

# Highfield Primary School

## Curriculum Planning:

### Topics & mapping

#### Topics:

**Autumn** – A Kaleidoscope of Colours

**Spring** – Windows and Doors

**Summer** – Marvellous Movies

British Values

Year: 2

### 2020-21

Autumn term A Kaleidoscope of Colours		Spring term Windows and Doors		Summer term Marvellous Movies		
	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 <i>STEM How have nocturnal animals adapted to live in the dark?</i>
Science	<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 <i>Plant bulbs.</i>	<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  <b>Plants:</b> Use local environment throughout the year to observe how different plants grow – Autumn/Winter survey	<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	<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	<b>Animals, inc Humans:</b> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<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.  <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

Hist / geog	<p><b>G</b> Name, locate and discover the world's seven continents (and review five oceans) using world maps, atlas's and globes. Introduce main biomes of the world.</p>	<p><b>H</b> Develop chronological understanding: Events beyond living memory that are significant nationally and globally: Remembrance Day and how this anniversary is commemorated. Contribution of BAME people from across the Commonwealth in WW1 and WW2. The Great Fire of London – How did this shape modern London?  BV British culture and festivals.</p>	<p><b>H</b> 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. Explain how some people have helped us to have better lives: Florence Nightingale and Mary Seacole. Discuss the founding of the NHS and compare and explore the contributions made by the Windrush generation and nurses to the health system of England post World War 2. Link to the NHS today. BV British culture.</p>	<p><b>G</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. 'Linked by the Atlantic' – compare and contrast areas of the Gambia and the UK - .the floodplain of the Gambia River and the River Thames. Introduce different settlement types – villages, towns &amp; cities and focus on settlement by rivers – London and Banjul, urban/rural populations and the challenges of growing cities., climate, transportation, economy, tourism.</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 fieldwork and observational skills to study the geography of the school grounds and local area. Use basic G vocabulary to refer to key physical &amp; human features</p>	<p><b>G</b> What is agriculture? Arable farming Pastoral farming How does farming change the landscape? How does our food affect farming? Revisit the Gambia - agriculture subsistence farming, cash crops and adapting to climate change (including irrigation)</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?  BV – Tolerance and acceptance of the beliefs of others.</p>	<p>What do Buddhists Remember at Wesak?  BV – Tolerance and acceptance of the beliefs of others. Comparing faiths.</p>	<p><b>Visit a place of worship -</b> (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>

## 2020-21

Autumn term A Kaleidoscope of Colours		Spring term Windows and Doors		Summer term Marvellous Movies	
1		2		1	
Art & Design	Class artist –Annie Griffiths photography- human, geometric and floral forms. Study natural forms & relate them to their own work. Create a printed piece of art by pressing, rolling, rubbing and stamping.			Class artist – Henri Rousseau jungle paintings. Create a piece of art in response to the work of another artist. Mix paint to create all the secondary colours. Create brown with paint. Create tints with paint by adding white. Create tones with paint by adding black. Evaluate strengths & weaknesses of works of art.	Class artist – Ofili –‘No Woman, No Cry’ use of mixed materials. Suggest how artists have used colour, pattern and shape. Choose and use three different grades of pencil when drawing. Use charcoal, pencil and pastel to create art
D & T	<i>Design, make and evaluate a clay Diwali pot</i>	Use the basic principles of a healthy and varied diet to prepare dishes. Describe ingredients. Understand where food comes from. Hanukkah decorations	Materials and textiles – Evaluate an existing product. Design and make a Binka bookmark. Choose tools and materials and explain why I have chosen them. Join materials and components in different ways.		Design, make, evaluate: joining materials and components in different ways using mechanisms <i>eg an owl with moving wings, a moving vehicle</i> Measure materials to use in a model or structure. Understand how freestanding structures can be made stronger, stiffer and more stable
PE	1) <b>Games</b> <i>Ball skills: Dribbling</i> 2) <b>Gym</b> <i>Balances</i>	1) <b>Dance</b> 2) <b>Games</b> <i>Throwing and catching</i>	1) <b>Gym</b> <i>Parts High and low</i> 2) <b>Games</b> <i>Sending and receiving</i>	1) <b>Dance</b> 2) <b>Games</b> <i>Throwing and catching for accuracy &amp; distance</i>	1) <b>Gym</b> <i>Spinning</i> 2) <b>Games</b> <i>Hitting and striking</i> BV – The rule of law – ‘Rules of the game’
ICT/Computing	<b>Photograph Editing</b> <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,	<b>Creating pictograms</b> <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, <u>Program</u> : Purple Mash	<b>Programming/Debugging</b> <u>E safety</u> : Keeping passwords privates <u>STEM</u> : What programs do you use? <u>Focus</u> : Create & debug simple programs, predict the behaviour of simple programs - reviewing commands	<b>Use different effects within an IT paint package</b> – David Hockney – ‘The Arrival of Spring’	<b>Programming/Debugging – Review and extend</b> <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.

	organise, store, manipulate & retrieve digital content <u>Program:</u> Ipad Photo editor (thinkuknow.com) BV – Individual Liberties- Rights and responsibilities	<u>Cross curricular:</u> Science Mini-Beast hunt & data handling Recognise common uses of information technology beyond the school	<u>Programs:</u> Purple Mash Chimp (Haunted to Sounds) BV – Individual Liberties- Rights and responsibilities			<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	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	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	Review e-safety Differences: boys & girls Differences: males & females Naming Body Parts Body image Exercise and fitness	Risk Hazardous substances Safety Rules Emergency services – when and how they can help us	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	Celebrating different kinds of families Keeping track of money Spend or save? Where money comes from Rights and responsibilities
Enrichment opportunities	Diwali Day	Woodcroft Wildspace	Penguin Day Re-enact mini Great Fire of London History Day			Woodcroft Wildspace (observe changes in the environment since Autumn)