

## Year 2 Curriculum Mapping Science and Topic Units

The objectives for these units are taken from the new national curriculum. The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum

Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
<p><b>Working Scientifically: Ongoing Unit</b></p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>➤ asking simple questions and recognising that they can be answered in different ways</li> <li>➤ observing closely, using simple equipment</li> <li>➤ performing simple tests</li> <li>➤ identifying and classifying</li> <li>➤ using their observations and ideas to suggest answers to questions</li> <li>➤ gathering and recording data to help in answering questions.</li> </ul>					
<b>Science: Animals Including Humans</b>		<b>Science: Use of Everyday Materials Changing Materials</b>	<b>Science: Plants (part 1)</b>	<b>Science: Living Things and Their Habitats</b>	<b>Science: Plants (part 2)</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- notice that animals, including humans, have offspring which grow into adults</li> <li>- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- distinguish between an object and the material from which it is made.</li> <li>- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>- describe the simple physical properties of a variety of everyday materials</li> <li>- compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- observe and describe how seeds and bulbs grow into mature plants</li> <li>- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>- 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</li> <li>- identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>- 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.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- observe and describe how seeds and bulbs grow into mature plants</li> <li>- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p>(Short unit revisited from term 2:2)</p>

Topic: Fire - The Great Fire of London	Topic: Black History month	Topic: Journeys over the sea	Topic: Famous People	Topic: Countries and culture: Spain
<p>Geographical skills and fieldwork to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Historical content Pupils should be taught about: events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries], significant historical events, people and places in their own locality.</p>	<p><b>Geographical skills and fieldwork</b> 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</p> <p><b>Historical content</b> Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life History Pupils should be taught about significant historical events, people and places in their own locality.</p>	<p><b>Human and physical geography</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 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 &amp; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical skills and fieldwork</b> 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 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</p>	<p><b>Historical content</b> Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell], significant historical events, people and places in their own locality.</p>	<p><b>Locational knowledge</b> name and locate the world's seven continents and five oceans</p> <p><b>Place knowledge</b> 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</p>
<p><b>Music: Singing Skills</b> Using our voices expressively and creatively</p>	<p><b>Music: Graphic Scores</b> Exploring instruments, symbols and ways of writing down music</p>	<p><b>Music: Make a Band</b> Gaining skills on tuned percussion instruments</p>	<p><b>Music: Recorder Magic!</b> Gaining skills on recorders</p>	
<p><b>Music Content</b> Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p><b>Music Content</b> Pupils should be taught to: play tuned and untuned instruments musically; experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>Music Content</b> Pupils should be taught to: play tuned &amp; untuned instruments musically; experiment with, create, select &amp; combine sounds using the inter-related dimensions of music.</p>	<p><b>Music Content</b> Pupils should be taught to: play tuned and untuned instruments musically</p>	

<b>Music On-going Skills:</b> Weekly singing assemblies - Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.					
<b>PSHE: Fun, food and fitness:</b> what keeps me healthy?	<b>PSHE: Keeping safe:</b> at home and outside	<b>PSHE: Sex and relationship education:</b> boys and girls	<b>PSHE: Mental health:</b> working and playing together	<b>PSHE: Mental health:</b> dealing with feelings	<b>PSHE: Drug, alcohol and tobacco education:</b> medicines and me
<b>PSHE Content</b> Pupils learn: <ol style="list-style-type: none"> <li>about what makes a balanced diet</li> <li>about the importance of eating fruit and vegetables (as part of a balanced diet)</li> <li>about ways of being physically active throughout the day (60 minutes a day)</li> </ol>	<b>PSHE Content</b> Pupils learn: <ol style="list-style-type: none"> <li>about keeping safe in the home, including fire safety</li> <li>about keeping safe outside, including road safety</li> <li>about people who help keep us safe (including police, fire service) and how to ask for help</li> </ol>	<b>PSHE Content</b> Pupils learn: <ol style="list-style-type: none"> <li>to understand and respect the differences and similarities between people</li> <li>about the biological differences between male and female animals and their role in the life cycle</li> <li>about growing from young to old and that they are growing and changing</li> <li>that everybody needs to be cared for and ways in which they care for others</li> </ol>	<b>PSHE Content</b> Pupils learn: <ol style="list-style-type: none"> <li>about being co-operative with others</li> <li>how to solve simple arguments with peers</li> <li>that teasing or bullying is unacceptable and what to do if they experience it</li> </ol>	<b>PSHE Content</b> Pupils learn: <ol style="list-style-type: none"> <li>about different emotions and how to manage these</li> <li>that people can experience conflicting emotions at different times, such as times of loss and change</li> <li>about the process of grief and bereavement</li> </ol>	<b>PSHE Content</b> Pupils learn: <ol style="list-style-type: none"> <li>how and why medicines are taken and that there can be alternatives to taking medicines</li> <li>what medicines look like and how they are used</li> <li>safety rules about using and storing medicines</li> </ol>
<b>Cooking and Nutrition</b> As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. <i>Cooking Week</i> takes place once a term and where possible is linked to topic or science.					
<b>Cooking and Nutrition Content</b> Pupils should be taught to: use the basic principles of a healthy and varied diet to prepare dishes & understand where food comes from.					
<b>PE Gymnastics</b>	<b>PE Dance</b>	<b>PE Gymnastics</b>	<b>PE Dance</b>	<b>PE Athletics</b>	<b>PE Gymnastics</b>
Master basic movements developing balance, agility and co-ordination	Perform dances using simple movement patterns.	Master basic movements developing balance, agility and co-ordination	Perform dances using simple movement patterns.	Master basic movements including running, jumping and throwing and catching	Master basic movements developing balance, agility and co-ordination
<b>PE Teamwork and Multi Skills Games</b>		<b>PE Teamwork and Multi Skills Games</b>		<b>PE Teamwork and Multi Skills Games</b>	
Pupils should be taught to: participate in team games, developing simple tactics for attacking and defending		Pupils should be taught to: participate in team games, developing simple tactics for attacking and defending		Pupils should be taught to: participate in team games, developing simple tactics for attacking and defending	