

Driver – Science

- Know and explain how seeds and bulbs grow into plants
- Ask simple questions what plants need in order to grow and stay healthy (water, light & suitable temperature)
- Measure and observe, using rulers, the height of the cress seeds to help answer questions.
- Use observations and ideas to suggest answers to questions.

Art

- choose and use three different grades of pencil when drawing
- know how to use charcoal, pencil and pastel to create art
- know how to use a viewfinder to focus on a specific part of an artefact before drawing it

Computing

iPub unit – Digital Literacy

- Lesson 1: iFind Out • To understand the world wide web and how it has developed throughout time
- Lesson 2: iTimeline • To consider how technology changes with time
- Lesson 3: iPresent • To share knowledge through multi-media presentations
- Lesson 4: iPlan • To plan/produce a presentation of research findings
- Lesson 5: iRefine • To create an interactive eBook

Year 2 Curriculum Map – Spring 2

What plants would 'Little Red Riding Hood' find in Scarborough?

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.

PSHE

Knowledge

- Know what their body needs to stay healthy
- Know what relaxed means
- Know what makes them feel relaxed / stressed
- Know how medicines work in their bodies
- Know that it is important to use medicines safely
- Know how to make some healthy snacks
- Know why healthy snacks are good for their bodies
- Know which foods given their bodies energy

Social and Emotional Skills

- Desire to make healthy lifestyle choices
- Identify when a feeling is weak and when a feeling is strong
- Feel positive about caring for their bodies and keeping it healthy
- Have a healthy relationship with food
- Express how it feels to share healthy food with their friends

Sun safety curriculum

- Can I begin to become familiar and discuss how to stay safe in the sun?
- Activity- look at the power point and discuss then each child can design a poster showing different ways that they know to stay safe in the sun.

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 begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.

RE

Emerging:

- Identify a special time they celebrate and explain simply what celebration means (A1).
- Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).

Expected:

- Describe what happens and what is being celebrated at Eid-ul-Fitr(A1)
- Describe what happens during Ramadan (A1) • Consider questions such as how might these foods help people remember this festival? (B1) • Think of reasons why some people choose to fast during Ramadan(B1)
- Describe the link between a selection of Pesach symbols and the story of Pesach (C1)

Exceeding:

- Suggest meanings for some symbols and actions used in religious celebrations, including Passover and Eid-ul-Fitr (A3).
- Identify some similarities and differences between the celebrations studied (B3).
- describe items on the seder plate and their meaning (A3)
- Describe what happens and what is being celebrated at Eid-ul-Fitr(A3) • Describe what happens during Ramadan • Note similarities and differences between the celebration of Id-ul-Fitr and Easter or Pesach (B3)