

Highfield Primary School

Curriculum Planning:

Topics & mapping

Topics:

Autumn – The Circle of Life

Spring – Secret Spaces and Curious Collections

Summer – Bright Lights, Big City

British Values

Year: 2

2019-20

Autumn term
The Circle of Life

Spring term
Secret Spaces and Curious Collections

Summer term
Bright Lights, Big City

1

2

1

2

1

2

Core Text

Poetry – growing up/myself
Lila and the Secret of Rain

The Snail and the Whale

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 *STEM How have nocturnal animals adapted to live in the dark?*

Science

All living things & their habitats:
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
Plant bulbs.

Animals, inc Humans:
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
Plants:
Use local environment throughout the year to observe how different plants grow – Autumn/Winter survey

Uses of Everyday Materials:
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

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
Use local environment throughout the year to observe how different plants grow – Spring Survey

Animals, inc Humans:
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

All living things & their 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.
Plants: Re-visit
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

Hist / geog	<p>G Name and locate the world's seven continents and five oceans using world maps, atlas's and globes. Find where you live on a map of the United Kingdom.</p>	<p>G 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 <i>e.g. Kenya</i></p>	<p>H 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 H 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>H Research and 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 eg Florence Nightingale and Mary Seacole. Explain how some people have helped us to have better lives. <i>BV British culture and festivals.</i></p>	<p>G 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 & human features</p>	<p>G Use fieldwork and observational skills to study the Geography of the school grounds Use basic G vocabulary to refer to key physical & human features</p>
RE	<p>What is Diwali and How is it celebrated? Whole School Diwali Assembly</p>	<p>What is Hannukah and How is it Celebrated?</p>	<p>How do children learn about belonging to the Christian family?</p>	<p>How and why is the Birth of Guru Nanak celebrated by Sikhs? <i>BV – Tolerance and acceptance of the beliefs of others.</i></p>	<p>What do Buddhists Remember at Wesak? <i>BV – Tolerance and acceptance of the beliefs of others. Comparing faiths.</i></p>	<p>Visit a place of worship - (Setting up a Buddhist Shrine in the classroom/ visit from a person of faith) What can we learn about Buddhism from the Buddhist Shrine?</p>

2019-20					
Autumn term The Circle of Life		Spring term Secret Spaces and Curious Collections		Summer term Bright Lights, Big City	
1		2		1	
2		1		2	
Art & Design	Class artist –Annie Griffiths photography- human, geometric and floral forms	Class artist – Ofili – use of materials		Class artist – Henri Rousseau jungle paintings explore tints and tones collage	Use sculpture to develop and share their ideas, experiences and imagination
D & T	Design, make and evaluate a clay Diwali pot	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. <i>Designing food for Hannukkah celebration</i>	Materials and textiles – design and make a Binka bookmark		Design, make, evaluate: joining materials and components in different ways using mechanisms <i>eg an owl with moving wings, a moving vehicle</i>
PE	1) Games <i>Ball skills: Dribbling</i> 2) Gym <i>Balances</i>	1) Dance 2) Games <i>Throwing and catching</i>	1) Gym <i>Parts High and low</i> 2) Games <i>Sending and receiving</i>	1) Dance 2) Games <i>Throwing and catching for accuracy & distance</i>	1) Gym <i>Spinning</i> 2) Games <i>Hitting and striking</i> BV – The rule of law – ‘Rules of the game’
ICT/Computing	Photograph Editing <u>E-Safety:</u> Who do you contact if you are worried? <u>STEM:</u> Use technology purposefully to create, organise, store, manipulate & retrieve digital content <u>Focus:</u> Use technology purposefully to create, organise, store, manipulate & retrieve digital content <u>Program:</u> Ipad Photo editor (thinkuknow.com) BV – Individual Liberties- Rights and responsibilities	Creating pictograms <u>E-safety:</u> Sharing information <u>STEM:</u> When do we use information? How are pictograms and data used in everyday life? <u>Focus:</u> Use technology purposefully to create, organise, store, manipulate & retrieve digital content <u>Program:</u> Purple Mash <u>Cross curricular:</u> Science Mini-Beast hunt & data handling Recognise common uses of information technology beyond the school	Programming/Debugging <u>E safety:</u> Keeping passwords private <u>STEM:</u> What programs do you use? <u>Focus:</u> Create & debug simple programs, predict the behaviour of simple programs - reviewing commands <u>Programs:</u> Purple Mash Chimp (Haunted to Sounds) BV – Individual Liberties- Rights and responsibilities		Programming/Debugging – Review and extend <u>E safety:</u> Using technology safely and respectfully <u>STEM:</u> What everyday items use programs? <u>Focus:</u> Create & debug simple programs, predict the behaviour of simple programs - Increasing variables. <u>Programs:</u> Purple Mash (Chimps – Tick Tock to Newton) Working with Computing lead
Music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.	Play tuned and un-tuned instruments musically	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Listen with concentration and understanding to a range of high-quality live and recorded music
					Use their voices expressively and creatively by singing songs and speaking chants and rhymes

PSHE	<p>E-safety Be Proud of Who You Are Week. Circle Time – Celebrating difference - Tolerance and acceptance of the beliefs of others. 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 BV – Individual Liberties. Rights and responsibilities. Personal Safety NSPCC - PANTS</p>	<p>Review e-safety Differences: boys & girls Differences: males & 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 BV – The rule of law 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>
Enrichment opportunities	<p>Diwali Day</p>	<p>Woodcroft Wildspace</p>	<p>Penguin Day Re-enact mini Great Fire of London History Day</p>		<p>RE Visiting a place of worship Buddhist Temple</p>	<p>Woodcroft Wildspace (observe changes in the environment since Autumn)</p>