

Curriculum mapping- ½ term overview

Term: Summer 1

Class Teacher: H Watts

Year group: 2

Topic: Pirates							
	Week 1 – SCIENCE WEEK	Week 2 -	Week 3 -	Week 4 – Assessment week	Week 5 – Assessment week	Week 6 – RE Week	
Summer 1 2018	English	<p>To write a recount of one of the weeks activities enjoyed. What was learned and why enjoyed it.</p>	<p><u>Genre:</u> Fiction. Fantasy story <u>Thinking about:</u> VGPS; Learn how to use the present and past tenses correctly. Subordination and coordination. Sentences with different forms; command. Composition; planning/saying out loud what they are going to write about. Writing down key ideas/words, including new vocabulary. Make simple additions, revisions and corrections to own writing by proofreading (and editing). Transcription; Learning the possessive apostrophe (singular) i.e. the pirate’s book. Learn new ways of spelling phonemes for which one or more spellings are already known, including a few common homophones. Reading comprehension: Listen to, discuss and express views about stories. Discuss sequence of events in books and how items of information are related. Answering and asking questions. pirate).</p>		<p><u>Genre:</u> Non-fiction. Letter writing (to a pirate/to parents) <u>Thinking about:</u> VGPS; learn how to use familiar and new punctuation correctly. C ! ? , and apostrophes for contracted forms. Tenses used correctly. Expanded noun phrases. Composition; writing for different purposes. Planning/saying out loud what they are going to write about. Encapsulating what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. Transcription; Learn to spell more words with contracted forms. Reading comprehension: Discuss sequence of events in books and how items of information are related. Answering and asking questions. Discussing and clarifying meanings of words, liking new meanings to known vocabulary. Reading for pleasure: fact finding and recording information about pirates.</p>		<p>To discover what it means to be a Jew living today.</p> <p>To explore how and why Jews celebrate Shabbat.</p>
	Maths	<p><u>Focus:</u> Addition /subtraction To recognise and use the inverse relationship between addition and subtraction. Solve missing number problems. To add and subtract numbers using concrete objects, pictorial representations, and mentally. To solve problems + & -</p>	<p><u>Focus</u> Multiplication/division To calculate mathematical statements for multiplication and division within the multiplication and division tables and write them using the x, ÷ and = signs. To recall and use x and ÷ facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. To solve problems x & ÷</p>	<p><u>Focus:</u> Fractions To recognise, find, name and write fraction 1/3, ¼, 2/4, ¾ To write simple fractions such as ½ of 6 = 3 and recognise the equivalence of 2/4 and ½ .</p>	<p>Shape, space and measures : Measurement To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>To compare and order lengths, mass, volume/capacity and record the results using < , > and =</p>		<p>Geometry: Properties of shapes. To identify and describe the properties of 2D and 3D shapes – number of sides and symmetry in a vertical line, edges, vertices and faces. Compare and sort.</p>

	Science	Living things and their habitats Identify and name a variety of plants and animals in their habitats, including micro-habitats (Woodland Wonder).	Identify and name a variety of plants and animals in their habitats, including micro-habitats	To explore and compare the differences between things that are living, dead and things that have never been alive. (Ham1,2,&3)	To 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. (Ham 4&5)	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	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.	
	Computing	Think u know.co.uk https://www.thinkuknow.co.uk/5_7/careful/Chat/ http://www.bbc.co.uk/education/subjects/zyhbwmn Digital literacy: opening a word document. Saving a word document.	Think u know.co.uk: (games) Digital literacy: retrieving word document. Writing, editing and saving.	Think u know.co.uk: (email) Digital literacy: retrieving word document. Cut and paste picture from the web.	Think u know.co.uk: (email) Digital literacy: retrieving word document. Cut and paste picture from the web.	Think u know.co.uk: (friends) Digital literacy: Misconceptions and consolidation.	Think u know.co.uk: (being nice) Digital literacy: Misconceptions and consolidation.	
	Geography	SCIENCE WEEK ACTIVITIES	To create a pirate treasure map with key human and physical features, using a key.					
			To recap what human and physical features are. Introduce key words for challenge. To recap why we use a key on maps. Start generating ideas.	To choose which key features are going to be on the map. (5 human and 5 physical). To use locational and directional language (near, far, left, right).	To write the key for the map. To plan the map to fit all features on. To use locational and directional language (inc maths language – ½ ¼ turns, clockwise, anticlockwise).	To draw map and key ensuring all key features are included.	To use positional language to navigate peers around their map to find the treasure.	
Art	SCIENCE WEEK ACTIVITES	To identify primary colours and to mix them to create secondary colours. To compare the work of Mondrian to other artists.	To be able to create light and dark shades of colour. To observe sculpture and their place in the art world.	<i>To be able to create light and dark shades of colour. To be introduced to the work of Kandinsky.</i>	To be able to produce art based on the work of Kandinsky.	<i>To be able to produce art based on the work of Kandinsky.</i>		

Understanding the arts (Music/ Art and Design/ Drama)

Music: Charanga taught by Mrs Penn - Zoo Time
Learning is focused around one song: Zootime.

Listen and Appraise, Musical Activities - learn about the interrelated dimensions of music through: Games, singing, playing instruments, improvising perform and share.

Understanding Physical Development, Health and Well-Being (PE/ Personal Wellbeing/ Economic Wellbeing)

Taught by Miss Taylor. Striking and Fielding
* Participate in team games.

* Adapt simple tactics.

* Develop throwing , catching and running skills

Historical geographical and social understanding (History/ Geography)

Geography - Compass and Direction

Use compass directions (North, South, East and West) and locational and directional language (near, far, left and right) to describe the location of features and routes on a map. 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.

Community Links Signposting - Time and Tide museum Great Yarmouth Cromer Museum

Computing

E-safety: use technology safely and responsibly

Digital literacy: Typing/editing. Store and retrieve data

Big Bang

*Pirate hats
Treasure hunt
Learn a pirate song*

Religious education *Living as a believer*

What it means to be a Jew today.
How and why Jews celebrate Shabbat.

PSHE/ SEAL

Relationships

* Social skills

* Making choices

Scientific and Technological understanding (Science/ Design and Technology)

Science - Living things and their habitats

• 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

