

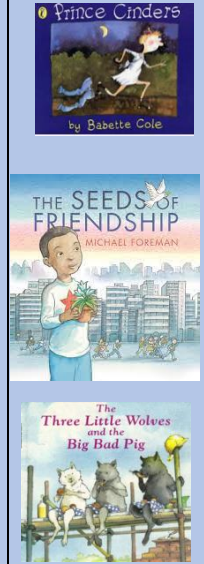


# Believe ~ Learn ~ Grow

## Ridgeway Farm CE Academy Curriculum Map

### Year 2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Value (2 year cycle)	Thankfulness Generosity	Trust Compassion	Perseverance Courage	Justice Forgiveness	Friendship Service	Truthfulness Respect
	Inspirational Theme	Community	Explorers	Diversity	Leadership	Creation	Children
		Local Area (G)	Africa (G)	Animals and Habitats (S)	Significant Individuals (H)	Plants (S)	Victorians (H)
	Big Question	What is special about where I live? (Brunel)	How is Kenya different to Ridgeway?	What does it mean to be alive?	Who were Florence Nightingale and Mary Seacole?	Is a seed the same as a bulb?	What was it like to be a child in the Victorian times?
	Experiences and Inspiration	Walk around the local area Local business visitor	African Drumming session	Visit to the farm	Visit from Nurse or Doctor about working in hospital in these day	Grow plants	Trip to Sevington
	Texts & Film						
Writing Focus	<b>Alternative ending</b> The children come up with a new plan to save the tree <b>Writing to Inform: Letters</b>	<b>Different version:</b> Lila and the Secret of the Sun <b>Writing to Inform: Recount</b>	<b>Alternative viewpoint</b> The Polar Bear's Story <b>Writing to Explain: Instructions</b> How to get a polar bear back home	<b>Alternative Version</b> Little Red and the... <b>Writing to Argue: Persuasion</b> Wanted poster for the lion	<b>Film</b> Treasure <b>Writing to Argue: persuasive letters</b>	<b>Sequel</b> What do Tom and Dad do next? <b>Writing to Inform: Reports</b> NCR about the inventions	

	Letter from the children to the adults saying why the last tree is important	Lila's diary before and after the rain			Letter from the old man persuading people to recycle	
Whole Class Reading	<p><b>Riddle, story, diary, letter, postcard</b></p> 	<p><b>Remembrance Day</b></p> <p><b>Inform</b></p> 	<p><b>Entertain</b></p>  <p><b>Whole School Focus</b></p>	<p><b>Inform</b></p>  <p><b>Poetry</b></p>	<p><b>Entertain</b></p> 	<p><b>Entertain</b></p>  <p><b>Poetry</b></p>
Maths	Place Value Addition & Subtraction	Addition & Subtraction Shape	Money Multiplication & division	Multiplication & division Length & Height Mass, capacity & temperature	Statistics Fractions Position & direction	Problem solving Times
Times tables	Recap number bonds	X2/ number bonds	X5	X10	X2,5,10	X2,5,10
Theme	Learn about the local area and the significance of Isambard Kingdom Brunel.	Children will learn that there are seven continents, including Africa and Europe, and five oceans.	Pupils will learn that all living things have certain characteristics that are essential for keeping them alive and healthy.	Understanding the lives of significant people and how they have impacted on our life today.	Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to	Compare the lives and reigns of sixteenth-century Queen Elizabeth I and nineteenth-century Queen Victoria.

		<p>They will know that the town they live in is called Swindon. The village is called Purton.</p> <p>They will be able to relate that Swindon is in England, which is in the UK. The UK is in the continent of Europe.</p> <p>Children will learn that Kenya is an example of a country that can be found in the continent of Africa.</p> <p>They will compare and understand that both the UK and Kenya are made up of villages, towns and cities. But that Kenya is much larger than the UK.</p> <p>Comparing Kenya and the UK they will learn they have different climates. This means that the weather is generally different.</p> <p>They will know that Nairobi is the capital city of Kenya</p>	<p>The will know 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.</p>	<p>Identify some basic information about Victorian Britain to set the context of what the world was like during the Crimean war.</p> <p>Identify where Crimea is on the map - discuss the continent it is in. Identify where it is in comparison to the UK. Introduce the idea that in 1854-1856 there was a war in Crimea - identify who may be needed to help people during a war.</p> <p>Introduce Florence Nightingale - Who was she? What did she do?</p> <p>What did Florence Nightingale do to improve medical care</p>	<p>the requirements of plants for germination, growth and survival, as well as the process of reproduction and growth in plants.</p>	<p>Place their reigns and significant events from their lives on a timeline.</p> <p>Consider the different things we can learn from portraits and the changes in fashion that took place between the Tudor and Victorian periods.</p> <p>Identify the key roles of a monarch through interactive activities and develop an understanding of how your values match up to British values of the past.</p>
RE	1.2 Who is a Muslim and what do they believe?	UC 1.3 Why does Christmas matter to Christians?	1.2 Who is a Muslim and what do they believe? part 2	UC 1.5 Why does Easter matter to Christians?	UC 1.4 What is the 'good news' Christians believe Jesus brings?	1.5 What makes some places sacred? (C,M)
Working Scientifically	<p>During years 1 pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>▪ asking simple questions and recognising that they can be answered in different ways</li> <li>▪ observing closely, using simple equipment</li> <li>▪ performing simple tests</li> <li>▪ identifying and classifying</li> <li>▪ using their observations and ideas to suggest answers to questions</li> </ul>					

	<ul style="list-style-type: none"> <li>gathering and recording data to help in answering questions.</li> </ul>					
Science	<p>Animals including humans.</p> <ul style="list-style-type: none"> <li>Notice that animals, have offspring which grow into adults.</li> <li>Find out about and describe the basic needs of animals, for survival (water, food and air).</li> </ul>	<p>Living things and their habitats.</p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>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.</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>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.</li> <li>Different kinds of plants and animals live in different kinds of places.</li> <li>There are different kinds of habitat near school which need to be cared for</li> <li>Habitats provide the preferred conditions for the animals/plants that live there (compare local</li> </ul>	<p>Humans</p> <ul style="list-style-type: none"> <li>Notice that humans, have offspring which grow into adults.</li> <li>Find out about and describe the basic needs of humans, for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>Medicines can be useful when we are ill.</li> <li>Medicines can be harmful if not used properly.</li> </ul>	<p>Plants</p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>Plants are living and eventually die</li> </ul>	<p>Uses of everyday material</p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>Some materials can be found naturally; others have to be made</li> </ul>	

			habitats and less familiar examples).			
Geography	<p>To identify and describe the main human and physical features of your local area.</p> <p>To explore changes in the geography of your local area.</p> <p>To look at how Swindon changed geographically due to the history and contribution of Isambard Kingdom Brunel.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and 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. Use simple fieldwork 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>Seasons and daily weather patterns in the UK and the location of hot and cold areas of the world.</p> <p>Similarities and differences - human and physical of an area in the UK and an area in a contrasting non-European country.</p> <p><i>Geographical enquiry</i> Children encouraged to ask simple geographical questions: Where is it? What's it like?</p> <p>Use non-fiction books, stories, maps, pictures/photos and the internet as sources of information.</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p> <p>Knowledge and understanding of places</p> <p>Compare Purton/Swindon with a small area in a contrasting non-European country.</p> <p>Identify hotter and colder parts of the world.</p> <p><i>Geographical skills</i></p>				

		<p>Use a map, atlas and globe to find the UK and its 4 countries, and some other countries of interest as well as oceans. Devise a simple map and construct a key using symbols. Use simple compass directions (N, S, E, W).</p> <p>Fieldwork Investigate physical and human features of my surrounding environment.</p> <p>Environmental change and sustainable environment Investigate changes in my environment. Identify the changes associated with the seasons.</p>				
History	Significant lives of individuals in the past who have contributed to international achievements			<p>The lives of significant individuals in the past who have contributed to national and international achievements (Florence Nightingale) <u>Chronology</u> Identify similarities/differences between periods - explore similarities and difference between hospitals in Florence Nightingale's time and today (Venn diagram).</p> <p><u>Cause and Consequence</u></p>		<p>The lives of significant individuals in the past who have contributed to national and international achievements (Queen Victoria ) <u>Chronological Understanding</u> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives</p> <p>Range and depth of historical knowledge</p>

				<p>Recognise and begin to give reasons for why people did things and why events happened and what happened as a result- look at the changes brought into place by Florence Nightingale and discuss why these changes were needed. Look at modern hospitals and see how this links back to the changes they made. Explore with other people who made a difference based on interests of the cohort.</p> <p><u>Significance</u> Explain who was important in a period/context giving reasons - identify why during the Crimean war Florence was important. Identify other significant people and why they were significant based on child led interest.</p> <p><u>Historical Terms</u> Use wide vocab of everyday historical terms Use terms concerned with the passing of time: 200 years ago, in the past</p>		<p>Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times</p> <p>Interpretations of history Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories</p> <p>Historical enquiry Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.</p>
Art/Design and Technology	Collage	Food Fruit and Veg	Textiles Templates and Joining	Digital Art	Drawing	Mechanisms Wheels and Axis
Kapow art	Drawing Tell me a story	Painting and mixed media- beside the sea	Sculpture and 3D : clay houses	Craft and design: Map it out		

Kapow DT	Baby bears chair a	Balanced diet	Pouches	Fairground wheel: make a moving monster		
Computing	- Coding	Online Safety Spreadsheets	- Questioning	- Effective Searching	- Creating Pictures	-Making music - Presenting Ideas
PSHE	Being me in my world	Healthy Mind	Dreams and Goals	Celebrating Differences	Relationships	Changing Me
PE	Multi-Skills	Ugly Bug Ball Dance	Groovy Gymnastics	Cool Core (Strength)	Skip to the Beat	Gymfit circuits
	Boot Camp	Fitness Frenzy	Mighty Movers (Running)	Brilliant Ball Skills	Throwing and Catching	Active Athletics
Music	Musical me	African call and response song (Theme: Animals)	Dynamics, timbre, tempo and motifs (Theme: Space)	Orchestral instruments (Theme: Traditional Western stories)	On this island: British songs and sounds	Myths and legends