

BURE PARK PRIMARY SCHOOL CURRICULUM KNOWLEDGE MAP

YEAR 2



TOPIC TITLE	AUTUMN TERM Life in our locality		SPRING TERM Fire! Fire!		SUMMER TERM Beside the seaside	
SUBJECT ENGLISH						
ENGLISH TEXT TYPES	RWI SCHEME	RWI SCHEME Wild by Emily Hughes-Setting Description ENTERTAIN	RWI SCHEME Instructions Non-Chronological report	RWI SCHEME Toby and the great fire of London Setting Description Fire Poetry	‘At the beach, postcards from Crabby Spit’ ENTERTAIN/ INFORM Postcards Chronological reports linked to holidays past and present INFORM	Poetry- Theme: Seaside alliteration, similes, cinquain poems ENTERTAIN
MATHS	Place Value	Addition and Subtraction	Multiplication Division	Fractions Measure: money	Measurement	Statistics Geometry
SCIENCE Seasonal Changes-	Living things and their habitats • explore and		Plants • observe and describe how			Everyday materials

<p>ongoing</p>	<p>compare the differences between things that are living, dead, and things that have never been alive</p> <ul style="list-style-type: none"> • 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 		<p>seeds and bulbs grow into mature plants</p> <ul style="list-style-type: none"> • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 			<ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their • simple physical properties. • identify and compare the suitability of a variety of everyday materials,
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	<p>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>Animals, (including humans)</p> <ul style="list-style-type: none"> • 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) 					<p>including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <ul style="list-style-type: none"> • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
HISTORY		<p>Bicester Heritage</p> <ul style="list-style-type: none"> • significant historical events, people and places in 		<p>Event: Great Fire of London</p> <ul style="list-style-type: none"> • events beyond living memory that are significant 		<p>Seaside holidays past and present</p> <ul style="list-style-type: none"> • changes within living memory. Where

		their own locality.		nationally or globally [for example, the Great Fire of London , the first aeroplane flight or events commemorated through festivals or anniversaries] •significant historical events, people		appropriate, these should be used to reveal aspects of change in national life
GEOGRAPHY	<p>The Locality use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, • key human features, including: city, town, village, factory, farm, house, office, and shop 		<p>The UK</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • identify seasonal and daily weather patterns in the United Kingdom • identify human and physical features 		<p>The Seaside use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, 	

	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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 				<p>town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the continents and oceans studied at this key stage 	
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	<p>recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 					
<p>ART AND DESIGN</p> <p>AccessArt ‘Split’ Curriculum</p>	<p>Collectors and Explorers</p> <p>Drawing, Sketchbooks, Collage</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That artists 		<p>Expressive Painting</p> <p>Painting, sketchbooks</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That artists 		<p>Stick Transformation project</p> <p>Making, Drawing, Sketchbooks</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That artists use 	

	<p>explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.</p> <ul style="list-style-type: none"> • That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. • That we can use the things we find to draw from, using close observational looking. • That we can explore and use art materials, be inventive with how we use them, taking creative risks and 		<p>sometimes use loose, gestural brush marks to create expressive painting. • Expressive painting can be representational or more abstract. • Artists use impasto and sgraffito to give texture to the painting. • Artists sometimes use colour intuitively and in an exploratory manner. • That we can enjoy, and respond to, the way paint and colour exist on the page.</p> <p>ARTISTS: Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne</p>		<p>their creativity to look at the world in new ways, and use their hands to transform materials into new things. • That making art can be playful and fun. That we can create things for other people to enjoy/use. • That we can use our imagination to help us shape the world.</p> <p>ARTIST: Chris Kenny</p>	
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	<p>enjoying accidents as well as planned successes.</p> <ul style="list-style-type: none"> We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. <p>ARTISTS: Rosie James, Alice Fox</p>					
DESIGN AND TECHNOLOGY		<p>Shelters-Structures Design</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of 		<p>Fire Engines-Mechanisms Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, 		<p>Puppets-Textiles Design</p> <ul style="list-style-type: none"> 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 and

		<p>tools and equipment to perform practical tasks [for example, cutting,]</p> <ul style="list-style-type: none"> • select from and use a wide range of ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable <p>Food</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and 		<p>templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <ul style="list-style-type: none"> • 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 <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range 		<p>mock-ups</p> <p>Make</p> <ul style="list-style-type: none"> • 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- textiles, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • strength of
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		<p>varied diet to prepare dishes</p> <ul style="list-style-type: none"> • understand where food comes from 		<p>of existing products</p> <ul style="list-style-type: none"> • evaluate their ideas against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 		<p>materials, stitches etc</p>
COMPUTING	<p>E-Safety (ongoing)</p> <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about 	<p>Word processing</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Algorithms</p> <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 	<p>Algorithms</p> <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 	<p>Film/PPT</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Film/PPT</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content

	<p>content or contact on the internet or other online technologies.</p> <ul style="list-style-type: none"> recognise common uses of information technology beyond school 		<p>unambiguous instructions</p> <ul style="list-style-type: none"> create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<p>unambiguous instructions</p> <ul style="list-style-type: none"> create and debug simple programs use logical reasoning to predict the behaviour of simple programs 		
<p>MUSIC</p> <p>‘Charanga’ Scheme ‘B’</p>	<p>Exploring Simple Patterns <i>How does music help us to make friends?</i></p> <p>This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:</p> <ul style="list-style-type: none"> Listening Singing Playing Improvising and Composing Performing 	<p>Focus on Dynamics and Tempo <i>How does music teach us about the past?</i></p> <p>This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:</p> <ul style="list-style-type: none"> Listening Singing Playing Improvising and Composing Performing 	<p>Exploring Feelings <i>How does music make the world a better place?</i></p> <p>This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:</p> <ul style="list-style-type: none"> Listening Singing Playing Improvising and Composing Performing 	<p>Inventing a musical story <i>How does music teach us about our neighbourhood?</i></p> <p>This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:</p> <ul style="list-style-type: none"> Listening Singing Playing Improvising 	<p>Music that makes you dance <i>How does music make us happy?</i></p> <p>This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:</p> <ul style="list-style-type: none"> Listening Singing Playing Improvising and Composing Performing 	<p>Exploring Improvisation <i>How does music teach us about looking after our planet?</i></p> <p>This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:</p> <ul style="list-style-type: none"> Listening Singing Playing Improvising and Composing Performing

				and Composing ● Performing		
PHYSICAL EDUCATION ‘Get Set 4 PE’	Team building Fundamentals Throwing and catching	Dance Sending and receiving Ball skills	Gymnastics Ball skills Multi-skills	Yoga Target games Striking and fielding	Striking and fielding Fitness Athletics	Net and Wall Invasion Games Athletics
RELIGIOUS EDUCATION	How do Christians, Jews and Muslims say ‘thank you to God for the natural world?’	Why is light important to religions?	How do I know I’m being good?	What do people believe about God, humanity and the natural world?	Do our actions speak louder than words?	What have I learned about different religions?
RELATIONSHIPS AND SEX EDUCATION ‘Jigsaw’ Scheme	Being Me	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me