

Bandon Hill Primary School

Curriculum Map 2020-21

Year Group: 2

Meadow Field: Kingfishers & Woodpeckers

Wood Field: Badgers, Foxes, Moles & Otters

Term	Topic Overview	Entitlement Offer (Hook)	Celebration of Achievement
Aut 1	<p><u>My Home Town</u> Grab a magnifying glass, put on your deerstalker and change your name to Sherlock because we're going to become street detectives! This half term, we'll follow a route around our local streets and take pictures of the buildings, businesses and plants we can see. Talking to residents about the area will help us understand how the local community could be improved. We'll learn nursery rhymes, write poetry and create persuasive adverts. Looking at photographs will help us to spot any similarities and differences between the houses and shops of today and the past. We'll find out about the history of our school and talk to former pupils about their experiences. We'll also study and draw maps, create a model of a local building, draw portraits of the people we have met and look at the work of urban artists.</p>	Local area walk (Teacher-led)	Big Spring Clean-up around school (parents in)
Aut 2	<p><u>Marvellous Masterpieces</u> We're warning you; this is going to get messy! This half term, we'll have a messy morning to investigate mixtures, from paint and toothpaste to jelly and shaving foam. We'll enjoy the story of George's Marvellous Medicine and write recipes, leaflets, lists and stories of our own. We'll use our science skills to explore everyday materials, investigate soap products and understand why mixtures freeze and melt. We'll learn how to measure using scales, measuring jugs and cylinders accurately. We'll taste a wide variety of foods, learn about healthy eating and follow recipes to make some yummy treats including pizza and ice cream! Our artwork will also rely on our mixing skills. We'll use marbling inks to make unusual patterns, create food landscapes inspired by Carl Warner, paint with ice cubes, model clay into exciting shapes and use a variety of materials to make mixed media collages.</p>	Crazy Scientist Day (Teacher-led)	Art Gallery Information leaflet (Sent home (with artwork from exhibition))
Spr 1	<p><u>Castle Chronicles</u> Climbing the battlements or tunnelling in the ground, there's a whole world of adventure and fun to be found! This term, we will visit a real castle to explore the towers, battlements and maybe a secret tunnel or two! We'll learn all about the different parts of a castle and describe how they have changed over time. Using a wide range of materials, we'll build models of castles and test the strength of our structures. We'll learn the stories of Rapunzel, The Three Little Pigs and The Three Billy Goats Gruff and create models inspired by them. Maps and photographs will help us learn about the tallest buildings and the longest tunnels in the world. We'll find out about the amazing Victorian engineer, Isambard Kingdom Brunel, and improve our PE skills by playing attacking and defending games.</p>	Hever Castle (Educational visit)	Bridge building activities (parents in)
Spr 2	<p><u>Shiver Me Timbers!</u> Yo-ho-ho and a bottle of rum! Get ready to take to the high seas and set sail in search of treasure! This half term, we'll visit a boat yard, river or harbour to find out about boats and ships of all shapes and sizes. We'll write about our visit, read information books, investigate amazing sea rescues and write postcards and poetry influenced by the sea. Our science skills will help us</p>	RNLI speaker (visit in to school)	Pirate picnic with sea shanties and pirate biscuits (parents in)

	to understand how boats float and we'll design and make model ships using a variety of materials. We'll study paintings of boats and draw detailed pictures of our own. Our map reading skills will help us to identify different seas and oceans, and we'll learn about famous sea explorers. Stories of pirates will inspire us to make pirate flags, treasure maps and fact files. We'll even find out how to talk and sing like a pirate!		
Sum 1	Roses are Red, Lavender's Blue Let's tiptoe through the tulips together and discover the sights, sounds and smells of the garden. This half term, we'll visit a florist's shop or a garden centre. We'll find out how to look after plants, ask the experts questions and appreciate the flowers. We'll write an information book about plants, follow instructions, enjoy the story of Jack and the Beanstalk and write stories of our own. Discovering our green fingers will be fun when we plant and tend a pizza garden of herbs. We'll also learn about the different parts of a plant and create our own 'planting and growing' action rhyme. Our senses will help us describe and sort a range of smells and we'll make beautifully scented products. We'll look closely at a wide variety of plants, create detailed, observational drawings and press real flowers to use in collages.	Local Horticultural Society visit (visit in to school)	Pressed flowers artwork (sent home)
Sum 2	Rockpool Explorers Pack up some sandwiches, pick up a fishing net and keep your eyes peeled because we're off to the coast to go beachcombing! This half term, we'll visit a local beach to experience the sights, sounds and smells of the seashore and explore rock pools to find living and non-living things. Bringing shells, pebbles and seaweed back to the classroom will help us to learn about a wide range of coastal plants and creatures. We'll read a range of seaside stories and use the coast as a setting for our writing. Maps and film footage will help us to find out more about the coast and we'll create a wide variety of artwork. We'll use books and the internet to search for information about the seashore and use our knowledge to write our own non-fiction books.	Visit to the Beach (Educational visit)	Class Seashore non-fiction book (sent home)

Year group	Educational Visits (Off-site)	Educational Visitors (On-site)	Teacher-led Topic days	Residential Visits	Outdoor Learning sessions	Arts & culture	Community & partnership learning	Specialist curriculum day/week
2	Hever Castle (Educational visit) Visit to the Beach (Educational visit)	Local Horticultural Society visit (visit in to school) RNLI speaker (visit in to school)	Crazy Scientist Day (Teacher-led) Local area walk (Teacher-led)	0	Weekly (weather permitting)	Weekly library visits	Mayfield Lavender Fields visiting for 'Roses are Red, Lavender's Blue'	RE Science Week Humanities Week Number Day

	My Home Town	Marvellous Masterpieces	Castle Chronicles	Shiver Me Timbers!	Roses are Red, Lavenders Blue	Rockpool Explorers
	Narrative (present tense), narrative (past tense), letters, narrative (alternative story endings)	Character descriptions, instructions, letters, book descriptions	Character descriptions, Instruction, poetry	Recount of pirate day, setting descriptions (present tense), recount(newspaper articles)	Narrative, letter from the Giant's perspective, instructions, non-chronological report	Recount (real life experience), Poetry, recount (newspaper article, description (diary entry from the snail), non-chronological reports
English	<p>Word</p> <p>Sentence</p> <p>Text</p> <p>Punctuation</p> <p>Terminology for pupils</p> <p>Alan Peat Sentences</p>	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 57 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense past, present), apostrophe, comma</p> <p>Year 1 plus : 2A sentences, BOYS sentences, What + ! sentences</p>				
Maths	<p>Number: Place Value</p> <p>Number: Addition & Subtraction</p> <p>Measurement: Money</p> <p>Number: Multiplication & Division</p>		<p>Number: Multiplication & Division</p> <p>Statistics</p> <p>Geometry: Properties of shape</p> <p>Number: Fractions</p>		<p>Measurement: Length & Height</p> <p>Geometry: Position & Direction</p> <p>Consolidation & problem solving</p> <p>Measurement: Time</p> <p>Measurement: Mass, Capacity & Temperature</p>	
Science	<p>Sc EM 1 – Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, paper and cardboard for particular uses.</p> <p>Sc WS 4 - Identify and classify.</p>	<p>Sc WS 6 - Gather and record data to help in answering questions.</p> <p>Sc WS 3 - Perform simple tests</p> <p>Sc WS 2 - Observe closely, using simple equipment.</p> <p>Sc WS 5 - Use their observations and ideas to suggest answers to questions.</p>	<p>Sc EM 1 – Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, paper and cardboard for particular uses.</p> <p>Sc LT 2 – Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic</p>	<p>Sc EM 1 – Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, paper and cardboard for particular uses.</p> <p>Sc EM 2 – Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and</p>	<p>Sc P 2 – Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Sc P 1 – Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Sc WS 2 - Observe closely, using simple equipment.</p> <p>Sc WS 4 - Identify and classify.</p>	<p>Sc LT 3 – Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Sc LT 1 – Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Sc WS 3 - Perform</p>

		<p>Sc EM 2 – Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Sc WS 4 - Identify and classify.</p> <p>Sc WS 3 - Perform simple tests.</p>	<p>stretching.</p>	<p>Sc WS 5 - Use their observations and ideas to suggest answers to questions.</p> <p>Sc WS 6 - Gather and record data to help in answering questions.</p>	<p>simple tests.</p> <p>Sc LT 2 – 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>Sc LT 4 – 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.</p> <p>Sc WS 2 - Observe closely, using simple equipment.</p> <p>Sc WS 4 - Identify and classify.</p> <p>Sc A 2 – Find out about and describe the basic needs of animals, including humans for survival (water, food and air).</p> <p>Sc WS 5 - Use their observations and ideas to suggest answers to questions.</p>
<p>Computing</p>	<p>Co 4 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Co 4 - Use technology purposefully to create, organise, store, manipulate and retrieve digital</p>	<p>Co 4 - Use technology purposefully to create, organise, store, manipulate and retrieve digital</p>	<p>Co 3 - Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Co 4 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Co 4 - Use technology purposefully to create, organise, store, manipulate and retrieve digital</p>

	Co 1 – Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	content.	content.	Co 4 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		content. Co 5 - Recognise common uses of information technology beyond school.
PE	PE 1 - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	-	PE 2 - Participate in team games, developing simple tactics for attacking and defending. PE 1 - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	-	-	
History	Hi 4 – Learn about significant historical events, people and places in their own locality Hi 1 – Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	-	Hi 2 - Learn about events beyond living memory that are significant nationally or globally. Hi 3 - Learn about the lives of significant individuals in the past who have contributed to national and international achievements.	Hi 3 - Learn about the lives of significant individuals in the past who have contributed to national and international achievements.	-	
Geography	Ge SF 4 – Use simple feedback and observational skills to study the geography of their school and its grounds and the key human and physical features of its	-	Ge SF 1 - 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.	Ge LK 2 - Name, locate and identify characteristics of the four countries and capital cities of the UK and its	Ge SF 4 – Use simple feedback and observational skills to study the geography of their school and its grounds and the key human and physical features of its	Ge HP 2a – Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, mountain, sea, ocean, river, soil,

	<p>surrounding environment.</p> <p>Ge SF 2 - Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Ge SF 3 - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>		<p>Ge SF 4 – Use simple feedback and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Ge HP 2b - Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>surrounding seas.</p> <p>Ge SF 1 - 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.</p> <p>Ge SF 3 - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Ge SF 4 – Use simple feedback and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Ge SF 2 - Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p>	<p>surrounding environment.</p> <p>Ge PK 1 - Understand geographical similarities and differences 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.</p>	<p>valley, vegetation, season and weather.</p>
Art & Design	AD 4 - Learn about the work of a range of artist's, craft makers and designers, describing the	AD 3 - Develop a wide range of art and design techniques in using colour, pattern,	AD 2 - Use drawing, painting and sculpture to develop and share their ideas, experiences and	AD 3 - Develop a wide range of art and design techniques in using colour, pattern,	AD 2 - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	AD 1 – Use a range of materials creatively to design and make products.

	<p>differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>AD 2 - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>AD 1 – Use a range of materials creatively to design and make products.</p>	<p>texture, line, shape, form and space.</p> <p>AD 4 - Learn about the work of a range of artist's, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>AD 1 – Use a range of materials creatively to design and make products.</p> <p>AD 2 - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>imagination.</p>	<p>texture, line, shape, form and space.</p> <p>AD 1 – Use a range of materials creatively to design and make products.</p>	<p>AD 1 – Use a range of materials creatively to design and make products.</p> <p>AD 3 - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>AD 4 - Learn about the work of a range of artist's, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>AD 2 - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>AD 3 - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>AD 4 - Learn about the work of a range of artist's, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
DT	<p>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>DT M1 – Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</p> <p>DT D 1 - Design purposeful, functional, appealing products for themselves and other users based on</p>	<p>DT E 1 - Explore and evaluate a range of existing products.</p> <p>DT CN 2 - Understand where food comes from.</p> <p>DT CN 1 – Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>DT M 2 - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients,</p>	<p>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>DT TK 1 - Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>DT E 1 - Explore and evaluate a range of existing products.</p> <p>DT D 1 - Design purposeful, functional, appealing products for themselves and</p>	<p>DT TK 2 – Explore and use mechanisms (e.g. levers, sliders, wheels and axles) in their products.</p> <p>DT M1 – Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</p> <p>DT TK 1 - Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>DT E2 – Evaluate their ideas and products against design</p>	<p>DT M1 – Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</p> <p>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>DT E2 – Evaluate their ideas and products against design criteria.</p> <p>DT D 1 - Design purposeful, functional,</p>	<p>DT M1 – Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</p>

	design criteria.	according to their characteristics. DT M 1 – Select from and use a range of tools and equipment to perform practical tasks	other users based on design criteria. DT D 2 - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. DT M1 – Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). DT E2 – Evaluate their ideas and products against design criteria.	criteria.	appealing products for themselves and other users based on design criteria.	
PSCHE & Wellbeing	PSHE 2f – Recognise that they belong to various groups and communities, such as family and school. PSHE 2g - Know what improves and harms their local, natural and built environments and about some of the ways people look after them.	PSHE 3f – Know that all household products, including medicines, can be harmful if not used properly PSHE 3g - Know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe	PSHE 5g – Consider social and moral dilemmas that they come across in everyday life (e.g. aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues).	PSHE 5b – Feel positive about themselves.	PSHE 2e - Realise that people and other living things have needs, and that they have responsibilities to meet them.	PSHE 2g - Know what improves and harms their local, natural and built environments and about some of the ways people look after them.
RE	Theme: Creation Story Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Story Key Question: What gifts might Christians in my town have given Jesus if he had been born here instead of in	Theme: Prayer at home Key Question: Does praying at regular intervals every day help a Muslim in his/her everyday life? Religion: Islam	Theme: Easter - resurrection Key Question: How important is it to Christians that Jesus came back to life after his crucifixion? Religion: Christianity	Theme: Community and Belonging Key Question: Does going to the Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam

		Bethlehem? Religion: Christianity				
French	Revision of greetings and personal questions from Year 1 Introduction to numbers 11-31	When is your birthday?	Where do you live?		What is the weather like?	What do you wear?
Music	Mu 4 - experiment with, create, select and combine sounds using the inter-related dimensions of music (rhythms – crotchets and quavers)	Mu 1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes	Mu 3 - listen with concentration and understanding to a range of high-quality live and recorded music (castle characters music)	Mu 1 – Use their voices expressively and creatively by singing songs and speaking chants and rhymes. (pirate songs, sea shanties, when I was one, what shall we do with the grumpy pirate)	Mu 1 – Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Mu 3 - listen with concentration and understanding to a range of high-quality live and recorded music (listen to waltz of the flowers Tchaikovsky)	Mu 2 - play tuned and un-tuned instruments musically Mu 4 - experiment with, create, select and combine sounds using the inter-related dimensions of music (creating own sea music)