

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: **'THINGS THAT GO BUMP IN THE NIGHT' (NOCTURNAL ANIMALS)**

Possible trip to London Zoo – nocturnal animals topic

NC STATUTORY SUBJECT Programmes of Study (POS):

ENGLISH

Film Making (2 weeks)

Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances and role play
To write stories with familiar settings

Non chronological reports (4 weeks) – nocturnal animals

To make simple notes
To write part of a non-chronological report
Including:

- An opening
- A description of how or why things are
- Key details
- Key vocabulary
- Organisation of statements using headings
- Checking my work makes sense by reading it aloud
- Checking spelling

MATHEMATICS

Geometry – Properties of Shape (2 weeks)

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.
Compare and sort common 2-D and 3-D shapes and everyday objects.

Measurement (4 weeks)

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g)

To the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

Compare and order lengths and mass and record the results using >, < and =

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

Find different combinations of coins that equal the same amounts of money

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

SCIENCE**Nocturnal Animals**

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 animals in their habitats, including micro-habitats

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Notice that animals have offspring which grow into adults

Find out about and describe the basic needs of animals for survival (water, food and air)

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

To use a range of materials creatively to design and make products

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

Computing

Using a computer and roamers – programming/ inputting data/ using programmes (Roamers/ 2 Simple Collection)

Use logical reasoning to predict the behaviour of simple programs

<p>Design & Technology Nocturnal Animal Masks/ Split pin nocturnal animals (moving parts) Select and use a wide range of materials according to their characteristics.</p>
<p>Languages (KS2)</p>
<p>Geography Looking at animal habitats around school – local environment Fieldwork/ observational skills – to study geography of school (physical features of surrounding environment)</p>
<p>History Covered Autumn 2</p>
<p>Music Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and un-tuned instruments musically</p>
<p>Physical Education Real P.E. – Module 3 (Cognitive skills – Stations 4 & 5 FUNS) Participate in team games/ simple tactics/ attacking and defending. Throwing/ catching – balance, agility and coordination.</p>
<p>RE (Locally Agreed Syllabus) Judaism – relationships with God (belonging to a faith) – <i>How special is the relationship Jews have with God?</i></p>
<p>PHSE (non-statutory) Thankfulness Perseverance Jigsaw Puzzle 3 'Dreams and Goals' Election of School Council Rep 'Going for Goals' – SEAL 3f – to know that all household products, including medicines, can be harmful if not used properly</p>

Notes: