

Year 2 Curriculum Map - Summer 2

Driver – Science

- Classify things by living, dead or never lived
- Know how a specific habitat provides for the basic needs of things living there (plants and animals)
- Match living things to their habitat **and identify animals and plants in micro-habitats**
- Name some different sources of food for animals
- Know about and explain a simple food chain
- Know the basic stages in a life cycle for animals, (including humans)
- Know why exercise, a balanced diet and good hygiene are important for humans

DT

- think of an idea and plan what to do next
- explain why they have chosen specific textiles
- choose tools and materials and explain why they have chosen them
- join materials and components in different ways measure materials to use in a model or structure
- explain what went well with their work
- make a model stronger and more stable use wheels and axles, when appropriate to do so

PSHE

- Know that life cycles exist in nature
- Know that aging is a natural process including old-age
- Know that some changes are out of an individual's control
- Know how their bodies have changed from when they were a baby and that they will continue to change as they age
- Know the physical differences between male and female bodies
- Know the correct names for private body parts
- Know that private body parts are special and that no one has the right to hurt these
- Know who to ask for help if they are worried or frightened
- Know there are different types of touch and that some are acceptable and some are unacceptable

Music

- **Start to talk about the style of a piece of music.**
- **Recognise** some band and orchestral instruments.
- Start to **talk about** where music might fit into the world.
- Begin to talk about and understand the style of the music.
- 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 (eg crescendo, decrescendo, pause).
- Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, E A, B, C, D, E
- Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B, Bb, C, E and F.
- Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.
- Use notation:
- Create a simple melody using crotchets and minims:
- F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F)
- Talk about the difference between rehearsing a song and performing it.

Computing

- To understand that messages can be sent electronically over distances
- To understand that messages can be sent electronically over distances and that people can reply to them
- To understand that communication can be images, sound and text
- *iSafe unit*

RE

How can we learn from sacred books?

- Can I ask and suggest answers to questions arising from stories Jesus told? (refer back to the stories looked at in Summer 1)
- Can I ask and suggest answers to questions arising from another religion? (Muslim Faith) (refer back to the stories looked at in Summer 1)
- Can I talk about issues of good and bad, right and wrong arising from the stories?

PE

- make body curled, tense, stretched and relaxed
- control body when travelling and balancing
- copy sequences and repeat them
- roll, curl, travel and balance in different ways
- throw underarm
- throw and kick in different ways
- perform own dance moves
- copy or make up a short dance
- move safely in a space
- I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.

Geography

- Can I name and show the four compass points and use directional language? For example, near and far; left and right, to describe the location of features and routes on a map.
- Can I create a simple map with a key of Cayton using photographs?