list-style-type: none"> I can talk about how boys and girls can be the same and different. I understand that some people have fixed ideas about what boys and girls can do. 	Spring 1 Christopher Winter Project - lesson 2 <ul style="list-style-type: none"> I can describe the differences between male and female animals I can describe some differences between boys and girls 	SRE Christopher Winter

- I can describe the difference between male and female babies.

- I understand that making a new life needs a male and a female.

Christopher Winter Project - lesson 3

- I can describe the physical differences between males and females.
- I can name the male and female body parts.

E-safety in Key Stage 1

Knowledge & understanding

- Can they understand the different methods of communication (e.g. email, online forums etc)?
- Do they know you should only open email from a known source?
- Do they know the difference between email and communication systems such as blogs and wikis?
- Do they know that websites sometimes include pop-ups that take them away from the main site?
- Do they know that bookmarking is a way to find safe sites again quickly?
- Can they begin to evaluate websites and know that everything on the internet is not true?
- Do they know that it is not always possible to copy some text and pictures from the internet?
- Do they know that personal information should not be shared online?
- Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet?

Skills

- Can they follow the school's safer internet rules?
- Can they use the search engines agreed by the school?
- Can they act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)?
- Can they use the internet for learning and communicating with others, making choices when navigating through sites?
- Can they send and receive email as a class?
- Can they recognise advertising on websites and learn to ignore it?
- Can they use a password to access the secure network?