

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: **'THE SEASIDE'**

Possible trips – Littlehampton (Beach), Mosque (Slough)

NC STATUTORY SUBJECT Programmes of Study (POS):

ENGLISH

Different stories by the same author – (3 weeks)

I can write a new story in the style of the author
To use one or more of the same characters
To write dialogue that shows how the character thinks and feels

Poetry – (1 week)

I can write sentences using stylistic devices
I can write a poem or poetic description

Extended stories (3 weeks)

I can write an extended story including:
Planning a logical sequence of events
Opening, something happens, events to sort it out, ending
Interesting characters

MATHEMATICS

Using and applying – challenges (2 weeks)

Solve problems with addition and subtraction:

- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Money– Money Matters Resources (2 weeks)

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.

Geometry – position, direction and motion (2 weeks)

Order and arrange combinations of mathematical objects in patterns and sequences.

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

SCIENCE**Plants - habitats**

- 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 plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including micro-habitats

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 develop a wide range of art and design techniques

Computing**Programming simple floor robots/ coding (Roamers/ Roamer world on computers/ Barclays code playground)**

Create and debug simple programmes – algorithms.

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

<p>Design & Technology Seaside - (building piers for the seaside) Build structures, exploring how they can be made stronger, stiffer and more stable Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>
<p>Languages (KS2)</p>
<p>Geography The Seaside – Littlehampton and non-EU locality Key physical and human features. Simple maps and symbols in a key. Describe locations of features/ routes on a map Comparison between a local seaside and non EU location.</p>
<p>History Sir William Herschell Significant historical events, people and places in their own locality</p>
<p>Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
<p>Physical Education Real P.E. – Module 5 (Applying Physical skills – Stations 8 & 12 FUNS) Participate in team games – tactics for attacking and defending. Perform dances using simple movement patterns.</p>
<p>RE (Locally Agreed Syllabus) Islam – visit to mosque – <i>Does going to the Mosque give Muslims a sense of belonging?</i> Trip to Diamond Road Mosque (TBC)</p>
<p>PHSE (non-statutory) Wisdom Courage Jigsaw Puzzle 6 ‘Changing Me’</p>

'Changes' - SEAL
3g – to know rules for basic road safety

Notes: