

# Highfield Primary School

## Curriculum Planning:

### Topics & mapping

#### Topics:

**Autumn** – Step Back in Time

**Spring** – Active Planet

**Summer** – Sensational Sculpture

British Values

Year: 2

2018-19						
Autumn term Step Back in Time		Spring term Active Planet			Summer term Sensational Sculpture	
	1	2	1	2	1	2
Core Text	Poetry – growing up/myself The Snail and the Whale	Lila and the Secret of Rain	The Emperor's Egg	Grace and Family BV - Respect for different beliefs and ways of life. BV – British history- the development of Britain today.	The Magic Finger BV - Individual Liberty Individual responsibility. Making choices	The Owl Who Was Afraid of the Dark Fantastic First Poems
Science	<p><b>Animals, inc Humans:</b> 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</p> <p><b>Plants:</b> Use local environment throughout the year to observe how different plants grow – Autumn/Winter survey <i>Plant bulbs.</i></p>	<p><b>Animals, inc Humans:</b> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b>All living things &amp; their habitats:</b> Explore and compare 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 Compare animals found in familiar habitats with animals found in less familiar habitats eg caves, make a wormery, bug hotel or indoor woodlice colony</p>	<p><b>Plants:</b> 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 Use local environment throughout the year to observe how different plants grow – Spring Survey</p>	<p><b>Uses of Everyday Materials:</b> Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p><b>All living things &amp; their habitats:</b> 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.</p> <p><b>Plants: Re-visit</b> 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. Use local environment throughout the year to observe how different plants grow – Summer survey</p>

Hist / geog	<p><b>H</b> Develop chronological understanding: Use phrases and words like: before, after, past, present, then and now; with historical meaning Sequence a set of events in chronological order and give reasons for the order Compare how things in their life are different to when their parents and their grandparents were their age <b>H</b> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, Remembrance Day, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p><b>H</b> Explore the lives of significant individuals in the past who have contributed to national and international achievements to compare aspects of life in different periods <i>BV British culture and festivals.</i></p>	<p><b>G</b> Name and locate the world's seven continents and five oceans 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>G</b> Name and locate the world's seven continents and five oceans 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>G</b> 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 basic G vocabulary to refer to key physical &amp; human features</p>	<p><b>G</b> 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 basic G vocabulary to refer to key physical &amp; human features</p>
RE	Unit A1 Divali	Unit A2 Hannukah	Unit C2 How do children learn about belonging to the Christian family?	Unit A2 Birthday of Guru Nanak <i>BV – Tolerance and acceptance of the beliefs of others.</i>	Visiting a place of worship <i>BV – Tolerance and acceptance of the beliefs of others. Comparing faiths.</i>	Unit C1 What do Buddhists remember at Wesak?

2018-19						
Autumn term Step Back in Time		Spring term Active Planet		Summer term Sensational Sculpture		
1		2		1		
Art & Design	<p><b>Each term:</b> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, making links to their own work <i>Diwali pots – clay work</i></p>	<p><i>Class artist –Annie Griffiths photography- human, geometric and floral forms</i></p>	<p><i>Class artist – Carr – landscapes &amp; forest scenes Henri Rousseau jungle paintings explore tone, collage</i></p>		<p><i>Class artist – Ofili – use of materials</i></p>	<p>Use drawing, painting and <b>sculpture</b> to develop and share their ideas, experiences and imagination</p>
	<p><b>D &amp; T</b> <b>Each term:</b> Designing and making in relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes.  <i>Designing food for Hannukkah celebration</i></p>	<p><i>Invent, design and make - unusual and creative uses for everyday materials eg recycling - make a bag from an old t-shirt &amp; design with different materials</i></p>	<p><i>Design group 3D maps of an area of the UK &amp; contrasting non-European country</i>  Understand where food comes from.</p>		<p><i>Design, make, evaluate a sculpture</i></p>
PE	<p><b>1) Games</b> <i>Ball skills: Dribbling</i> <b>2) Gym</b> <i>Balances</i></p>	<p><b>1) Dance</b> <b>2) Games</b> <i>Throwing and catching</i></p>	<p><b>1) Gym</b> <i>Parts High and low</i> <b>2) Games</b> <i>Sending and receiving</i></p>	<p><b>1) Dance</b> <b>2) Games</b> <i>Throwing and catching for accuracy &amp; distance</i></p>	<p><b>1) Gym</b> <i>Spinning</i> <b>2) Games</b> <i>Hitting and striking BV – The rule of law – ‘Rules of the game’</i></p>	<p><b>1) Games</b> <i>Running, hopping and jumping</i> <b>2) Motor skills</b></p>
ICT/Computing	<p><b>Photograph Editing</b> Use technology purposefully to create, organise, store, manipulate &amp; retrieve digital content Use technology safely &amp; respectfully <i>E safety (thinkuknow.com)</i> <i>BV – Individual Liberties- Rights and responsibilities</i></p>	<p><b>Emailing and the WWW</b> Recognise common uses of information technology beyond the school</p>	<p><b>Creating Games</b> Understand what algorithms are; how they are implemented &amp; that programs operate by following precise &amp; unambiguous instructions <i>BV – Individual Liberties- Rights and responsibilities</i></p>	<p><b>Programming/Debugging</b> Create &amp; debug simple programs Use logical reasoning to predict the behaviour of simple programs - Use technology safely &amp; respectfully <i>E safety (thinkuknow.com)</i></p>	<p><b>Programming/Debugging</b> Create &amp; debug simple programs Use logical reasoning to predict the behaviour of simple programs</p>	<p><b>Creating pictograms</b> <i>Mini-Beast hunt &amp; data handling</i> Use technology purposefully to create, organise, store, manipulate &amp; retrieve digital content – Use technology safely &amp; respectfully <i>E safety (thinkuknow.com)</i> <i>BV – Individual Liberties- Rights and responsibilities</i></p>
Music	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.</p>	<p>Play tuned and un-tuned instruments musically</p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>

PSHE	<p>E-safety  <b>Be Proud of Who You Are Week.</b>  <b>Circle Time – Celebrating difference - Tolerance and acceptance of the beliefs of others.</b>  Self awareness  Managing feelings  Resolving arguments and working with others  Habits and obstacles to change</p>	<p>Being cared for  Loss of things you care about and bereavement  Effects of bullying  Choices and consequences  <b>BV – Individual Liberties. Rights and responsibilities.</b>  Personal Safety NSPCC - PANTS</p>	<p>Review e-safety  Differences: boys &amp; girls  Differences: males &amp; females  Naming Body Parts  Body image  Exercise and fitness</p>	<p>Risk  Hazardous substances  Safety Rules  Emergency services – when and how they can help us</p>	<p>Review e-safety  Golden Rules Review <b>BV – The rule of law</b>  Community  People who help us  Gender and work  Urban and rural environments  World environments</p>	<p>Celebrating different kinds of families  Keeping track of money  Spend or save?  Where money comes from  Rights and responsibilities</p>
Trips		Woodcroft Wildspace			RE Visiting a place of worship Buddhist Temple	