



Willow Lane Primary School Curriculum map 2019-20

YEAR 2	Autumn Term 1 The place where we live	Autumn Term 2 Explorers	Spring Term 1 Fighting Fit	Spring Term 2 Circle of Life	Summer Term 1 Creepy Crawlies	Summer Term 2 Buckets and Spades
English	<ul style="list-style-type: none"> Letters to/from characters Innovated narrative based on a model Non-chronological report Poem based on a model; review of a themed poem 	<ul style="list-style-type: none"> Stories by the Same Author Non-chronological Reports 	<ul style="list-style-type: none"> Traditional Tales with a Twist Instructions 	<ul style="list-style-type: none"> Stories with Familiar Settings Persuasion Riddles 	<ul style="list-style-type: none"> Animal Adventure Stories Recount: Letters Classic Poems 	<ul style="list-style-type: none"> Stories as a theme Explanations Poems on a theme
Maths	Maths No Problem	Maths No Problem	Maths No Problem	Maths No Problem	Maths No Problem	Maths No Problem
Science	<p><u>Light and Astronomy – Seasonal Change</u></p> <ul style="list-style-type: none"> Observe and describe changes across the four seasons. Observe and describe weather associated with the seasons and how day length and temperature varies. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and 	<p><u>Light and Astronomy – Seasonal Change</u></p> <ul style="list-style-type: none"> Observe and describe changes across the four seasons. Observe and describe weather associated with the seasons and how day length and temperature varies. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and 	<p><u>Animals – Animal Survival and Growth (Humans)</u></p> <ul style="list-style-type: none"> Notice that humans have offspring which grow into adults. Find out about and describe the basic needs of humans, for survival (water, food and air). <p><u>Health – How we Grow and Stay Healthy</u></p> <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Medicines can be useful 	<p><u>Living Things and Their Habitats</u></p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things 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 of different kinds of animals and plants, and how they depend on each other. 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. (Bird mini-project if appropriate and time allows) Different kinds of plants and animals live in different kinds of places. There are different kinds of habitat near school which need to be cared for Habitats provide the preferred conditions for the 		<p><u>Material Properties – Uses of Materials</u></p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe some physical properties of a variety of everyday materials.. Compare and group together a variety of everyday materials on the basis of their simple physical

	<p>classifying.</p> <ul style="list-style-type: none"> Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. 	<p>classifying.</p> <ul style="list-style-type: none"> Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. 	<p>when we are ill.</p> <ul style="list-style-type: none"> Medicines can be harmful if not used properly. 	<p>animals/plants that live there (compare local habitats and less familiar examples).</p> <ul style="list-style-type: none"> Observe living things in their habitats during different seasonal changes <p><u>Animals - Animal Survival and Growth</u></p> <ul style="list-style-type: none"> 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). Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. Pupils should be introduced to the basic needs of animals for survival. They should also be introduced to the process of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. 	<p>properties.</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, water, 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 (applying a force). Some materials can be found naturally; others have to be made. Identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). Think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and
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					<p>creative uses for everyday materials.</p> <ul style="list-style-type: none"> Find out about people who have developed useful new materials; for example, John Dunlop, Charles Macintosh or John McAdam.
Geography	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Understand the geographical similarities and difference through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. Name and locate the world's seven continents and five oceans. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features and key human features. <p><u>Mapping</u></p> <ul style="list-style-type: none"> Use a range of maps (including picture maps) at different scales. Know that maps give information about places in the world (where/what?). Locate land and sea on maps. Use large scale maps and aerial photos of the school and local area. Recognise simple features on maps e.g. buildings, roads and fields. Recognise landmarks and basic human features on aerial photos. Know that symbols mean something on maps. <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. <p><u>Enquiry and Investigation</u></p> <ul style="list-style-type: none"> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' Investigate through observation and description. <p><u>Communication</u></p> <ul style="list-style-type: none"> Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. 			<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to key physical features including season and weather. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Eg on weather maps. 	

	<ul style="list-style-type: none"> ▪ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. ▪ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. 					
History	<ul style="list-style-type: none"> ▪ Significant historical events, people and places in our own locality. ▪ Changes within living memory. <p>Events, People and Changes To tell the difference between past and present in their own and other people's lives by:</p> <ul style="list-style-type: none"> ▪ Using and making simple comparisons to parts of stories, and features of events. ▪ Recognise that their own lives are different from the lives of people in the past. ▪ Use simple stories and other sources to show that they know and understand key features of events. <p>Communication</p> <ul style="list-style-type: none"> ▪ To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). ▪ Understand historical concepts and use them to make simple connections and draw contrasts. 	<ul style="list-style-type: none"> ▪ The lives of significant individuals in the past who have contributed to national and international achievements. ▪ To compare aspects of life in different periods using these significant individuals as a focus. <i>Neil Armstrong</i> <i>Christopher Columbus</i> 				<ul style="list-style-type: none"> ▪ Changes within living memory. ▪ Recognising the distinction between past and present. ▪ Identifying some similarities and differences between their own present and aspects of the past. ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> ▪ Use sources to answer simple questions about the past. ▪ Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. ▪ Identify some of the basic ways the past can be represented. ▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts,

						songs, museum displays, stories).
Forest School <i>Science</i>	Explore trees – meet a tree Teeny magic pot		Growth hunt Investigate waterproof materials Minibeast hunt and experiment Scavenger hunt		Scavenger hunt Photowalk Minibeast activities	
<i>Maths</i>	Nature battleships Woodland mapping Natural numberlines		Hazelnut hide and seek Photographic memory Woodland mapping		Woodland mapping (directions) Making tracks (directions)	
<i>English</i>	Story re-telling (story sequence, character hot seating, lying game, sound effects, setting the stage)		Journey stick Story pictures		Story book pictures Journey stick Poetry please	
<i>Create</i>	Egg tower Rubbings Spiders web Make a broomstick		Make a skewer Sawing (one to one) Natural art Stick art Natural mobiles Magic wands Mud/clay faces Spring headdress Woodland jewellery Den building Mini shelters		Bake bread Spiders web weaving Threaded mobiles Tiny elf bow and arrow Den building Stick art Hazelnut pendant Natural collage Nature sculptures	
Design and Technology		<u>Technical Knowledge - mechanisms</u> <ul style="list-style-type: none"> ▪ To explore and use mechanisms, for example, levers, sliders, wheels and axles, in their products. ▪ Design and Make ▪ Evaluate 	<u>Cooking and nutrition</u> <ul style="list-style-type: none"> ▪ To understand where food comes from. ▪ Design and Make ▪ Evaluate ▪ Use the basic principles of a healthy and varied diet to prepare dishes. 	<u>Textiles and puppet making</u> <ul style="list-style-type: none"> ▪ 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 ▪ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and 		

				finishing] <ul style="list-style-type: none"> ▪ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate <ul style="list-style-type: none"> ▪ Explore and evaluate a range of existing products ▪ Evaluate their ideas and products against design criteria 		
Design	Start to generate ideas by drawing on their own and other people's experiences. Begin to develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Understand how to identify a target group for what they intend to design and make based on a design criteria. Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper					
Make	Begin to select tools and materials; use correct vocabulary to name and describe them. Build structures, exploring how they can be made stronger, stiffer and more stable. With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately. Start to assemble, join and combine materials in order to make a product. Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques. Start to choose and use appropriate finishing techniques based on own ideas.					
Evaluate	Evaluate their work against their design criteria. Look at a range of existing products explain what they like and dislike about products and why. Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them.					
Food and Nutrition	Understand that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (e.g. home) or caught. Understand how to name and sort foods into the five groups in 'The Eat well plate' Know that everyone should eat at least five portions of fruit and vegetables every day. Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. Demonstrate how to use techniques such as cutting, peeling and grating.					
Computing	E-Safety <ul style="list-style-type: none"> • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	Espresso Coding <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs 	Book Creator <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content 			

<p>Art and Design</p>	<p><i>The Place Where I Live</i> Observational drawings/ printmaking of the local area.</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 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, craft makers and designers. <p>Local artists and those from further afield past and present, printing (landmarks).</p>		<p><i>Fighting Fit!</i> Observational drawings and paintings- sculpture of the human body</p> <ul style="list-style-type: none"> 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. 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, craft makers and designers. <p>Local artists and those from further afield past and present, Keith Haring and sculpting.</p>		<p>The Circle of Life – Observational drawings and collage based on The Mixed Up Chameleon by Eric Carle</p>	<p>Buckets and spades Collage using papers, fabrics and driftwoods.</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. 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, craft makers and designers. <p>Local artists and those from further afield past and present.</p>
<p>Ongoing throughout the year within creative curriculum opportunities.</p> <ul style="list-style-type: none"> 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. 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, craft makers and designers. Local artists and those from further afield past and present. 						
<p>Music</p>			<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a 	<p>CHARANGA</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and 		<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a

			<p>range of high-quality live and recorded music</p> <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<p>range of high-quality live and recorded music</p> <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music.
P.E	<p>GAMES The Place Where I Live Key Learning – Travelling</p> <ul style="list-style-type: none"> * Running * Hopping * Skipping * Galloping * Changing direction easily e.g. dodging and swerving <p>Sending</p> <ul style="list-style-type: none"> * Rolling a ball underarm * Throw – Underarm * Throw – Overarm * Kicking a ball * Aiming at targets <p>Receiving</p> <ul style="list-style-type: none"> * Catching a ball * Catching a ball at different heights 	<p>GYMNASTICS Fighting Fit Key Learning: -</p> <ul style="list-style-type: none"> * Travelling – feet * Travelling – hands and feet * Shape * Rolling * Balance * Jumping * Handle small and large apparatus 	<p>DANCE Explorers Unit Key Learning: -</p> <ul style="list-style-type: none"> * Copy and explore basic body actions * Copy simple movement patterns * Use body actions to explore moods, ideas and feelings * Vary speed, strength, energy and tension of their movements 	<p>GAMES Circle of Life Key Learning – Travelling</p> <ul style="list-style-type: none"> * Running * Hopping * Skipping * Galloping * Changing direction easily e.g. dodging and swerving <p>Sending</p> <ul style="list-style-type: none"> * Rolling a ball underarm * Throw – Underarm * Throw – Overarm * Kicking a ball * Aiming at targets <p>Receiving</p> <ul style="list-style-type: none"> * Catching a ball * Catching a ball at different heights 	<p>DANCE Creepy Crawlies Unit Key Learning: -</p> <ul style="list-style-type: none"> * Copy and explore basic body actions * Copy simple movement patterns * Use body actions to explore moods, ideas and feelings * Vary speed, strength, energy and tension of their movements 	<p>FINAL ASSESSMENT Buckets and Spades Key Learning – Travelling</p> <ul style="list-style-type: none"> * Running * Hopping * Skipping * Galloping * Changing direction easily e.g. dodging and swerving <p>Sending</p> <ul style="list-style-type: none"> * Rolling a ball underarm * Throw – Underarm * Throw – Overarm * Kicking a ball * Aiming at targets <p>Receiving</p> <ul style="list-style-type: none"> * Catching a ball * Catching a ball at different heights <p>Attacking and Defending Strategies</p>
	<p>GAMES The Place Where I Live Unit Applying and Linking Skills Attacking and Defending Strategies (Games)</p> <ul style="list-style-type: none"> * Understand the concept of aiming * Choose a tactic to outwit opponent * Can defend 	<p>GYMNASTICS Fighting Fit Unit Applying and Linking Skills</p> <ul style="list-style-type: none"> * Link combinations of 3/4 actions/skills * Devise a short sequence * Adapt a sequence with a partner * Remember and repeat a sequence * Knows that the lesson begins with a warm-up and a cool down. 	<p>DANCE Explorers Unit Applying and Linking Skills</p> <ul style="list-style-type: none"> * Choose movements to make own simple dance phrase with beginning, middle and ending * Practise and repeat movements so they can be performed in a controlled way * Choose and link actions that express mood, ideas and feelings 	<p>GAMES Circle of Life Attacking and Defending Strategies</p> <ul style="list-style-type: none"> * Invasion games – to understand how to pass the ball to a person in a space. 	<p>DANCE Creepy Crawlies Unit Applying and Linking Skills</p> <ul style="list-style-type: none"> * Choose movements to make own simple dance phrase with beginning, middle and ending * Practise and repeat movements so they can be performed in a controlled way * Choose and link actions that express mood, ideas and feelings 	<p>FINAL ASSESSMENT Buckets and Spades Key Learning – Travelling</p> <ul style="list-style-type: none"> * Running * Hopping * Skipping * Galloping * Changing direction easily e.g. dodging and swerving <p>Sending</p> <ul style="list-style-type: none"> * Rolling a ball underarm * Throw – Underarm * Throw – Overarm * Kicking a ball

			Remember and repeat movements showing greater control, coordination and spatial awareness		Remember and repeat movements showing greater control, coordination and spatial awareness	* Aiming at targets Receiving * Catching a ball * Catching a ball at different heights Attacking and Defending Strategies
R.E		<p>Christianity: God</p> <p>*Retell and suggest meanings for religious stories, actions and symbols (B&V LRT)</p> <p>*Use religious words and phrases and consistently identify some features of religious traditions (B&V LRT)</p> <p>*Begin to identify and describe how religion is expressed in different ways (B&V LRT)</p> <p>*Talk about what is of value and concern to themselves and others (SPM)</p> <p>*Talk about what they find interesting or puzzling (B&V LRT)</p> <p>*To ask important questions about religions and beliefs (SHE)</p>		<p>Christianity: Jesus</p> <p>*Retell and suggest meanings for religious stories, actions and symbols (B&V LRT)</p> <p>*Use religious words and phrases and consistently identify some features of religious traditions (B&V LRT)</p> <p>*Begin to identify and describe how religion is expressed in different ways (B&V LRT)</p> <p>*Talk about what is of value and concern to themselves and others (SPM)</p> <p>*Talk about what they find interesting or puzzling (B&V LRT)</p> <p>*To ask important questions about religions and beliefs (SHE)</p>		<p>How do we respond to the things that really matter?</p> <p>Islam</p> <p>SHE</p> <p>Story</p> <p>Festival</p> <p>Place of worship</p> <p>Artefact / object</p> <p>SPM</p>
PHSE	Values					