KS1 Curriculum Mapping 2017 – 2018

Year 2

	Autumn term	Spring term	Summer term
Topic / Theme	**What makes us great?**	**Who does the world belong to?**	**Can the past shape our future?**
Outcome	• Comicon • Good deed challenge- changing the world e.g. litter picking, developing the forest school area- small changes make a big difference. • Invite WW chn to watch the Winter Performance dress rehearsalWatch WW Winter Performance	• Publish pet Non-chronological report- sell some to pet shops and vets. PDSA links • Creating habitats- birds/ bats	• Fairy tale puppet show Invite WW Y2. Design a programme for the puppet show. • Castle attack and defence apprentice style challenge. • Medieval banquet- chn take on a medieval role. An example of being in role, write their own jokes/ perform as a jester.
Events, visits and enrichments	National Emergency Services Museum Emergency Services in school (Police, paramedics and firefighter question and answer)	Tropical Butterfly House Crabtree Pond – Local walk	Bolsover Castle Sherwood Forest
English Genre (s) Writing Opportunities	• Superhero profile • Instructions – how to make a superhero mask • Riddles – Who am I? • Short Setting description • Story- Comic	• Recount- Tropical Butterfly House • Pet non-chronological report • Character description	• Poetry – Spell book – link to the Disney Brave. • Fairy tale – retell and innovate

Maths cross curricular links	Measuring/ weighing ingredients during baking- Winter Performance enterprise.	Repeating patterns Science investigation- data collection Measuring using non-standard units of measure when comparing habitats.	Measuring/ weighing ingredients and liquids for the potions, and baking bread. Science investigation- data collection compass directions- Geography measuring length and width- sewing
Science	**Y2 Uses of everyday materials-** Pupils should be taught 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. •find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Working scientifically Materials investigation- suitability of materials for different purposes. • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • The use of observations and ideas to suggest answers to questions. • The gathering of and recording of data to help in answering questions.	Food – food humans eat vs food animals eat •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 microhabitats. •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 (water, food and air). •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 Working scientifically • Identify and classify.	Food – healthy diet, baking bread • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Plants – Science week focus (during SATs weeks) • 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. Working scientifically Plant investigation- develop their own question. For example, ➢ What do plants need to survive? ➢ Can a pant survive on milk instead of water? • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • The use of observations and ideas to suggest answers to questions. • The gathering of and recording of data to help in answering questions.

Computing	Purple Mash • Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Beebot – animal zoo background with overlay • Create and debug simple programs. • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Use logical reasoning to predict the behaviour of simple programs.	
Art and Design	Colour mixing Tint and tone city skyline with superhero Design a superhero costume Arial photo- art attack Sculpture techniques for Superhero mask **e.g. curl, fringe –** to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Colour mixing Animal patterns Martin Harvey – GB • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Calligraphy letter /Stain glass Window Building Castle – link to science - materials Drawbridge – levers and pulls Design • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

			Evaluate • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria **Technical knowledge** • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Music	Winter Performance Music Hub • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music. • experiment with, create, select and combine sounds using the inter-related dimensions of music.		
DT	BLP Build and make props for Winter Performance Enterprise – raise money for performance **Design** • design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups		Sewing - Tapestry – Coat of arms Sewing puppets for the puppet show **Design** • design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

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History			Robin Hood - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in

			different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality.
Geography	**Human and physical features – Island – aerial photos** Human and physical geography • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • 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.	**Continents and oceans – animals habitats** Locational knowledge • name and locate the world's seven continents and five oceans Geographical skills and fieldwork • use world maps, atlases and globes to identify the United Kingdom (Revise this from Y1) and its countries, as well as the countries, continents and oceans studied at this key stage **Local walk** • 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 • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	**Mapping castles** • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • 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.
PE	**Dance** • master basic movements including running, jumping, as well as developing balance,	**Ball skills**	**Games** • participate in team games, developing simple tactics for attacking and defending.

	- agility and co-ordination, and begin to apply these in a range of activities - Perform dances using simple movement patterns.	master basic movements including catching and throwing , and begin to apply these in a range of activities.	
RE	Christian leader from local church to talk to children about Christian symbols, leaders, belonging, pray and beliefs. Symbols In what ways are churches / mosques / synagogues important to believers? - Pupils learn from visiting sacred places. Linking to English and computing, pupils recount a visit to a local church, mosque or synagogue using digital photographs. They find out about the meanings of symbols for God in the church, mosque or synagogue and suggest meanings for symbols (A1); - Pupils find out about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water, trees or rock (A3); - Pupils use a set of photos and a list of religious items they have encountered in Key Stage 1 RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion. Good examples from Islam might include Muslim artefacts (prayer mat, subha beads, compass, Qur'an stand) and photographs from a local mosque (B3). - Pupils look at how different people including Muslims and Christians have expressed their ideas about God, and think and talk about their own ideas about God, raising questions and considering different replies. They express ideas using images (C3). G. Believing: How and why do people pray? (Christians, Muslims and Jewish people)	Animals in religion - Pupils find out about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water, trees or rock. Jewish leader from local synagogue to talk to children about Jewish symbols, leaders, belonging, pray and beliefs. E. Leaders: What makes some people inspiring to others - Pupils hear and retell three moral stories of key leaders, for example from Christians, Muslims and a non-religious story. They talk about how leaders make a difference to our lives. They think about whether the different stories are saying the same things about how we should behave. They consider questions about being good, kind, forgiving and generous (A3); - Pupils encounter many examples of simple 'wise sayings'. They choose their favourite 'wise sayings' from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them (A2); - Pupils ask and find out how to answer a range of 'how' and 'why' questions about how people practice their religion, including how they follow their leaders by remembering, telling stories, celebrating, praying or making music. Pupils might use exciting photographs or works of art to stimulate their questions (C2).	Bread link – Jesus feeding the 5000. Iman/ teacher from local mosque – Mr Shabir to talk to children about Islam symbols, leaders, belonging, pray and beliefs. F. What does it mean to belong? Beginning to learn about Islam: What is it like to be a Muslim in Sheffield today? - Linking to English and computing, pupils recount a visit to a local Mosque using digital photographs. They find out about the meanings of symbols and artefacts that they saw there. They learn about what happens at a mosque, especially about Muslim daily prayers (A1); - Pupils discuss reasons why some people go to mosques, synagogues or churches often, but other people never go to holy buildings, and why some people pray every day, but others not at all (B1); - Linking to PSHE, pupils make lists of the different groups to which they belong and consider the ways these contribute to human happiness (B1); - Pupils express creatively (e.g. in art, poetry or calligraphy) their own ideas and responses to questions such as: Who is a Muslim? What is a religion? Who am I? Where do I belong? How can we all get along well? (B2) - Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol, humanist) to present ideas or write about the Muslim religion (B3); - Pupils discuss stories of co-operation from Islam and from different traditions and sources and make a 'Recipe for living together happily' or a 'Class charter for more kindness and less fighting' (C2);

	- Pupils learn about praying in many different ways. Pupils choose between different examples of simple prayers: which do they think are wise? They talk about what makes the prayers wise, and find out about how and why people pray in different religions. They think and write creatively and thoughtfully about prayer (A2); - Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol, Christian, Muslim, Jew) to present simple ideas about 2 or 3 different religions about which they have learned, perhaps in a collaborative classroom display, class book or in assemblies (B3); - Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and world views, expressing ideas of their own and commenting on some ideas of others (C1); - Pupils look at how different people have expressed their ideas about God, and think and talk about their own ideas about God, linking to work with enquiry methods from Philosophy4Children (C3).		Linking to English and PSHE pupils could play some collaborative games, and talk about how the games put the teaching of the 'Golden Rule' into action (C2).
PSHE coverage	Who is your hero? What makes a hero? Recognising dangerous situations and what to do. Great acts of kindness Positive role models both male and female Changing bad habits and trying to be the best person we can be.	BLP animals Zoos and animals behind bars Which animal are you alike and why? Animals rights Pets Pollution Clean seas Litter- what can we do?	Power Status Money Bravery Unlawful – consequences