Hanwell Fields Community School
The best in everyone™
Part of United Learning

Curriculum Map

Foundation Subjects

Year 2

	TERM 1	TERM 2	TERM 3
Working Scientifically	• Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.		
Science	**Animals, including humans:** • Notice that animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	**Uses of everyday materials:** • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.	**Living things and their habitats:** • Explore and compare the differences between things that are living, dead and that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs. • Identify and name a variety of plants and 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. **Plants:** • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Computing	**Digital Literacy- Online Safety:** • Explain how to alert adults to concerns about digital content or contact. **Information technology- Using a variety of software:** • Use technology purposefully to manipulate and combine different types of digital content. • Use technology to store and retrieve digital content across a range of devices. • Explain that information can be stored in different ways by computers.	**Computer Science- Coding:** • Debug algorithms for a screen robot / turtle so that the defined outcome is achieved. • Predict the behaviour of simple programs, identifying where a screen robot/ turtle will finish after a series of commands. • Control the movement of a screen turtle/ robot using algorithms and can explain similarities and differences to programming toys/ floor turtles/ robots. • Can identify key parts of a computer or a technology containing a 'computer' as input, output, memory, processor. **Digital Literacy- Technology in our lives** • Can say why a wide range of technologies are used at school, home and beyond. • Can consider their home and school use.	**Digital Literacy- Communicating:** • Can identify some ways that technology helps us to communicate with others. • Communicate respectfully online. **Digital Literacy- Effective searching-** • Begin to use search engines effectively.

History	**Great Fire of London - Historical significance** Why do we call the Great Fire of London 'great'? **History of transport.** Including Henry Ford and the Wright Brothers. Look at how transport developed over time using timelines **Comparison of explorers** Similarity & difference Was Tim Peake a better astronaut than Neil Armstrong?	**Castles –** Why they were built, where they were built, how they changed over time. Look in detail at Warwick Castle	
Geography	**Studying the geography of the local area:** **Our United Kingdom** Name and locate countries and capital cities of the UK key human features, including city, town, village, factory, farm, house, office, port, harbour and shop key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		**Comparing the human and physical features of the UK with a non-European country:** **Down Under:** Name and locate the world's seven continents and five oceans understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

	Collage	Digital Art	•Drawing
Art & Design	•Experiment with and apply a range of techniques for collaging- modify materials by cutting, tearing, layering, super imposing before adding other marks (including text) and colour to represent an idea •Sort and use materials according to specific qualities e.g., shiny, hot colours •Use paste and adhesives to select and place cut and torn shapes/words/images onto a flat surface to convey an idea. ***Link to Great Fire of London***	•Open and use an art programme, select simple tools to make lines, shapes and pour colours • control the size of a mark/line and use predefined stamps, shapes or motifs •Copy and paste areas of an image •Save and print an image. ***Link to Indigenous Australian Art***	Make studies from observation with increasing accuracy, positioning marks and features with some care •Make line and shape drawings from observation adding light/dark tone, colour and features •Draw from different viewpoints •Use a view finder to select a view, shapes and visual clues in an image and record what has been selected within the frame ***Link to castles***

D&T	Textiles – finger puppets	Mechanisms – wheels, axels, pulleys and levers	Static Structures – Castles
	Investigate, disassemble, evaluate •Examine a range of finger puppets – what are they made of? how are they out together? What has been added? Who are they for? How well made are they? •Draw and label, rate an example of a finger puppet **Focused practical task** •Explore simple ways to add features to bring puppets to life **Design and make, evaluate** •Discuss purpose of finger puppets – story telling, role play, entertainment •Agree simple criteria: must be an animal to link to science (living things and their habitats), a good puppet should be……. •Consider how a basic template might be adapted and sewing/fixing techniques can be used •Make paper mockup and adjust as needed when making fabric version •Evaluate against design criteria •Link to animals in science	**Moving vehicle** **Investigate, disassemble, evaluate** •Discuss and list different types of vehicles and their features – why do vehicles have wheels? Are they all the same size? How many? Why are vehicles different shapes? Why do some have parts that move/light up? •Identify parts of vehicles – wheel, axels, chassis, body, cab **Focused practical task** •Look at pictures in books and magazines and sort into Venn based on parts identified **Design and make, evaluate** •What features do we need for this vehicle •Draw out and label the design •Identify tools and materials needed and method of joining these together •Set order for making •Evaluate against design criteria	**Investigate, disassemble, evaluate** •Local area walk/visit to castle, sketching and discussion around different types of structures and how space is enclosed •Label main features and relate to mathematical shapes **Focused practical task** •Discuss how designers use models to develop and communicate their ideas •Build rectangular frames using construction kits and explore ways of making them more stable e.g. a wider base, adding further parts **Design and make, evaluate** •Review the structure and features of a castle from work done in History •Create design for model and say how they are going to make it •Select from a range of materials •Construct a model using 2D and 3D material selected to match the task •Talk about their finished castle, identifying what has gone well and what they could have done better

Music	Singing – Familiar songs, partner songs and rounds S1. Sing familiar songs broadly in tune within a limited pitch range. Begin to sing songs with simple parts, e.g., call and response. P1. Join in and stop at the correct times when playing and singing P2. Follow and offer simple musical instructions and actions when singing familiar songs (inc. action songs and call and response songs) MU2. Maintain a pulse accurately when listening to and singing familiar songs.	Composing – Linked to topic IC1. Explore and experiment with different ways of producing sounds using their voice, instruments and /or body percussion. LA1. Comment on and respond to recordings of own voice, other classroom sounds, musical instruments, etc.	Instrumental - Glockenspiels and boomwhackers IC2. Compose and perform a short melodic phrase within a range of 3 notes: using crotchets or minims only. MU1. Accurately copy a simple rhythmic pattern based on familiar words and phrases and create their own, e.g., using topic related phrases MU3. Tempo: Discuss the tempo of a range of different styles of songs

PE	Cross Country: changing pace, running in groups, sprint finish. Multi Skills: Agility, Balance & co-ordination using cones and tennis balls. Striking balls in different ways with different equipment - hockey sticks, cricket bats, tennis racquets, badminton. Tag rugby: the basics of running forward and passing backwards, stay behind the ball, lots of tag games. Netball & Basketball: developing control of the ball, passing and catching, movement, pivoting.	Sports Hall Athletics: focus on long jump, high stepper, speed bounce, shuttle run, target throw, javelin, chest push. Throwing & Catching: using lots of different types of ball. Using different throws for different situations. Gymnastics: using the wall bars, floor work, vaulting.	Basketball: ball control, travelling, shielding, passing, shooting, space hunting, communication. Athletics: Quad kids – 40m sprint, 200m run, Standing long jump, vortex throw. Cricket & rounders: bowling, fielding, catching, batting. Lots of different games getting the children used to using equipment.

RE	**Islam** • Understanding that the world was created in 7 days by Allah. • Recognising the first humans and their story – Adam and Eve. • Reflecting on how we can look after the world. **Christianity** • Know the birth story of Jesus and how it forms Christianity. • Recognise that Christmas is a celebration of his birth. • Reflect on the importance of giving and receiving on Christmas.	**Judaism** • Know that the Torah is the important holy book for Jewish people and understand it's messages. • Identify the places of worship and the features inside/outside the places and their importance. • Understand the routines/rituals of worship. **Buddhism** • Know that Wesak celebrates the Buddha's birthday and is called Buddha day. • Explain why Buddhists celebrate Wesak and the importance of it.	**Sikhism** • Know that Gurdwara is an important place of worship and the features inside/outside the Gurdwara. • Understand the Sikh code of conduct for worshipping. **Hinduism** • Recognise that the Hindu community (Ashram) is very common and important as it creates sense of belonging.

PSHE and RSE	**Me and my relationships** Recognise that people have different ways of expressing their feelings. Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two. Explain where someone could get help if they were being upset by someone else's behaviour. **Valuing difference** Identify some of the physical and non-physical differences and similarities between people. Recognise and describe acts of kindness and unkindness. Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.	**Keeping myself safe** Understand that medicines can sometimes make people feel better when they're ill Identify who you can talk to if someone touches you in a way that makes you feel uncomfortable. Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. **Rights and responsibilities** Explain, and be able to use, strategies for dealing with impulsive behaviour. Identify special people in the school and community who can help to keep them safe and know how to ask for help. Understand that people have choices about what they do with their money and know that money can be saved for a use at a future time. Recognise that money can be spent on items which are essential or non-essential.	**Being my best** Understand and explain that some choices can be either healthy or unhealthy and can make a difference to your health. Explain how germs can be spread and describe simple hygiene routines such as hand washing. Explain the importance of good dental hygiene and describe simple dental hygiene routines. **Growing and changing** Identify different stages of growth (e.g. baby, toddler, child, teenager, adult). Understand and describe some of the things that people are capable of at these different stages. Identify which parts of the human body are private. Understand that humans mostly have the same body parts but that they can look different from person to person. Give examples of different types of private information. Basic first aid