

Year 2 Themed Curriculum matrix 2017-18

		AUTUMN		SPRING		SUMMER	
		1.1	1.2	2.1	2.2	3.1	3.2
Theme		Victorians	Changes	UK to Mexico (Comparing life in Bordesley Green with a contrasting location in the UK and overseas)		Knowing Me, Knowing You	Animal Magic
Subjects taught through Theme topic	Science	<p>~ perform simple tests</p> <p>~ use observations and ideas to suggest answers to questions</p> <p>~ gather and record data to help in answering questions.</p> <p>~ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p>~ perform simple tests to assess the suitability of a material for a specific task.</p> <p>~ observe closely identifying and classifying the uses of different materials</p> <p>~ use observations and ideas to suggest answers to questions</p> <p>~ gather and record data to help in answering questions.</p> <p>~ observe changes across the four seasons</p> <p>~ observe and describe weather associated with the seasons and how day length varies.</p> <p>~ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>~ find out how the shapes of solid objects made from some materials can be changed by squashing,</p>	<p>(taught discreetly)</p> <p>~ observe closely the growth of a variety of plants, using simple equipment, recording how they change over time.</p> <p>~ perform simple comparative tests to show what a plant needs in order to stay healthy.</p> <p>~ use observations and ideas to suggest answers to questions</p> <p>~ gather and record data to help in answering questions.</p> <p>~ observe and describe how seeds and bulbs grow into mature plants</p> <p>~ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>		<p>~ notice that animals, including humans, have offspring which grow into adults</p> <p>~ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>~ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>~ observe, through video or first-hand observation and measurement, how different animals, including humans, grow;</p>	<p>~ ask simple questions and recognise that they can be answered in different ways</p> <p>~ observing closely, using simple equipment</p> <p>~ identifying and classifying</p> <p>~ notice that animals, have offspring which grow into adults</p> <p>~ find out about and describe the basic needs of animals, for survival (water, food and air)</p> <p>~ explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>~ 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</p> <p>~ identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>~ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify</p>

		<i>bending, twisting and stretching.</i>			<i>and name different sources of food.</i>
History	<p><i>~ To know and ask questions about events beyond living memory that are significant nationally – the life of Queen Victoria/Victorian people, Victorian inventions</i></p> <p><i>~To know and ask questions about the lives of significant individuals in the past who have contributed to international achievements and to compare aspects of life in different periods – Elizabeth II and Queen Victoria, Pieter Bruegel the Elder and LS Lowry</i></p> <p><i>~ To know about significant historical events, people and places in their own locality</i></p>		<p><i>~ To be able to ask and answer questions about differences/similarities/key features between types of transport in different times.</i></p> <p><i>~ To be able to ask questions about and use a variety of sources to find out about the first aeroplane flight</i></p> <p><i>~To know and ask questions about the lives of significant individuals in the past who have contributed to international achievements and to compare aspects of life in the different periods – Neil Armstrong/Christopher Columbus.</i></p> <p><i>~Be able to use a variety of sources to show they know and understand the key features of the events</i></p>		

		<p><i>~ To use common words and phrases to relate to the passing of time</i></p>				
	<p>Geography</p>		<p><i>~ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p>	<p><i>~ name and locate the world's seven continents and five oceans</i></p> <p><i>~ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i></p> <p><i>~ understand geographical similarities and differences through studying the human and physical geography of the local area, a small Scottish island and the village of Toucaro in Mexico.</i></p> <p><i>~ use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> <i>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> <i>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i> <p><i>~ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in the topic</i></p> <p><i>~ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</i></p>		

<p><i>Art</i></p>	<p>~ use a range of materials creatively to design and make a peg doll ~ study the work of a range Pieter Bruegel the Elder and L.S. Lowry, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>~ develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ~ use drawing and painting to develop and share their ideas, experiences and imagination linked to changes throughout the seasons ~ study the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>~ use a range of materials creatively to design and make products ~ develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to recreate and design an Aztec pattern. ~ use drawing and painting to develop and share their ideas, experiences and imagination ~ find out about the work of a range craft makers (Horta mask makers) and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>~To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination linked to portraits. ~ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ~To find out about the work of Andy Warhol and make links with this artist through their own work</p>	<p>~ use a range of materials creatively to design and make an animal print coat for a teddy ~ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ~ To learn about the work of a range of artists (Henry Rousseau, Franz Marc, George Stubbs), describing differences and similarities between different practices and disciplines and making links to their own work.</p>
<p><i>DI</i></p>			<p><u>Mask making Design</u> ~ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ~ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, information and communication technology. <u>Make</u> ~ select from and use a range of tools and equipment to perform practical tasks. ~Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics. <u>Evaluate</u></p>	<p><u>Cooking and nutrition</u> ~ use the basic principles of a healthy and varied diet to prepare dishes ~ understand where food comes from.</p>	<p>~ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ~ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, information and communication technology.</p>

			<p><i>~ explore and evaluate a range of existing products.</i></p> <p><i>~ evaluate their ideas and products against design criteria.</i></p> <p>Cooking and nutrition</p> <p><i>~ use the basic principles of a healthy and varied diet to prepare dishes</i></p>		
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