

Year 2 Curriculum Map – Spring 1

Would you prefer to live in Scarborough or Kenya?

Geography - Driver

- Know the main differences between a place in England and that of a small place in a non-European country (South Africa)
- Can I explore the differences of physical geography in the UK and South Africa?
- Can I locate significant physical features in South Africa?
- Can I explore tourism and explain why people visit South Africa?
- Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach
- Can I compare different weathers from around the world and recognise patterns in location? • Can I explore seasonal patterns in weather in two countries?

Computing

- iAnimate unit – Information Technology
- Lesson 1: iFlip • To understand what an animation is
- • To understand the premise of a stop-frame animation
- Lesson 2: iDesign • To understand that an animation consists of characters, a stage, props, sound, text and a story
- Lesson 3: iStoryboard • To understand the importance of a storyboard in the story planning process • To create their own storyboard
- Lesson 4: iScript • To understand that animations need to be scripted
- • To create a storyboard
- Lesson 5: iCreate • To understand that stop-frame animations involve physical characters, settings and props
- • To work collaboratively in a group to achieve a common goal
- Lesson 6: iFilm • To create a stop-motion animation

Music

- Find different steady beats.
- Describe tempo as fast or slow.
- Sing to communicate the meaning of the words.
- Add actions to a song.
- Identify hand signals as notation, and recognise music notation on a staff of five lines.
- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.
- Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- • Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.
- • G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)
- Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.

PSHE

Knowledge

- Know how to choose a realistic goal and think about how to achieve it
- Know that it is important to persevere
- Know how to recognise what working together well looks like
- Know what good group working looks like
- Know how to share success with other people

Social and Emotional Skills

- Be able to describe their own achievements and the feelings linked to this
- Recognise their own strengths as a learner
- Recognise how working with others can be helpful
- Be able to work effectively with a partner
- Be able to choose a partner with whom they work well
- Be able to work as part of a group
- Recognise how it feels to be part of a group that succeeds and store this feeling

Water Safety Curriculum

Can I become familiar with how to stay safe around the water? Power point Spot the danger activity

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

- Talk about the fact that Jewish people believe in God (A1).
- Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).
- Talk about how the mezuzah in the home reminds Jewish people about God (A3).
- Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).
- Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).
- Make links between some Jewish teachings and how Jewish people live (A2).
 - Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1)

Art

- suggest how artists have used colour, pattern and shape
- know how to create a piece of art in response to the work of another artist
- know how to create brown with paint
- know how to create tints with paint by adding white and know how to create tones with paint by adding black
- know how to create a range of materials to create a collage on fabric