Curriculum Mapping for Firs Hill Primary School – Key Stage 2 - 2014-2015

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	**Lives of significant individuals** • the lives of significant individuals in the past who have contributed to national and international achievements. • Events beyond living memory (George Stevenson, Isambard Kingdom Brunel) AUTUMN 1		**Local floods (1896 and 2007)** • significant historical events, people and places in their own locality. SPRING1		**Live of significant individuals** • the lives of significant individuals in the past who have contributed to national and international achievements. • Events beyond living memory (Florence N, Mary S) SUMMER 1	
Geography	**Where's Wally?** **Locational knowledge** ▪ name and locate the world's seven continents and five oceans ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Geographical skills and fieldwork** ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage **Human and physical geography** ▪ location of hot and cold areas of the world in relation to the Equator and the North and South Poles AUTUMN 2		**Pitsmoor** **Place knowledge** ▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom **Human and physical geography** ▪ identify seasonal and daily weather patterns in the United Kingdom ▪ use basic geographical vocabulary to refer to: ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ▪ use simple fieldwork and observational skills to study the geography of		**St Lucia** **Place knowledge** ▪ 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 **Place knowledge** ▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom **Human and physical geography** ▪ identify seasonal and daily weather patterns in St Lucia ▪ use basic geographical vocabulary to refer to: ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** ▪ use aerial photographs and plan perspectives to recognise	

			their school and its grounds and the key human and physical features of its surrounding environment. SPRING 2		landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. SUMMER 2	
Art and Design Design Technology	DT Bridges and trains • Design, Make, Evaluate and use technical knowledge of subject **Technical knowledge** • build structures, exploring how they can be made stronger, stiffer and more stable	ART Painting • use painting develop and share their ideas, experiences and imagination (basic skills/using a brushes /mixing colours)	DT Flood rescue vehicles with winches • Design, Make, Evaluate and use technical knowledge of subject **Technical knowledge** • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	ART Sculptures • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • use sculpture develop and share their ideas, experiences and imagination	DT Food-healthy sandwiches and sealed food container **Cooking and nutrition** • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from	ART Carnival St Lucia art • to use a range of materials creatively to design and make products • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Computing	Unit 2.1 info text on famous people/posters to advertise • Writing for a Purpose • **Purpose:** To use information technology to • communicate ideas through text and images. • use technology purposefully to create, organise, store, manipulate and retrieve digital content	Unit 2.2 Animations of cold and hot animals and add sound Animation • **Purpose:** To create a short simple animation.	Unit 2.3 Plants link to Science Branching Databases • **Purpose:** To develop effective questions and • explain why they are effective. Use a Branching • database to order and group information.	Unit 2.4 How to make sculpture? Algorithms Linking instructions to make things happen • **Purpose:** To know that sequence is important to • outcome. That algorithms can describe a • process and the variations in them. • understand what algorithms are; how	Unit 2.6 Beebots and Logo Routes: Floor Turtle (Planned sequences of instructions) • **Purpose:** To know that control devices must be programmed and that they follow instructions. Predict the behaviour of simple programs. • create and debug simple programs • use logical reasoning to predict the behaviour of simple	Unit 2.5 mimicking plant growth Exploring Simulations • **Purpose:** To understand why simulations are used. To consider their benefits and limitations. To compare simulations with real world experience. Children need to recognise common uses of information technology beyond school.

				they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	programs	
PSHE	New beginnings					
Science	Everyday materials ▪ Pupils should be taught to: ▪ 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. . **Continue into AUT 2 for half of the term. Start all living things in Dec** .		All living things (bulbs) ▪ explore and compare the differences between things that are living, dead, and things that have never been alive ▪ 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 ▪ 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.	SATS preparation (Nocturnal animals) This is part of living things from Spring 1 ▪ notice that animals, including humans, have offspring which grow into adults ▪ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	All living things -animals including humans ▪ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Plants ▪ 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 healthy. .