



The Learning Challenge

Curriculum

2023-2024

YEAR 2



CLASS: HEDGEHOG



Spring Term Curriculum Map Year 2

	Dinosaurs <u>Who was Mary Anning?</u>	
	Spring 1	Spring 2
English	<ul style="list-style-type: none"> • Stories with familiar settings • Instructions (How to find fossils) 	<ul style="list-style-type: none"> • Non - Chronological reports • Structure of Poetry - Calligrams or performance poetry
Maths WRM	<ul style="list-style-type: none"> • Finish off shape • Money • Multiplication and division • length and height • mass, capacity and temperature <p><i>Ongoing fluency, reasoning and problem solving</i></p>	
Science	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • 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; • 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>Plants</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants; • Find out and describe how plants need water, light and suitable temperature to grow and stay healthy • describe what plants need to survive

History	<p>the lives of significant individuals in the past who have contributed to national and international</p> <ul style="list-style-type: none"> recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later – Mary Anning use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning Uses information to describe the past. (timelines) Identify different ways in which the past is represented. Describes objects, people and events in history.
Geography	<p>Location/Place Knowledge Dorset (Lyme Regis)</p> <ul style="list-style-type: none"> Locate the four countries of UK and their capitals 7 continents and 5 oceans Locate Dorset on a British Isle map To know Dorset is in England <p>Human and Physical Geography</p> <p>Physical features</p> <ul style="list-style-type: none"> Name and describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river identify daily weather patterns in the UK in particular Dorset compare weather patterns one day to another and one place on the map to another eg Chelmsford and Dorset <p>Human features</p> <ul style="list-style-type: none"> describe some human features such as the jobs people do explain what facilities a town/village might need express own views about how people affect the environment, e.g. litter, pollution, busy roads. explain how people try to make the area better Name and describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop, jobs <p>Geographical enquiry and field work</p> <ul style="list-style-type: none"> Identify seasonal and weather patterns – keep a weather chart and observe/measure rainfalls ask and answer simple geographical questions. What is a physical feature? What is a human feature? <p>Mapping</p> <ul style="list-style-type: none"> draw a map of a real or imaginary place use class agreed symbols to make a simple key

Computing	<p>Research – Purple Mash unit 2.5</p> <ul style="list-style-type: none"> • to understand the terminology associated with the internet and searching • to gain a better understanding of searching the internet • to create a leaflet to help someone search for information on the internet <p>Communicating & presentation – No Purple Mash unit</p> <p><u>Microsoft Word</u></p> <ul style="list-style-type: none"> • Move words into the correct positions using the enter and back keys • Use the mouse and cursor to select places to insert words/to select words to be deleted • To change the font size and colour of text • Highlight text to change its format (B, U, I) • Use ‘save as’ to save work, and understand that work must be saved regularly to avoid losing it.
Design & Technology	<p>Mechanisms, construction and use of materials: (see resources)</p> <p>Hinged dinosaur egg with pop-up dinosaur incorporating hinge, sliding lever.</p> <p>Developing, planning and communicating ideas:</p> <ul style="list-style-type: none"> • think of ideas and plan what to do next • choose the best tools and materials Can they give a reason why these are best? • describe their design by using pictures, diagrams, models and words • make simple drawings and label parts <p>Working with tools, equipment, etc:</p> <ul style="list-style-type: none"> • join things (materials/ components) together in different ways <p>Evaluating:</p> <ul style="list-style-type: none"> • explain what went well with their work • evaluate their products as they are developed, identifying strengths and possible changes they might make • talk about their ideas, saying what they like and dislike about them <p>Mechanisms:</p> <ul style="list-style-type: none"> • join materials together as part of a moving product

Drawing focus: fossils/shells 3D: clay tile with modelled shell and fossil attachments

Knowledge:

- link colours to natural and man-made objects

Drawing:

- use charcoal, pencil and pastels
- show patterns and texture in their drawings
- focus on a specific part of an artefact (Fossil) before drawing it

Sketchbooks:

- begin to demonstrate their ideas through drawings in their sketch books

3D:

- Can they join two pieces of clay together
- Can they add line and shape to their work

Printing

- Create a print like design
- Create a print using pressing rolling rubbing

Charanga Scheme inventing a musical story

Listen & Appraise

- To know and recognise the sounds and names of some instruments
- To enjoy moving to music and say how the music makes them feel or describe the mood of the music
- To know that songs have a musical style

Singing

- Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)

Playing

- Play a tuned instrumental part
- Listen to and follow musical instructions from a leader

Improvisation and composition

- Learn to listen to, copy and clap back rhythms and then improvise their own
- Using voices and instruments, listen and copy back, then improvise own answers using one or two notes
- Take turns to improvise using one or two notes
- Begin to understand that their composition should have a beginning, middle and end

Performance

- Learn to add their own ideas to a performance

Charanga Scheme recognising different sounds

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Gymnastics skills

- plan and show a sequence of movements
- use contrast in their sequences
- movements are controlled
- think of more than one way to create a sequence which follows a set of 'rules'
- work on their own and with a partner to create a sequence
- Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.

NC Skills

- Master basic movements (developing balance, agility and co-ordination)
- Perform dances using simple movement patterns.

Football

- decide where the best place to be is during a game
- use one tactic in a game
- follow rules
- use hitting, kicking and/or rolling in a game
- stay in a 'zone' during a game
- Remember, repeat and link combinations of skills

NC Skills

- Master basic movements (running, jumping, throwing, developing balance and agility and co-ordination)
- Participate in team games (developing simple tactics for attacking and defending)

Dance skills linking to dinosaurs

- dance imaginatively
- change rhythm, speed, level and direction
- dance with control and co-ordination
- make a sequence by linking sections together
- link some movements to show a mood or feeling

NC Skills

- Master basic movements (developing balance, agility and co-ordination)
- Perform dances using simple movement patterns.

Tennis skills

- To hold a stick correctly
- hit a ball accurately and begin to use control
- Start to keep possession of the ball
- move to find a space
- Devise and start to use rules.

NC Skills

- Master basic movements (running, jumping, developing balance, agility and co-ordination)

R.E	How do Christians belong to their faith family? Christians	How do Jewish people celebrate Passover? Jewish
P.H.S.E	<p>Dreams and Goals</p> <ul style="list-style-type: none"> explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other. <p>explain how it felt to be part of a group and can identify a range of feelings about group work</p> <p>Healthy me</p> <ul style="list-style-type: none"> explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices. compare my own and my friends' choices and can express how it feels to make healthy and safe choices 	

