



Year Two Curriculum Map for the Autumn Term - Marvellous Materials & The Gruffalo's World.

<p align="center">Science Area of study:</p>	<p align="center">History Area of study:</p>	<p align="center">Music Area of study:</p>
<p>Working Scientifically: Pupils should be taught to:</p> <ul style="list-style-type: none"> * ask simple questions and recognise that they can be answered in different ways * observe closely, using simple equipment * perform simple tests * identify and classify * use their observations and ideas to suggest answers to questions * gather and record data to help in answering questions <p>Uses of Everyday Materials:</p> <ul style="list-style-type: none"> * identify and compare the suitability of a variety of everyday materials, including: wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses * find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Scientist Studied: Charles Macintosh or John McAdam.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * develop an awareness of the past, using common words and phrases relating to the passing of time – everyday historical terms * know where the people and events they study fit within a chronological framework * identify similarities and differences between ways of life in different periods * ask and answer questions using stories and other sources * understand some of the ways in which we find out about the past and the different ways it is represented 	<ul style="list-style-type: none"> * use their voice expressively and creatively by singing songs and speaking chants and rhymes * play untuned instruments musically * listen with concentration and understanding to a range of music * experiment with sounds using the inter-related dimensions of music <p>Charanga Scheme – “Zoo time” Reggae (Autumn 1) Christmas Performance (Autumn 2)</p>
<p align="center">Computing Area of study:</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> * changes within living memory <p>Topics studied: Homes Past and Present</p>	<p align="center">Design and Technology Area of study:</p> <p align="center">Pop up Christmas Card</p> <p>Design:</p> <ul style="list-style-type: none"> * generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT <p>Make:</p> <ul style="list-style-type: none"> * select from a range of tools and equipment to perform practical tasks * select from and use a wide range of construction materials according to their characteristics <p>Evaluate:</p> <ul style="list-style-type: none"> * explore and evaluate a range of cards * evaluate their ideas and products against design criteria <p>Technical Knowledge:</p> <ul style="list-style-type: none"> * explore and use mechanisms in their products
<p align="center">Understanding Technology</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * use technology safely and respectfully * recognise common uses of information technology beyond school <p align="center">Programming</p> <ul style="list-style-type: none"> * understand what algorithms are * use logical reasoning to predict the behaviour of simple programs * Use logical reasoning to predict the behaviour of simple programs <p>Programs: Espresso, Smart notebook, Daisy the Dinosaur, Beebot, 2Animate and 2DIY.</p>	<p align="center">Geography Area of study:</p> <p align="center">Geographical skills</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features * devise a simple map * use and construct basic symbols in a key * use simple compass directions and locational and directional language to describe the location of features and routes on a map <p>Vocabulary: North, South, East, West, near, far, left and right.</p>	<p align="center">Physical Education Area of study:</p> <p>Gymnastics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * master basic movements to develop balance, agility and co-ordination and begin to apply these to a range of activities <p>Net/wall games – Tennis</p> <ul style="list-style-type: none"> * master basic movements including running, jumping, throwing and catching and begin to apply these to a range of activities. * participate in team games
<p align="center">R.E. Area of study:</p>	<p align="center">Art Area of study:</p> <p>Drawing, Painting, Collage</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> * to use drawing and painting to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, texture, pattern, line, shape, form and space * about the work of a local artist making links to their own work. <p>Artist studied: Mackenzie Thorpe</p>	<p align="center">P.S.H.E Area of study:</p> <p align="center">Being me in My World</p> <ul style="list-style-type: none"> * identify hopes and fears for the year * recognise when they are worried who to ask for help * understand the rights and responsibilities for being a member of the class and school * help to make their class a safe and fair place * listen to others and contribute their own ideas about rewards and consequences * work cooperatively * understand how following the Learning Charter will help them and others learn (British Values – appreciation of living under the rule of law protects citizens) <p align="center">Celebrating Difference</p> <ul style="list-style-type: none"> * understand that sometimes people make assumptions about boys and girls (stereotypes) * understand that bullying is sometimes about difference * recognise what is right and wrong and how to look after themselves * know how to make new friends * be able to tell you some ways that they are different from their friends <p>British Values: Taking part in democratic process – School Council Voting Election Process</p>
<p>How and why do Christians care for others?</p> <ul style="list-style-type: none"> * demonstrate familiarity with some key values such as love, care and forgiveness which influence how Christians live their lives * explain the religious meaning of a story * work with others to produce their own version of a parable or story which shows understanding of its content and meaning * Recognise that Christians try to follow Jesus' Example * understand how Christians apply the teachings of Jesus in practical situations * give examples of the ways Christians help each other <p>How and why do Jews celebrate Sukkot?</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> * describe and respond thoughtfully to some aspects of special celebrations * recognise that some key events in Jewish history are commemorated through festivals * be familiar with some key events in Jewish history <p>How is Christmas a festival of lights?</p> <ul style="list-style-type: none"> * identify different kinds of lights * Reflect on why Christmas is a special time * identify symbols of light in the Christmas story * Retell what happens at a religious service and begin to think about some of the symbolism <p>British Values: Acceptance that people have different faiths/beliefs</p>		

