

KS1 & 2 Curriculum Mapping 2014-15 – identifying science & foundation subject objectives

Year Group: **YEAR 2**

Term: 1 **[2]** 3 4 5 6

Thematic Unit Name: **'FIRE!'**

NC STATUTORY SUBJECT Programmes of Study (POS):

ENGLISH

Traditional Stories (2 weeks) – Hansel and Gretel

- I can read or listen to a story and show I understand
- I can make inferences
- I can role play by acting as a hero or villain
- I can re-tell a story
- I can write extended sentences using coordinating conjunctions
- I can use plural and singular verbs correctly
- I can develop characters in my writing

Poetry (1 week) – classic (Christmas)

- I can read or listen to poems talking about why I like them
- I can read a poem aloud with others
- I can perform a poem I have learned by heart
- I can write a short patterned poem

Stories with familiar settings (3 weeks)

- I can draw on information given by my teacher
- I can role play by acting as a character in a familiar setting
- I can write extended sentences using co-ordinating conjunctions
- I can write stories with familiar settings

MATHEMATICS

Number and place value

I can count in steps of 2,3 and 5 from 0 and in tens from any number

Multiplication and division (6 weeks)

I know the doubles of all numbers to at least 20

I know the multiples of 2

I know the halves of numbers to at least 20

I know the multiples of 10

I know the multiples of 5

I can write multiplication statements

I can write division statements

I understand multiplication and division rules

I can solve problems with multiplication and division

SCIENCE

Building Tudor houses (Fire of London)

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

Asking simple questions and recognising that they can be answered in different ways

Observing closely, using simple equipment

Performing simple tests

Identifying and classifying

Using their observations and ideas to suggest answers to questions

Gathering and recording data to help in answering questions

Art & Design

Great Fire of London (focus)

To use drawing and painting to develop and share their ideas, experiences and imagination

Computing

Using a computer – logging on, saving data, inputting information, retrieving data (2 Simple Collection)

Use technology to create, organize, store, manipulate and retrieve digital content.

<p>Design & Technology Great Fire of London (focus) Select and use a range of tools and equipment. Select and use a range of materials, textile and ingredients.</p>
<p>Languages (KS2)</p>
<p>Geography Continued from Autumn 1 – identifying changes in weather across autumn term. Identify daily weather patterns in the UK.</p>
<p>History Great Fire of London Events beyond living memory that are significant nationally or globally – The Great Fire of London.</p> <p>Significant people – Samuel Pepys. 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.</p>
<p>Music To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
<p>Physical Education Real P.E. – Module 2 (Dynamic balance to agility and seated static balance) To master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>
<p>RE (Locally Agreed Syllabus) Christianity – Christmas story (Jesus) – <i>Why did God give Jesus to the world?</i> To reflect on the Christmas story and the reasons for Jesus’ birth</p>
<p>PHSE (non-statutory) Trust Generosity Jigsaw Puzzle 2 ‘Celebrating Difference’</p>

'Getting on and Falling out' – SEAL

ANTI BULLYING WEEK: 'Say No to Bullying' – SEAL

Fire safety – calling 999 linked to topic

Objectives to be covered:

Notes: