

<p>Highfield Primary School</p> <p>Curriculum Planning:</p> <p>Topics &amp; mapping 2023/24</p>	<p style="text-align: center;"><u>Topics</u></p> <p><b>Autumn</b> – Little People, Big Dreams</p> <p><b>Spring</b> – Express Yourself!</p> <p><b>Summer</b> – Vive La France</p> <p style="text-align: right;">British Values</p>	<p>Year: 2</p>
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2023-24						
Autumn term Little People, Big Dreams		Spring term Express Yourself!		Summer term Vive La France		
Events	<ul style="list-style-type: none"> <li>● Be Proud Week (5th-9th September)</li> <li>● Show Racism the Red Card ( 29th September)</li> <li>● World Homeless Day- (10th October)</li> <li>● Aspirations Week (16th- 20th October) Creative Writing Week (w/c 16th October)</li> <li>● Remembrance Day (10th November)</li> <li>● Christmas Jumper Day and concert (8th December)</li> </ul>		<ul style="list-style-type: none"> <li>● Creative Arts Week (8th-12th January)</li> <li>● Safer Internet Day (6th February)</li> <li>● Red Nose Day (17th March)</li> <li>● Creative Maths Day (27th March)</li> <li>● Creative Writing Week(w/c 5th February)</li> </ul>		<ul style="list-style-type: none"> <li>● STEM week (13th-17th May)</li> <li>● Creative Writing Week (w/c 20th May)</li> <li>● Ocean Day - (7th June)</li> <li>● Sports Day- (25th and 27th June)</li> <li>● Bastille Day (12th July)</li> </ul>	
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Core Text	<p>Poetry – growing up/myself</p> <p>Lila and the Secret of Rain (Fiction)</p> <p>William Blake <i>'The Tyger'</i>, <i>'The Lamb'</i> (Poetry)</p>	<p>The Snail and the Whale (Fiction)</p> <p>Tiddler (Playscript)</p>	<p>Extreme Living (Non-fiction)</p> <p><b>The Emperor's Egg (Non-Fiction)</b></p>	<p>One Plastic Bag: Isatou Ceesay and the Recycling Women of Gambia (Non-fiction)</p> <p>Grace and Family (Fiction)</p> <p>BV - Respect for different beliefs and ways of life.</p> <p>BV – British history- the development of Britain today.</p>	<p>The Magic Finger (Fiction)</p> <p>BV - Individual Liberty</p> <p>Individual responsibility. Making choices</p>	<p>The Owl Who Was Afraid of the Dark (Fiction)</p> <p><i>How have nocturnal animals adapted to live in the dark?</i></p>

<p>Science</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>Identifying, Classifying &amp; Grouping</b> - Identify and classify living and non-living things in a habitat. (Bar charts)</p> <p><b>Significant Figure:</b>          - Kelsey Archer Barnhill (Deep Sea Ecologist)</p>	<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>Significant Figure:</b>          - Elizabeth Garrett Anderson (First English woman to qualify as a doctor)</p> <p><b>Plants</b>          Use local environment throughout the year to observe how different plants grow – Autumn/Winter survey</p> <p><b>Observation over time</b> - Observing animals grow over time</p> <p><b>A Seed Is Sleepy by Diana Aston</b></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>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> <p><b>Significant Figure:</b>          - Angle Burnett (Plant Biologist who grows plants and sees how they react to different conditions that make it more difficult for them to grow)</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>Comparative &amp; Fair Testing/Pattern Seeking</b> - What do plants need to grow well (water, light, warmth)?          Bulb planting and observing changes over time and spotting patterns with different bulbs. (Do you need big seeds to grow big plants?)</p> <p><b>Significant Figure:</b>          - Dr Ben Woodcock (Ecological Entomologist)</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>Identifying, Classifying &amp; Grouping/Comparative &amp; Fair Testing</b> - Identifying and classifying materials based on their properties and uses.          What would be the most suitable material for...?</p> <p><b>Significant Figure:</b>          - Charles Macintosh (Chemist and inventor of waterproof clothing)</p> <p><b>A super sticky mistake by Alison Donald</b></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>Research</b> - Research into animals' diets to create simple food chains.</p> <p><b>Significant Figure:</b>          - Dr Amy Pickering (Microbiologist)</p>
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<p>Histo ry /Geo grap hy</p>	<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>Big Question: How do continents differ from each other?</b></p> <p>Key Geographer – Ann Bancroft</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?</p> <p>BV British culture and festivals.</p> <p><b>Big Question: How did London change after the Great Fire?</b></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>Big Question: How has the NHS helped improve the lives of British people?</b></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>Big Question: Are cities the best type of settlement to live in?</b></p> <p>Key Geographer – David Livingstone</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 <b>Use fieldwork and observational skills to study the geography of the school grounds and local area.</b></p> <p>Use basic G vocabulary to refer to key physical &amp; human features</p> <p><b>Big Question: How can you explore a location?</b></p>	<p><b>H</b> Describe events from the past according to the different periods of time when they happened (BC, AD, decade, century) Changes in Britain from the Stone Age to the Iron Age How did people find food and live together before farming?</p> <p><b>Stone Age</b> Hunter-gatherers Early Farmers <b>Bronze Age</b> Religion Technology Travel <b>Iron Age</b> Hill forts Tribal kingdoms Farming Art and Culture</p> <p><b>Big Question: How do we know about the Stone Age?</b></p>
<p>RE</p>	<p><b>Hinduism-</b> What is Diwali and How is it celebrated?</p>	<p><b>Judaism-</b> What is Hannukah and How is it Celebrated?</p>	<p><b>Christianity-</b> How do children learn about belonging to the Christian family?</p>	<p><b>Sikhism-</b> How and why is the Birth of Guru Nanak celebrated by Sikhs?</p>	<p><b>Buddhism-</b> What do Buddhists Remember at Wesak?</p> <p>What can we learn about Buddhism from the Buddhist Shrine?</p> <p>BV – Tolerance and acceptance of the beliefs of others. Comparing faiths.</p>	<p><b>Worldviews-</b> Who are humanists and what do they believe?</p> <p>BV – Tolerance and acceptance of the beliefs of others.</p>

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Art & Design	<p><b>Jungle Art: Henri Rousseau</b> jungle paintings. Create a piece of art in response to the work of another artist.</p> <p>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 &amp; weaknesses of works of art.</p>			<p><b>Super Sculptures:</b></p> <p>Artists: <b>Antony Gormley and Andy Goldsworthy</b></p> <p>Children will explore the work of Antony Gormley and how he portrays the human form in his drawings and sculptures. Children will then explore how sculptures can be created using nature and create their own sculptures inspired by the work of Andy Goldsworthy.</p>	<p><b>Emotive portraits:</b></p> <p><b>Chris Ofili</b> –‘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</p>
D & T		<p><b>Materials and textiles –</b></p> <p>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.</p>	<p><b>Cooking and Nutrition-</b> Use the basic principles of a healthy and varied diet to prepare dishes. Describe ingredients. Understand where food comes from. <i>Make a salad.</i></p>	<p><b>Freestanding structures-</b></p> <p>Design, make, evaluate: joining materials and components in different ways using mechanisms <i>eg an owl with moving wings, a moving vehicle</i></p> <p>Measure materials to use in a model or structure. Understand how freestanding structures can be made stronger, stiffer and more stable.</p>	
PE	<p><b>1-Games</b> <i>Ball skills: Dribbling</i></p> <p><b>2-Gym</b> <i>Balances</i></p>	<p><b>1-Dance</b> <i>George the dragon</i></p> <p><b>2-Games</b> <i>Throwing and catching</i></p>	<p><b>1-Gymnastics</b> <i>Parts High and Low</i></p> <p><b>2-Hockey</b></p>	<p><b>1-Gymnastic</b> <i>Spinning and turning</i></p> <p><b>2-Games</b> <i>Passing and receiving</i></p>	<p><b>1-Dance</b> <i>Great Fire of London</i></p> <p><b>2-Tennis</b> <i>Hitting and striking</i></p>
Computing	<p><b>Photograph Editing</b></p> <p><u>E-Safety:</u> Who do you contact if you are worried?</p> <p><u>Stem:</u></p>	<p><b>Creating pictograms</b></p> <p><u>E-safety:</u> Sharing information</p> <p><u>STEM:</u> When do we use information? How are</p>	<p><b>Word Processing/Computer Skills</b></p> <p><u>E safety/ PHSE:</u> Who do we tell our concerns to?</p>	<p><b>Physical Computing</b></p> <p><u>E safety:</u> Using technology safely and respectfully</p> <p><u>STEM:</u> What everyday items use programs?</p>	<p><b>Programming/Debugging E safety:</b> Keeping passwords private</p> <p><u>STEM:</u> What programs do you use?</p>
					<p><b>2.Gymnastics</b></p> <p><i>Running , hopping and jumping</i></p>

	<p><b>Focus:</b> Use technology purposefully to create, organise, store, manipulate &amp; retrieve digital content</p> <p><b>Program:</b> Ipad Photo editor</p> <p>BV – Individual Liberties. Rights and responsibilities.</p>	<p>pictograms and data used in everyday life?</p> <p><b>Focus:</b> Use technology purposefully to create, organise, store,</p> <p><b>Program:</b> J2e</p> <p><b>Cross curricular:</b> Science</p> <p>Mini-Beast hunt &amp; data handling</p>	<p><b>Focus:</b> Creating using Non-fiction poster technology- What are the parts of a computer? How do we use a mouse?</p> <p><b>Program:</b> Word</p> <p><b>Stem:</b> What are computers used for?</p> <p>BV – Individual Liberties. Rights and responsibilities.</p>	<p><b>Focus:</b> Create &amp; debug simple programs, predict the behaviour of simple programs - Increasing variables.</p> <p><b>Programs:</b> code.org B</p> <p><b>Working with Stuart</b></p>	<p><b>Focus:</b> Create &amp; debug simple programs, predict the behaviour of simple programs - reviewing commands</p> <p><b>Programs:</b></p> <p>Code. org B</p>	<p><b>Focus:</b> Create &amp; debug simple programs, predict the behaviour of simple programs - reviewing commands</p> <p><b>Programs:</b></p> <p>Code. org B</p>
Musi C	<p><b>Hands, Feet, Heart-</b></p> <p>Use their voices expressively and creatively by singing songs and listening to South African rhymes</p>	<p><b>Ho Ho Ho-</b> Listen &amp; Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p>	<p><b>I Wanna Play In a Band-</b></p> <p>Children will learn to play together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.</p>	<p><b>Zootime-</b> Child will experiment with, create, select and combine sounds using the inter-related dimensions of reggae.</p> <p><b>Class assembly Songs-</b></p> <p>Children will be rehearsing and performing a range of songs with corresponding actions.</p>	<p><b>Friendship song-</b> Listen with concentration and appraise social themes and topics that arise from this song.</p>	<p><b>International Day Song -</b> To learn, sing and perform a traditional cultural song.</p>
PSH E	<p>E-safety</p> <p>Be Proud of Who You Are Week.</p> <p>Circle Time – Celebrating difference - Tolerance and acceptance of the beliefs of others.</p> <p>Anti-Racism</p> <p>Resolving arguments and working with others</p> <p>Personal Safety NSPCC - PANTS</p> <p>BV – Individual Liberties. Rights and responsibilities.</p>	<p>Being cared for</p> <p>Loss of things you care about and bereavement</p> <p>Effects of bullying</p> <p>Choices and consequences</p> <p>Self awareness</p> <p>Habits and obstacles to change</p> <p>Managing feelings.</p>	<p>Review e-safety</p> <p>Differences: boys &amp; girls</p> <p>Differences: males &amp; females</p> <p>Naming Body Parts</p> <p>Body image</p> <p>Exercise and fitness</p>	<p>Risk</p> <p>Hazardous substances</p> <p>Safety Rules</p> <p>Emergency services – when and how they can help us</p>	<p>Review e-safety</p> <p>Golden Rules Review BV – The rule of law</p> <p>Community</p> <p>People who help us</p> <p>Gender and work</p> <p>Urban and rural environments</p> <p>World environments</p>	<p>Celebrating different kinds of families</p> <p>Keeping track of money</p> <p>Spend or save?</p> <p>Where money comes from</p> <p>Rights and responsibilities</p>
Enric hme nt Opp ortu nities			<p>Place of Worship visit- Baptist Church</p>		<p>Trip - Science Museum</p>	<p>History Day- Stone Age Day</p>