

Tetsworth Primary School

Class 2 Curriculum Map 2021/2022

- Class 2 consists of Year 1/Year 2 and Year 3 pupils.
- Year 1 pupils work with Year 2 pupils for Jigsaw (RSE)/ Science/Mathematics/English
- Year 1 pupils work with EYFS pupils for Computing/History/Geography/R.E/ Music/Art/Design Technology (see EYFS Curriculum Map)
- Year 2 pupils work with Year 3 pupils for Computing/History/Geography/R.E/ Music/Art/Design Technology
- Year 3 pupils work with Year 4 pupils for Jigsaw (RSE)/ Science/Mathematics/English (see Year 3/4 Curriculum Map)
- Years 1/2/3 work together for games/P/E.

Autumn Term		Spring Term		Summer Term	
PSHE Theme BEING ME IN MY WORLD CELEBRATING DIFFERENCE		PSHE Theme DREAMS & GOALS HEALTHY ME		PSHE Theme RELATIONSHIPS CHANGING ME	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts: <i>The Suitcase</i> <i>The Visitor</i>  	Core Text: <i>Eric</i> <i>Mr Tiger Goes Wild</i>  	Core Text: <i>Malala – My story of standing up for girls' rights</i> <i>I am Rosa Parks</i>  	Core Text: <i>How to make an Apple Pie and see the world</i> <i>The boy who loves broccoli</i> <i>How did that get in my lunchbox?</i> <i>Gregory the Terrible Eater</i>  	Core Text: <i>The BFG</i> 	Core Text: <i>The Journey</i> <i>My Dad used to be so Cool</i> <i>Grandad's Island</i>   

Writing Opportunities: <u>The Suitcase/The Visitor</u> Card and letter writing Identify sentences Write questions, statements and exclamations Conjunctions; write sentences containing them Creating characters	Writing Opportunities: <u>Mr. Tiger Goes Wild – Eric –</u> Letters writing Research project leading to explanation Discussion and debates Different sentence types Write a question from Eric for each image. Chronological report Thank you letter Newspaper Report Diary/Blog Fact – file – one of plants from the endpapers Choose one of the fantastical plants on the endpapers to write a fact file about. Persuasive writing	Writing Opportunities: <u>Malala Yousafzai & Rosa Parks -</u> Poetry Letters Diary Entries Newspaper Reports Speeches Debates/ persuasive writing	Writing Opportunities: <u>Healthy Eating Books</u> Retelling stories Poetry, Diary entries Report Letters Fiction stories.	Writing Opportunities: <u>The Twits</u> Using powerful adjectives to create a poem Write a new chapter with a new trick, Design a disgusting menu Write a letter to Mr. Twit and Mrs. Twit.	Writing Opportunities: Poetry around a theme – granddads and fathers Writing a biography of a family member Chronological reports
PSHE Outcomes: Year 1 I can identify similarities between people in my class Year 2	PSHE Outcomes: Year 1 I can identify differences between people in my class Year 2	PSHE Outcomes: Year 1 I can tell you what bullying is Year 2 I can tell you how I felt	PSHE Outcomes: Year 1 I know some people who I could talk to if I was feeling unhappy or being bullied	PSHE Outcomes: Year 1 I know how to make new friends Year 2 I can tell you why I	PSHE Outcomes: Year 1 I can tell you some ways I am different from my friends Year 2

<p>I understand my rights and responsibilities as a member of my class. I know my views re valued and I can contribute to the Learning Charter/class rules I can recognise the choices I make and understand the consequences. Year 3 I can understand the importance of my role in the school community. I can understand how democracy and having a voice benefits the school community.</p>	<p>I can tell some ways I am different to my friends. I know these differences make us special and unique I know what bullying is. I know ways to stop bullying happening. Year 3 I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in either situation.</p>	<p>when I succeeded in a new challenge I can store my feelings of success Year 3 I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this.</p>	<p>Year 2 I can tell you how amazing my body is I can identify ways to keep my body safe and healthy I can recognise how being healthy helps me to feel happy Year 3 I can evaluate when alcohol is being used responsibly, anti-socially or being misused. I can express how I am feeling in an appropriate way and recognise when I need help to work through my feelings.</p>	<p>appreciate people who are special to me. I can express my feelings when talking about people who are special to me. Year 3 I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>	<p>I can identify how boys and girls differ and I can use the correct vocabulary when talking about this differences. I respect my body and understand which parts are private. Year 3 I can talk about the changes that are happening to me physically and socially and explore my feelings about leaving primary school. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p>
<p>Maths: White Rose Maths Year 1: Place Value (within 10) Addition and Subtraction (within 10) Year 2: Place Value Addition and Subtraction</p>	<p>Maths: White Rose Maths Year 1: Shape Place Value (within 20) Year 2: Money Multiplication and Division</p>	<p>Maths: White Rose Maths Year 1: Addition and Subtraction (within 20) Place Value (within 50) Year 2: Multiplication and Division Statistics</p>	<p>Maths: White Rose Maths Year 1: Length and Height Weight and Volume Year 2: Properties of Shape Fractions</p>	<p>Maths: White Rose Maths Year 1: Multiplication and Division Fractions Year 2: Length and Height Position and Direction Problem Solving</p>	<p>Maths: White Rose Maths Year 1: Place Value (within 100) Money Time Year 2: Time Mass, Capacity and Temperature</p>
<p>Science Years 1 and 2</p>		<p>Science Years 1 and 2</p>		<p>Science Years 1 and 2</p>	

ANIMLALS INCLUDING HUMANS Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated Identify and name a variety of common animals that are carnivores, herbivores and omnivores Senses and parts of human body. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated Weather and Seasons – Observe and describe weather associated with 4 seasons. Make weather charts and tables Observe and describe how the length of day varies.		HABITATS Identify that most living things live in well adapted habitats. Understand and study micro-habitats. Observe how living things depend on each other. Compare animals from different habitats, looking at local and less familiar habitats. Describe how different habitats provide for different needs of plants and animals. Study how different animals obtain their food, identify and name different food sources. Describe simple food chains, construct a simple food chain that includes humans. Weather and Seasons – Observe and describe weather associated with 4 seasons. Make weather charts and tables Observe and describe how the length of day varies.		PLANTS Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Weather and Seasons – Observe and describe weather associated with 4 seasons. Make weather charts and tables Observe and describe how the length of day varies.	
Year 3 (with Year 4) States of Matters To compare and group materials together, according to whether they are solids, liquids or gases. To investigate gases and their uses To investigate materials as they change state To investigate how water evaporates	Year 3 (with Year 4) All Living Things To recognise that living things can be grouped in a variety of ways To use a range of methods to sort living things To generate questions to use in a classification key To identify vertebrates by identifying their similarities and	Year 3 (with Year 4) Rocks To compare different types of rock To make systematic and careful observations To group rocks based on their properties To explain how fossils are formed To explain Mary Anning’s contribution to palaeontology	Year 3 (with Year 4) Skeletons, muscles and movement To explain how living things obtain food To state why animals, including humans, need the right types of nutrients To sort animals based on their skeletons To identify and name bones	Year 3 (with Year 4) Plants To name different parts of flowering plants and explain their jobs To set up an investigation to find out what plants need to grow well To record scientific observations To present results of my investigation using scientific language	Year 3 (with Year 4) Scientist and Inventors To find out about the way new plants arrived in our country To explain how Marie Curie’s work on x-rays helps us identify bones To explain how George Washington Carver helped farmers to grow crops To explain how fossils can

To identify and describe the stages of the water cycle	differences To use a key to recognise an invertebrate To create a classification key To use tables to show characteristics of different things To recognise positive and negative changes to the local environment To describe environmental dangers to endangered species	To explain how soil is formed To present findings using scientific vocabulary	To identify and explain the 3 main functions of a skeleton To explain why we need muscles to move To set up a simple practical enquiry To record scientific findings	To investigate how water is transported in plants To name the different parts of a flower and explain their role in pollination and fertilisation To understand and order the stages of the life cycle of a plant	be used to find the age of a rock To describe what Inge Lehmann discovered about the Earth's core To explore deforestation and conservation in Madagascar To set up an enquiry to find out about soil erosion To explain what Lord Kelvin called 'absolute zero' To accurately use a thermometer
HUMANITIES Year One-Geography Local Geography– Tetsworth differences physical and human Season and Weather Year 2 and Year 3 History Changes in Britain from Stone Age to Iron Age	HUMANITIES Year One History Events beyond living memory: Guy Fawkes Diwali – India Year 2 and Year 3 We are Britain – Learn about the countries and capitals of the UK. Learn fundamental information, key	HUMANITIES Year One Geography Chinese New Year – China Year 2 and Year 3 History Malala Yousaf/Martin Luther King (Activists) - Lives of significant individuals in the past who have contributed to national and international	HUMANITIES Year One History Castle living vs modern living Year 2 and Year 3 Geography Comparing a region of the U.K. and a region of Europe	HUMANITIES Year One Geography Continents Season and Weather Year 2 and Year 3 History Great Fire of London - Event beyond living memory that is significant nationally	HUMANITIES Year One History Toys Year 2 and Year 3 Geography Oceans and Seas

	geographical vocabulary and important skills such as using maps, atlases and globes.	achievements			
Art/DT: Year 1 Outcomes through continuous provision in the afternoon following children's interests Years 2/3 Art/D.T based on the linked to the Stone Age	Art/DT: Year 1 Outcomes through continuous provision in the afternoon following children's interests Years 2/3 Create models of different British landmarks	Art/DT: Year 1 Outcomes through continuous provision in the afternoon following children's interests Years 2/3 African Art	Art/DT: Year 1 Outcomes through continuous provision in the afternoon following children's interests Years 2/3 Design and make a healthy snack	Art/DT: Year 1 Outcomes through continuous provision in the afternoon following children's interests Years 2/3 Roald Dahl – illustrations in the style used in his books	Art/DT: Year 1 Outcomes through continuous provision in the afternoon following children's interests Years 2/3 Create papier mache sea creatures
RE Year 1 Christianity Harvest Judaism Sukkot Years 2/3 Christianity – Harvest Judaism - Believing	RE Year 1 Christianity Advent Christmas Hinduism Divali Years 2/3 Christianity – Parables, Christmas	RE Year 1 Christianity/ Judaism Family celebrations Years 2/3 Christianity – Epiphany Judaism - Stories	RE Year 1 Christianity Easter Judaism Pesach Year 2/3 Christianity – Easter Islam - Believing	RE Year 1 Islam Stories of Muhammad Year 2/3 Judaism – Belonging, Shabbat	RE Year 2/3 Islam/Christianity - Belonging
PE: Years 1/2 /3 Tag-Rugby	PE: Years 1/2 /3 Gymnastics	PE: Years 1/2 /3 Dance	PE: Years 1/2 /3 Netball	PE: Years 1/2 /3 Cricket	PE: Years 1/2 /3 Athletics
ICT/Computing: Year 1 Online safety – 4 weeks Grouping and sorting – 2 weeks Years 2/3	ICT/Computing: Year 1 Pictograms – 3 weeks Lego Builders – 3 weeks Years 2/3 Online Safety/	ICT/Computing: Year 1 Maze explores – 4 weeks Animated stories – 5 weeks Years 2/3	ICT/Computing: Year 1 Coding – 6 weeks Years 2/3 Email – Year Three	ICT/Computing: Year 1 Spreadsheets – 3 weeks Years 2/3 Creating Pictures – Year Two	ICT/Computing: Year 1 Techonolgy outside the school – 4 weeks Years 2/3 Presenting Ideas – Year

Coding – Year Two	Spreadsheets – Year Two	Touch Typing – Year Three			Two
Music Year 1 – voices foundation program Years 2/3 Pitch – demonstrating pitch (Rise and Fall) Performing 4 Beat Metre Distinguishing pulse and rhythm Listening to recorded music and recognising song melody and rhythm		Music Year 1 – voices foundation program Years 2/3 Performing simple rhythm phrases Musical phrases – the same/different Timbre and technique- percussion Tempo – relation pitch to speed Performing –controlling a song’s starting pitch		Music Year 1 – voices foundation program Years 2/3 Rhythm – simple tune notation (reading and writing) Performing – simple melodic phrases Rhythm Listening and musical appreciation	
French Years 2/3 Getting to Know You Children will learn the basics of the French language. Your class will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are.	French Years 2/3 All about Me Children will be taught to understand and follow instructions, name parts of the body, identify colours and say what they are wearing.	French Years 2/3 Family and Friends Children will be taught how to identify and introduce family and pets and spell their names. They will also learn the names for places in their own home.	French Years 2/3 Food, Glorious Food Children will learn the vocabulary for a range of food, to express likes and dislikes, and to count and use plural nouns.	French Years 2/3 Our School The Children will learn key vocabulary and phrases around the theme of school. - school places and objects, they will take part in a PE lesson conducted mostly in French and will combine learning to express preferences.	French Years 2/3 Time The children will learn how to tell the time: o’clock, half past, quarter past and quarter to. They will learn how to read timetables and TV schedules and answer simple questions about these.
Experiential Learning: Organise a British tea party for parents. Organise a Sports Event for the School Community.	Experiential Learning: 140th Year Celebration for TPS Visit to Tetsworth War Memorial. Visits from people of different nationalities – how do they celebrate their cultural days?	Experiential Learning: Visit from someone / video clips of someone who can talk about the sort of racism encountered by Rosa Parks	Experiential Learning:	Experiential Learning: Roald Dahl Museum Trip. Lord Williams’s School Primary Dance Festival	Experiential Learning: Sports Week - (various coaching sessions inc: tennis, cricket, Zumba). End of Year trip.