

Marine Academy Primary Year 2 Curriculum Map 2017-2018

Year 2	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<p>I'm Alive</p>  <p>How do we know that you are alive but a fire is dead? A fire can move and grow. We can even 'feed' a fire with fuel to make it spread! There are many ways of finding out what is alive and what is dead, as you will discover!</p>	<p>Buildings</p>  <p>There are structures around us all the time, some of which we barely notice. What are they made from? What is their purpose? What do you notice about their shapes? What can be done to make them stronger? Through this unit you will become builders and discover the secrets to holding up bridges and skyscrapers.</p>	<p>Super Humans!</p>  <p>Your body is a bundle of bones, muscles, senses and nerves all connected together to make you a human. But do you know how these parts of your body work with your brain? Let's find out.</p>	<p>Time Travellers</p>  <p>To step back in time we have to become a history detective. We have to find and solve the clues to unlock the mysteries and meaning of past events.</p>	<p>Brainwave</p>  <p>Our brain is special because it does lots of amazing things. Once we understand how our brain works and what we can do to make it work even better, then we can improve the way that we learn.</p>	<p>A Day in the Life</p>  <p>It can be fun to imagine what we want to do when we grow up. The world is full of lots of different and exciting jobs, but we should remember to celebrate the things we can do now – the hobbies and interests that we enjoy, and the learning we do at school to help us achieve our goals.</p>
English Writing	<p>Fiction: Traditional Tales from a Variety of Cultures <i>Don't Spill the Milk!</i> by Christopher Corr and Stephen Davies</p> <p>Non-Fiction: Instructions <i>How to Wash a Woolly Mammoth</i> by Michelle Robinson</p>	<p>Fiction: Traditional Tales <i>Previously</i> by Allan Ahlberg</p> <p>Non-Fiction: Recounts <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page</p>	<p>Fiction: Stories in Familiar Settings <i>No Bot, The Robot With No Bottom</i> by Sue Hendra</p> <p>Non-Fiction: Information Texts <i>Could a Penguin Ride a Bike?</i> by Camilla Bedoyere</p>	<p>Fiction: Quest and Adventure Stories <i>Traction Man is Here</i> by Mini Grey</p> <p>Non-Fiction: Recounts <i>The Train Ride</i> by June Crebbin</p>	<p>Fiction: Stories by the Same Author & Non-Fiction: Postcards and Letters <i>The Day the Crayons Quit</i> by Drew Daywalt</p>	<p>Fiction: Stories Involving Fantasy <i>Bill's New Frock</i> by Anne Fine</p> <p>Non-Fiction: Information Texts <i>Knights</i> by Annabelle Lynch</p>
English Reading	Poetry: The Senses (1 week)	Poetry: Favourite Poems (1 week)	Poetry: Songs and Repetitive Poems (1 week)	Poetry: Traditional Poems for Young Children (1 week)	Poetry: Really Looking! (1 week)	Poetry: Humorous Poems (1 week)

<p style="text-align: center;">Maths</p>	<p>Week 1: Sequences and Place Value</p> <p>Week 2: Number facts and counting</p> <p>Week 3: Money and Time</p> <p>Week 4: Money, Addition and Subtraction</p> <p>Week 5: Length, Position and Direction</p> <p>Week 6: Sequences and Fractions</p>	<p>Week 1: Doubling, Halving, Addition and Subtraction</p> <p>Weeks 2 and 3: Addition and subtraction</p> <p>Week 4: 2D Shape and Data</p> <p>Week 5: Addition and Subtraction</p> <p>Week 6: Addition</p>	<p>Week 1: Number and Place Value</p> <p>Weeks 2 and 3: Addition and subtraction</p> <p>Week 4: Money, Addition and Fractions</p> <p>Week 5: Weight and Time</p> <p>Week 6: Multiplication and Division</p>	<p>Week 1: Multiplication and Division</p> <p>Week 2: Capacity and Data</p> <p>Week 3: Addition and subtraction</p> <p>Week 4: Subtraction and Money</p> <p>Week 5: 3D Shape and time</p> <p>Week 6: Problem Solving and Word Problems</p>	<p>Week 1: Sequences and Fractions</p> <p>Week 2: Addition and Subtraction</p> <p>Week 3: Money, Addition and Time</p> <p>Week 4: Multiplication and Division</p> <p>Week 5: Assessment</p> <p>Week 6: Multiplication and Division</p>	<p>Week 1: Problem Solving and Word Problems</p> <p>Week 2: Fractions and Time</p> <p>Week 3: Number and Place Value</p> <p>Week 4: Problem Solving and Word Problems</p> <p>Weeks 5 and 6: Problem Solving and Investigations</p>
<p style="text-align: center;">Science</p>	<p>Young Gardeners Learning objectives: To identify and name a variety of plants. To observe and describe how seeds grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Working scientifically skills: To ask simple questions and recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.</p>	<p>Materials Monster Learning objectives: To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Working scientifically skills: To observe closely. To perform simple tests. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.</p>	<p>Healthy Me Learning objectives: To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Working scientifically skills: To observe closely. To perform simple tests. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data in answering questions.</p>	<p>Move it Learning objectives: To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Working scientifically skills: To observe closely. To perform simple tests. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.</p>	<p>Mini Worlds Learning objectives: To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. To explore and compare the differences between things that are living, dead or that have never been alive. To identify that most living things live in habitats and micro-habitats to which they are suited. To describe how different habitats provide for the basic needs of different kinds of animals and plants. To describe how animals obtain their food from plants and other animals. To use the idea of a simple food chain. To identify and name different sources of food. Working scientifically skills: To observe closely. To identify and classify. To use observations and ideas</p>	<p>Little Masterchefs Learning objectives: To find out about and describe the basic needs of humans for survival (water, food and air). To describe the importance for humans of eating the right amounts of different types of food, and hygiene. To observe and describe how seeds and bulbs grow into mature plants. To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Working scientifically skills: To observe closely. To perform simple tests. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.</p>

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SMSC	It's Our World 1. Devising a class charter 2. Getting to know each other 3. Communities we belong to 4. Saving energy around the school 5. Recycling 6. Pollution	Money Matters 1. Why do we have money? 2. Keeping money safe 3. Can I afford it? 4. Wants and needs 5. What does it mean to be rich? 6. Setting a simple goal	Say No! 1. Medicines 2. Household substances 3. The dangers of smoking 4. The dangers of alcohol 5. Feeling safe: real and imaginary hazards 6. Anti-bullying	Who Likes Chocolate? 1. Foods from around the world 2. Customs and rituals 3. Special day foods and celebrations 4. How much chocolate do we eat? 5. Where does chocolate come from? 6. Fair trade principles	Growing Up 1. Differences: boys and girls 2. Differences: male and female 3. Naming the body parts 4. Being unique 5. Making change happen 6. Changing our behaviour	People Around Us 1. Special people 2. People who help us 3. Feeling lonely 4. Different kinds of families 5. Difficult choices - leaving home 6. People and places around the world
Foundation Subjects	Please see International Primary Curriculum (IPC) Topic Booklets for each Unit.					
	Science Geography Art International	Art Geography History International Science Technology	International Science Technology	History International	Science International Geography Society	Art Geography History International Society Technology
Enriched Curriculum Activity	Rock Pooling at Mount Batten/Wembury	Trip to Buckfast Abbey Den Building	Trip to the City College STEM Hub	Trip to South Devon Railways for an Evacuation Day	Trip to the Woods for Challenges!	Aspirations Day
French or Spanish	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help present ideas and information orally to a range of audiences 		<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences 		<ul style="list-style-type: none"> appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing present ideas and information orally to a range of audiences 	
Computing	Term 1: We are researchers Term 2: We are games testers <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs 		Term 3: We are detectives Term 4: We are astronauts <ul style="list-style-type: none"> communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school. 		Term 5: We are photographers Term 6: We are zoologists <ul style="list-style-type: none"> use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content 	
RE	<u>Where do we belong?</u> Theme: Belonging This enquiry explores ideas of those aspects of human nature which relate to the practices of religion and belief communities <ul style="list-style-type: none"> Where do I belong? (Feelings, experiences) 		<u>How do we celebrate our journey through life?</u> Theme: Celebrations This enquiry explores how religions and beliefs express aspects of life's journey in a variety of creative ways <ul style="list-style-type: none"> How do people celebrate the important events in their lives? (Birth, naming ceremonies, coming of age, joining a group, marriage, death) 		<u>How should we live our lives?</u> Theme: Leaders and Teachers This enquiry explores how religious and other beliefs affect approaches to moral issues <ul style="list-style-type: none"> How does what I do affect other people? What rules and codes of behaviour help me know what to do? 	

	<ul style="list-style-type: none"> • Where do people belong? (Family, local community, group, club, place, country, faith) • What do people do because they belong to a faith or belief community? • How might ideas of family and community be reflected in our own lives? 		<ul style="list-style-type: none"> • How do members of a religious faith celebrate these milestones in the journey of life? • What artefacts, symbols and ceremonies are used at significant times? • Why are certain times in life significant or special? 		<ul style="list-style-type: none"> • What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness) • How do some stories from religions and beliefs and the example set by some people show me what to do? 	
PE	<p style="text-align: center;">Term 1: Basketball Term 2: Tennis</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching • participate in team games, developing simple tactics for attacking and defending 		<p style="text-align: center;">Term 3: Dance Term 4: Gymnastics</p> <ul style="list-style-type: none"> • master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities • perform dances using simple movement patterns 		<p style="text-align: center;">Term 5: Athletics Term 6: Swimming and Cricket</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations 	
Music	<ul style="list-style-type: none"> • play tuned and detuned instruments musically 		<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter related dimensions of music 	
Role Play Area	Rock Pool	Den Building Area	Science Lab – skeletons and parts of bodies	Air Raid Shelter	Giant Brain, which will be added to as the Topic progresses to include Brain Training, puzzles, challenges etc.	Career Centre
	Fire Pit	Building Workshop				