

Highfield Primary School

Curriculum Planning:

Topics & mapping

Topics:

Autumn – Movers and Shakers (Respect)

Spring – Our World, Our Future (Co-operation)

Summer – Healthy Mind, Healthy Me (Kindness)

British Values

Year: 2

2021-22						
Autumn term Movers and Shakers			Spring term Our World, Our Future		Summer term Healthy Mind, Healthy Me	
Events	<ul style="list-style-type: none"> • Heroes Day • Children In Need (13th November) • Remembrance Day (11th November) • Anti-bullying week (22nd-26th November) • Christmas Jumper Day (10th December) • 		<ul style="list-style-type: none"> • STEM week • Mental Health Awareness Week • Trashion Show • Women's International Day (8th March) • Safer Internet Day (9th February) • World Book Day (3rd March) • Autism awareness week 		<ul style="list-style-type: none"> • Queen's Platinum Jubilee. • Whole school musical • Sports Day • International Day 	
	1	2	1	2	1	2
Core Text	Poetry – growing up/myself Lila and the Secret of Rain (Fiction) William Blake 'The Tyger', 'The Lamb' (Poetry)	The Snail and the Whale (Fiction) Tiddler (Playscript)	Grace and Family (Fiction) <i>BV - Respect for different beliefs and ways of life.</i> <i>BV – British history- the development of Britain today.</i> Extreme Living (Non-fiction)	One Plastic Bag: Isatou Ceesay and the Recycling Women of Gambia (Non-fiction) The Emperor's Egg (Non-Fiction)	The Magic Finger (Fiction) <i>BV - Individual Liberty Individual responsibility. Making choices</i>	The Owl Who Was Afraid of the Dark (Fiction) <i>How have nocturnal animals adapted to live in the dark?</i>
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	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	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	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	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

	found in less familiar habitats eg caves, make a wormery, bug hotel or indoor woodlice colony <i>Plant bulbs.</i>					
Hist / geog	G 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.	H 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? <i>BV British culture and festivals.</i>	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 fieldwork and observational skills to study the geography of the school grounds and local area. Use basic G vocabulary to refer to key physical & human features	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. '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 & cities and focus on settlement by rivers – London and Banjul, urban/rural populations and the challenges of growing cities., climate, transportation, economy, tourism.	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. 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. <i>BV British culture.</i>	G 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)
RE	What is Diwali and How is it celebrated? Whole School Diwali Assembly	What is Hannukah and How is it Celebrated?	How do children learn about belonging to the Christian family?	How and why is the Birth of Guru Nanak celebrated by Sikhs? <i>BV – Tolerance and acceptance of the beliefs of others.</i>	What do Buddhists Remember at Wesak? <i>BV – Tolerance and acceptance of the beliefs of others. Comparing faiths.</i>	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?

Autumn term Movers and Shakers		Spring term Our World, Our Future		Summer term Healthy Mind, Healthy Me	
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. Use natural resources to create sculptures.	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		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.	
D & T	<i>Design, make and evaluate a clay Diwali pot</i>	<i>Hanukkah decorations</i>	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.		Use the basic principles of a healthy and varied diet to prepare dishes. Describe ingredients. Understand where food comes from. 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) Games <i>Ball skills: Dribbling</i> 2) Gym <i>Balances</i>	1) Dance Games <i>Throwing and catching</i>	1) Gym <i>Parts High and low</i> 2) Games <i>Sending and receiving</i>	1) Dance 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, <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 privates <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	Use different effects within an IT paint package – David Hockney – ‘The Arrival of Spring’	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	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		Penguin Day		Re-enact mini Great Fire of London History Day	Woodcroft Wildspace (observe changes in the environment since Autumn)