



## Year 2 Curriculum Map 2015-2016

### Term 1

#### Science - The children can:

Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass etc

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

#### Art & Design - The children can:

Use a range of materials creatively to design and make products, *exploring different graphic tools e.g. pencil, crayon, brush, developing their colour mixing – secondary colours*

*Have a clear idea about what their work will be about, using drawing, painting and sculpture to develop and share their ideas, experiences and imagination*

Use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, through reference to 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

Creative Foci: Wassily Kandinsky - paint

#### Computing - The children can:

##### Embedded in class:

*Learn to use Google search engine in a more sophisticated manner*

##### Discrete in computer suites:

Understand what algorithms are... and that programs execute by following precise instructions and use logical reasoning to predict the behaviour of simple programs by:

*Creating and debugging sophisticated multi-level programs in Kodu, with tokens, invisible elements and a game story*

#### Design and Technology - The children can:

Generate, develop model and communicate ideas through talking, drawing, templates, mock ups and where appropriate information and communication technology by:

*Using commercial construction kits, found objects and construction materials to create three-dimensional work*

*Use basic joining techniques for 3D modelling using glues and masking tape*

*Make structures more stable (reinforcing joints)*

*Fold paper in ½ and crease between fingers accurately*

*Assemble and join materials and components: For example: by using fasteners, card hinges, glue, split pins*

#### Geography - The children can:

Make a map of the local environment using aerial photographs to recognise landmarks including human and physical features

Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

#### History - The children can:

Understand changes within living memory, revealing aspects of change in national life



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#### Languages (Mandarin) - The children can:

Listen attentively to spoken language and show understanding by joining in and responding  
Speak in sentences, using familiar vocabulary, phrases and basic language structure  
Explore the pattern and sounds of language through songs and rhymes and link the writing, sound and meaning of words  
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.  
Foci:

#### Music - The children can:

Experiment with, create, select and combine sounds using their interrelated dimensions of music.

Listen with concentration to a range of high quality live and recorded music.

*Improvise music following set criteria. For example: slow sounds, long sounds, short sounds, high sounds... Explore sounds on instruments and found objects. Make and repeat short patterns on sound. Create compositions (40 seconds) in response to a starting point.*

Foci: Juilliard Programme

#### PE - The children can:

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities  
Participate in team games, developing simple tactics for attacking and defending  
Perform dances using simple movement patterns  
Swim competently, confidently and proficiently over a distance of at least 25 metres  
Use a range of strokes effectively  
Perform safe self rescue in different water based situations

##### Games

- Work to improve basic skills
- Make simple choices in target games, if they have more time to think
- Catch and throw in games when they are standing still
- Play a small part in games and activities in small groups
- Benefit from further individual and cooperative partner activities
- Recognise that their body feels different when playing different games
- With guidance, watch others and focus on specific actions

##### Gymnastics

- Complete tasks and choose and sequence the basic actions with guidance
- Show a small range of body shapes and movement
- Perform movements with some control and coordination
- Describe what has happened to their bodies after exercising
- Describe others' sequences using actions and words

##### Dance

- Perform basic body actions
- Respond to stimuli and musical accompaniment when given extra time
- Make a simple dance phrase
- Begin to explore dynamic and expressive qualities
- Perform short dances, showing some understanding of expressive qualities
- With help, describe their work
- Begin to work with a partner
- Show some understanding of why they need to warm up

With help, focus on specific actions when they watch others