

Curriculum Mapping

Year 2 Autumn

	Autumn 1 - Land Ahoy (Pirates)	Autumn 2 - Land Ahoy (Explorers)
Science	<p><u>Materials - Model pirate ship</u> I can recognise that certain objects can be made using different materials I can identify the suitability of everyday materials for particular uses</p> <p><u>Working Scientifically - Testing model ships</u> I can perform simple comparative tests I can use my observations and ideas to suggest answers to questions I can use appropriate scientific language to communicate my ideas, what I have done and what I found out</p>	<p><u>Animals, including Humans</u> I can identify that animals have offspring which grow into adults I can identify what the basic needs are for animals, including humans, for survival I can describe the basic needs of animal, including humans, for survival I can describe the importance of exercise for humans I can describe what should be included in a human's balanced diet I can recognise why hygiene is important and what I must do to be hygienic</p>
History		<p>I know about the lives of significant individuals in the past who have contributed to national and international achievements I can compare aspects of lives in different periods</p>
Geography	<p>I can name and locate the four countries and capital cities in the UK and its surrounding seas I can use world maps, atlases and globes to identify the UK and other countries I can name and locate the worlds continents and ocean I can use simple compass directions to describe the location of features and routes on a map</p>	
PSHE		<p>Protective Behaviours work - Taking Care Project Making a network Early Warning Signs</p>
Art/DT	<p>I can build structures exploring how they can be made stronger and more stable I can evaluate ideas and products against design criteria I can use a range of materials creatively</p>	

Curriculum Mapping

Year 2 Spring

	Spring 1 - Rags to Riches (Plants)	Spring 2 - Rags to Riches (Tudors)
Science	<p><u>Plants - (linking to Jack and the Beanstalk)</u> I can describe how seeds and bulbs grow into plants I can identify what a seed needs to germinate I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p><u>Materials - Building a Tudor house</u> I can identify the suitability of everyday materials for particular uses I can recognise that certain materials can be used for more than one purpose e.g. wood can be used for matches and floors I can recognise that certain objects can be made using different materials <u>Working Scientifically - comparing to design criteria</u> I can perform simple comparative tests I can use my observations and ideas to suggest answers to questions I can use appropriate scientific language to communicate my ideas, what I have done and what I found out</p>
History		<p>I know about events beyond living memory that are significant nationally or globally I know about the lives of significant individuals in the past who have contributed to national and international achievements 1960s - Local History I know about significant historical events, people and places in my locality</p>
Geography		<p>1960s - Local Geography I can use simple field work and observational skills to study the geography of the school and its grounds I can identify the key human and physical features of our surrounding environment</p>
PSHE	<p>Internet Safety How to stay safe online</p>	
Art/DT	<p>I can use drawing and sketching skills I can use a range of materials creatively I can develop a range of art and design techniques in colour, pattern, texture, line, shape and form</p>	

Curriculum Mapping

Year 2 Summer

	Summer 1 - Muck, Mess and Mixtures	Summer 2 - Wriggle and Crawl
Science	<p><u>Working Scientifically - carry out different experiments</u></p> <p>I can use appropriate scientific language to communicate my ideas, what I have done and what I found out</p> <p>I can notice similarities, differences and patterns</p> <p>I can gather and record data to help answer questions</p> <p>I can use my observations and ideas to suggest answers to questions</p> <p>I can perform simple comparative tests</p>	<p><u>Living Things and their Habitats</u></p> <p>I can compare the differences between things that are living, dead and things that have never been alive</p> <p>I can identify that most living things live in habitats to which they are suited to provide their basic needs</p> <p>I can describe how certain animals are suited to their habitats</p> <p>I can describe how animals get their food from plants and other animals</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>I can create a simple food chain for habitats in my local environment</p>
History		
Geography	I can use simple field work and observational skills to study the local environment of the schools surroundings	
PSHE	<p>I know that all household products including medicines can be harmful if not used properly</p> <p>I know the rules for keeping safe and people who can keep me safe (recap networking)</p>	<p>Well-Being Day - I can feel positive about myself</p> <p>Transition to KS2 preparation</p>
Art/DT	<p>I understand where food comes from</p> <p>I can select from and use a wide range of materials according to their characteristics, based on a design criteria</p>	<p>Arts Week</p> <p>I can use a range of art and design techniques in colour, pattern, texture, line, shape and form</p> <p>I know about the work of a range of artists, craft makers and designers and can make links to my own work</p> <p>I can use a range of materials creatively to design and make products</p> <p>I can use drawing, painting and sculpture to develop and share my ideas, experiences and imagination</p>