

# Warden Hill Primary School Curriculum Mapping 2017-18

## Year Group: 2

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Term	Autumn 1 - 7 Weeks	Autumn 2 - 7.5 Weeks (.5 at end of term)	Spring 1 - 5.5 Weeks (.5 at start of term)	Spring 2 - 6 Weeks	Summer 1 - 6 Weeks	Summer 2 - 7 Weeks
Topic Name	<b>Where in the world...?</b>	<b>How can we be superheroes?</b>	<b>Fire! Fire!</b>	<b>Green shoots and mucky boots</b>	<b>Toy Story</b>	<b>Oh I do like to be beside the seaside</b>
SMSC General Across all areas of the curriculum	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development		We promote <i>cultural</i> development	
	In all subjects and Assemblies: Pupils' spiritual development in this lesson will involve the growth of their sense of self, their unique potential, their understanding of their strengths and weakness, and their willingness to achieve. Sustain their self-esteem in the learning experience.		Through School council and House Captain Elections we encourage children to promote their social development by encouraging an understanding of the responsibilities and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good. The will have opportunities to <ul style="list-style-type: none"> <li><input type="checkbox"/> Display a sense of belonging and an increasing willingness to participate</li> <li><input type="checkbox"/> Make an active contribution to the democratic process in each of their communities</li> <li><input type="checkbox"/> Begin to understand the place they have within society and the role they need to play</li> </ul> Through Inter - house and competitions with other schools we encourage children to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Gain the confidence to cope with setbacks and learn from mistakes</li> <li><input type="checkbox"/> Take initiative and act responsibly with consideration for others</li> </ul>			
Assemblies	Monday-Whole school assembly Tuesday-KS1 story assembly Wednesday-class assembly Thursday-Open the Book Friday-Celebration Merit Mark Assembly  Year 2 assembly TBC	Monday-Whole school assembly Tuesday-KS1 story assembly Wednesday-class assembly Thursday-Open the Book	Monday-Whole school assembly Tuesday-KS1 story assembly Wednesday-class assembly Thursday-Open the Book Friday-Celebration Merit Mark Assembly	Monday-Whole school assembly Tuesday-KS1 story assembly Wednesday-class assembly Thursday-Open the Book	Monday-Whole school assembly Tuesday-KS1 story assembly Wednesday-class assembly Thursday-Open the Book	Monday-Whole school assembly Tuesday-KS1 story assembly Wednesday-class assembly Thursday-Open the Book

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		Friday-Celebration Merit Mark Assembly		Friday-Celebration Merit Mark Assembly  Year 2 assembly TBC	Friday-Celebration Merit Mark Assembly	Friday-Celebration Merit Mark Assembly  Year 2 assembly- Celebrating our successes and our transition to KS2
English	<p><b>Week 1: Simple sentence structure</b> Rules: What should the rules be in our class. Postcard making (something from their summer holidays)</p> <p><b>Week 2: Split week</b> (2 days - sentences, dictation activities/carousel of sentence activities) (3 days - instruction writing)</p> <p><b>Week 3 Instruction Writing</b> - How do we get to school? How to make a sandwich/Fruit salad?</p> <p><b>Week 4: Narrative:</b> An evening at Alfie's. Week 1/3</p> <p><b>Week 5: Narrative:</b> An evening at Alfie's. Week 2/3</p> <p><b>Week 6: Narrative:</b> An evening at Alfie's. Week 3/3</p> <p><b>Week 7: Recount:</b> Literature festival</p>	<p><b>Week 1: Poetry</b> Fireworks</p> <p><b>Week 2: Fictional superheros</b> - comics</p> <p><b>Week 3: Fictional superheros</b> - comics</p> <p><b>Week 4: Biography</b> Florence Nightingale</p> <p><b>Week 5: Biography</b> Florence Nightingale</p> <p><b>Week 6: Letter</b> Writing to Santa</p> <p><b>Week 7: Narrative</b> Christmas Story</p>	<p><b>Week 1:</b> 2 day week - handwriting focus</p> <p><b>Week 2: Poetry</b></p> <p><b>Week 3: Diary</b> Samuel Pepys</p> <p><b>Week 4: Explanation text</b> About the fire</p> <p><b>Week 5: Explanation text</b> About the fire</p> <p><b>Week 6: Recount</b> Of 'our fire'</p>	<p><b>Week 1: Wind in the Willows narrative</b> - letter writing from Mole TAKE ONE BOOK WEEK <b>Week 2: Wind in the Willows narrative</b></p> <p><b>Week 3: Wind in the Willows narrative</b> (innovated version)</p> <p><b>Week 4: Research factfiles</b> Minibeasts</p> <p><b>Week 5: Research factfiles</b> Minibeasts</p> <p><b>Week 6: independent writing</b> (letter writing - recount of GFoL?)</p>	<p><b>Week 1: Narrative</b></p> <p><b>Week 2: Narrative</b></p> <p><b>Week 3: Narrative</b> (independent write)</p> <p><b>Week 4: SATS</b></p> <p><b>Week 5: SATS</b></p> <p><b>Week 6 (Sports week): Newspaper report</b> (about sports week)</p>	<p><b>Week 1: Seaside poems</b></p> <p><b>Week 2: Fantasy Stories</b> - The Magic Pebble.</p> <p><b>Week 3: Fantasy Stories</b> - The Magic Pebble.</p> <p><b>Week 4: Information leaflet</b> about Clevedon</p> <p><b>Week 5: Information leaflet</b> about Clevedon</p> <p><b>Week 6: Autobiographical writing</b> for new teachers.</p> <p><b>Weeks 7: Autobiographical writing</b> for new teachers.</p>
Grammar focus	<p><b>CGP Key Stage 1 English, SPAG Rising Stars SPAG Progress Tests Year 2 - New National Curriculum</b></p> <p>Full stops Capital letters Sentence types - questions, exclamations, statements and commands Nouns</p>	<p><b>CGP Key Stage 1 English, SPAG Rising Stars SPAG Progress Tests Year 2 - New National Curriculum</b></p> <p>Singular/plural Conjunctions Verbs/adverbs Variety of sentence</p>	<p><b>CGP Key Stage 1 English, SPAG Rising Stars SPAG Progress Tests Year 2 - New National Curriculum</b></p> <p>Tense (past/present) Apostrophes (possession and contraction) Commas (lists) Editing</p>	<p><b>CGP Key Stage 1 English, SPAG Rising Stars SPAG Progress Tests Year 2 - New National Curriculum</b></p> <p>Suffixes and prefixes Recap - Singular/plural Apostrophes (possession and contraction)</p>	<p><b>CGP Key Stage 1 English, SPAG Rising Stars SPAG Progress Tests Year 2 - New National Curriculum</b></p> <p>Suffixes and prefixes Recap - Singular/plural Apostrophes (possession and</p>	<p><b>CGP Key Stage 1 English, SPAG Rising Stars SPAG Progress Tests Year 2 - New National Curriculum</b></p> <p>Suffixes and prefixes Recap - Singular/plural Apostrophes (possession and contraction)</p>

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	Adjectives	openers		Commas (lists) Sentence types - questions, exclamations, statements and commands	contraction) Commas (lists) Sentence types - questions, exclamations, statements and commands	Commas (lists) Sentence types - questions, exclamations, statements and commands
Guided Reading	<p><b>Class read - The BFG</b></p> <p>Focussed reading sessions in Autumn term 1. Guided reading groups set across all three year 2 classes. Independent group activities: Comprehension Follow up activity Handwriting SPaG</p>	<p><b>Class read - The BFG</b></p> <p>Guided reading groups set across all three year 2 classes. Independent group activities: Comprehension Follow up activity Handwriting SPaG</p>	<p><b>Class read - The Wind in the Willows</b></p> <p>Guided reading groups set across all three year 2 classes. Independent group activities: Comprehension Follow up activity Spelling SPaG (CGP book)</p>	<p><b>Class read - The Wind in the Willows</b></p> <p>Guided reading groups set across all three year 2 classes. Independent group activities: Comprehension Follow up activity Spelling SPaG (CGP book)</p>	<p><b>Class read - Pinocchio by Michael Morpurgo</b></p> <p>Guided reading groups set across all three year 2 classes. Independent group activities: Comprehension Follow up activity Spelling SPaG (CGP book)</p>	<p><b>Class read - Pinocchio by Michael Morpurgo</b></p> <p>Guided reading groups set across all three year 2 classes. Independent group activities: Comprehension Follow up activity Spelling SPaG (CGP book)</p>
SMSC Literacy Guided Reading SPAG	<b>We promote <i>spiritual</i> development</b>	<b>We promote <i>moral</i> development</b>	<b>We promote <i>social</i> development</b>		<b>We promote <i>cultural</i> development</b>	
	<p>In responding to a poem, story or text; pupils can be asked, 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'</p> <p>By appreciating the beauty of language.</p> <p>This is across all genres of texts, fiction and non-fiction.</p> <p>During Literacy, Guided Reading and SPAG all children have the opportunity to develop of their sense of self, their unique potential, their understanding of their strengths and weakness, and their willingness to achieve. Sustaining their self-esteem in the learning experience is pivotal to their learning. This is</p>	<p>By exploring stimulus for thinking about the consequences of behaviour; pupils can speculate and apply their learning to their own lives. Do they agree with the decisions being made by the characters in the stories? When they do this they are developing their speaking, listening and higher order thinking skills.</p> <p>By considering different perspectives.</p> <p>All children are encouraged to show respect for others opinions and responding in whole class discussions.</p> <p><b>Units of work of particular interest:</b> Florence Nightingale Superheros unit Instruction writing - looking after</p>	<p>By supporting conceptual and language development through an understanding of and debates about social issues</p> <p>By providing opportunities for talk in a range of settings, especially through the 'Talk 4 Writing' approach.</p> <p><b>Units of work of particular interest:</b> Instruction writing - looking after local area Florence Nightingale Autobiographical writing</p>		<p>By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'</p> <p><b>Units of work of particular interest:</b> Autobiographical writing</p>	

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	achieved through targets and EBI's - children know their next steps. Units of work of particular interest: Narrative units - Wind in the Willows, An evening at Alfie's, The Lighthouse Keeper's Lunch, The Magic Pebble	local area				
Maths	Taken from Kangaroo Maths: <b>Week 1: Number: Place value</b> <b>Week 2: Number: Place value</b> <b>Week 3: Number: calculation (+)</b> <b>Week 4: Number: calculation (+)</b> <b>Week 5: Number: calculation (-)</b> <b>Week 6 Number: calculation (-)</b>	Taken from Kangaroo Maths: <b>Week 1: Money</b> <b>Week 2: Money</b> <b>Week 3: Time</b> <b>Week 4: Time</b> <b>Week 5: Shape</b> <b>Week 6: Shape</b> <b>Week 7: Data handling / statistics</b>	Taken from Kangaroo Maths: <b>Week 1: Multiplication</b> <b>Week 2: Multiplication</b> <b>Week 3: Division</b> <b>Week 4: Fractions</b> <b>Week 5: Measure</b> <b>Week 5: Measure</b>	Taken from Kangaroo Maths: <b>Week 1: Recap number calculation (+)</b> <b>Week 2: Recap number calculation (-)</b> <b>Week 3: Data handling / statistics</b> <b>Week 4: Shape (including mathematical movement)</b> <b>Week 5: Time</b> <b>Week 6: Money</b>	Taken from Kangaroo Maths: <b>Week 1: Number (SATs prep.)</b> <b>Week 2: Number (SATs prep.)</b> <b>Week 3: Number (SATs prep.)</b> <b>Week 4: SATS</b> <b>Week 5: SATS</b> <b>Week 6: (Sports week) Data handling / statistics</b>	Taken from Kangaroo Maths: <b>Week 1: TBC related to interim framework</b> <b>Week 2: TBC related to interim framework</b> <b>Week 3: TBC related to interim framework</b> <b>Week 4: TBC related to interim framework</b> <b>Week 5: Column +</b> <b>Week 6: Column -</b> <b>Weeks 7: Fun maths</b>
Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Recognise the place value of each digit in a two-digit number (tens, ones). Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100. Use greater than, less than and = signs. Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems. Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods. Solve problems with addition and subtraction recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.						

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Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.

Write simple fractions for example,  $\frac{1}{2}$  of  $6 \div 3$  and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

Compare and order lengths, mass, volume/capacity and record the results using symbols for greater than, less than and =.

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

Find different combinations of coins that equal the same amounts of money.

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Compare and sequence intervals of time.

Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

Know the number of minutes in an hour and the number of hours in a day.

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid].

Compare and sort common 2-D and 3-D shapes and everyday objects.

Order and arrange combinations of mathematical objects in patterns and sequences.

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Ask and answer questions about totalling and comparing categorical data.

<b>SMSC Maths</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development		We promote <i>cultural</i> development	
	By making connections between pupils' mathematical skills and real life. By considering pattern, order, symmetry and scale in both the man-made and natural world.	By reflecting on data that has moral and ethical implications;	By the sharing of resources within the classroom, the negotiating of responses and group problem solving.			
Science	Animals including humans (Health and growth)	Uses of everyday materials/Working scientifically	Animals including humans (Health and growth)	Plants	Uses of everyday materials (link to toys material?)	Living things in their habitats (Nature area pondlife / comparison with Clevedon rockpools)

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SMSC Science	We promote <i>spiritual</i> development		We promote <i>moral</i> Development		We promote <i>social</i> development		We promote <i>cultural</i> development	
	By demonstrating openness to the fact that some answers cannot be provided by Science. By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. Reflect on, consider and celebrate the wonders and mysteries of life		By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place. Show respect for their environments and moral conflict. (Plants, Living things and their habitats)		By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger person.		By asking questions about the ways in which scientific discoveries from around the world have affected our lives.	
Computing	<b>Twinkl - Presentation skills using PPT (about a place in the world)</b>			<b>Twinkl - Computing Art based on GfOL</b>  <b>We are detectives</b> Communicating clues Using email software and Word	<b>We are zoologists</b> Recording bug/plant hunt data Using Powerpoint / excel/ 2count <b>We are photographers</b> Taking, selecting and editing digital images Using: Picasa / Pixelr / Picasaweb /Photoshop	<b>Twinkl - Turtle Logo (programming)</b>	<b>We are games testers</b> Exploring how computer games work Using free online games	
SMSC Computing	We promote <i>spiritual</i> development		We promote <i>moral</i> Development		We promote <i>social</i> development		We promote <i>cultural</i> development	
	By wondering at the power of the digital age e.g. use of the internet By understanding the advantages and limitations of ICT. By using the internet as a gateway to big life issues. <b>Units of work of particular interest:</b> <b>We are researchers</b> <b>We are astronauts</b>		By exploring the moral issues surrounding the use of technology. By considering the benefits and potential dangers of the internet - Cyber bullying as a danger. By considering the vision of those involved in developing the web. <b>Units of work of particular interest:</b> <b>E-safety link to all unitsp</b>		By links through digital media services with other schools and communities. By highlighting ways to stay safe when using on line services and social media By being prepared to work with technology to forge new relationships. By discussing the impact of ICT on the ways people communicate e.g. Apps and through the internet. <b>Units of work of particular interest:</b> <b>We are astronauts</b> <b>We are detectives</b>		By exploring human achievements and creativity in relation to worldwide communications.  By developing a sense of awe and wonder at human ingenuity. <b>Units of work of particular interest:</b> <b>We are detectives</b>	
RE	Who is a Muslim and how do they live?		Why does Christmas matter to Christians?	Who is a Muslim and how do they live? Part 2.	Easter - Why does Easter matter to Christians?	What is the 'good news' Christian's believe Jesus brings?		What makes some places sacred to believers?

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SMSC RE	We promote <i>spiritual</i> development	We promote <i>moral</i> Development	We promote <i>social</i> development	We promote <i>cultural</i> development		
	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views - Hinduism</p> <p>By asking and responding to questions of meaning and purpose.</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.</p> <p>They will have the opportunity to</p> <ul style="list-style-type: none"> <li>□ Foster their own inner lives and non-material wellbeing</li> <li>□ Sustain their self-esteem in the learning experience</li> <li>□ Develop their capacity for critical and independent thought</li> <li>□ Foster their emotional life and express their feelings</li> <li>□ Experience moments of stillness and reflection</li> <li>□ Discuss their beliefs, feelings, values and response to personal experiences</li> <li>□ Form and maintain worthwhile and satisfying relationships</li> <li>□ Reflect on, consider and celebrate the wonders and mysteries of life</li> </ul> <p><b>Units of work of particular interest:</b></p> <p style="text-align: center;">Harvest Christmas/Hanukkah Hinduism Easter</p> <p><b>What makes a good leader?</b> <b>How can I help others?</b></p>	<p>By exploring morality including rules, teachings and commands such as The School Behaviour Policy,</p> <p>By exploring religious perspectives and responses to evil and suffering in the world.</p> <p>By asking questions about different faiths.</p> <p>Children will acquire an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They will have the opportunities to:</p> <ul style="list-style-type: none"> <li>□ Reflect on the consequences of their actions, learn how to forgive themselves and others, which are attitudes they need to make moral, responsible decisions and act on them</li> <li>□ Recognise the unique value of each individual</li> </ul> <p><b>Units of work of particular interest:</b></p> <p style="text-align: center;">Harvest Christmas/Hanukkah Hinduism Easter</p> <p><b>What makes a good leader?</b> <b>How can I help others?</b></p>	<p>By exploring the qualities which are valued by our school through our core values of trust, love and courage, as well as a civilized society - thoughtfulness, honesty, respect for difference,</p> <p>By asking questions about the social impact of religion at an age appropriate level.</p> <p><b>Units of work of particular interest:</b></p> <p style="text-align: center;">Harvest Christmas/Hanukkah Hinduism Easter</p> <p><b>What makes a good leader?</b> <b>How can I help others?</b></p>	<p>By exploring similarities and differences between faiths and cultures - Hinduism</p> <p>By considering in particular different cultural By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p> <p>By recognising world faiths and beliefs and the impact they have on our culture</p> <p><b>Units of work of particular interest:</b></p> <p style="text-align: center;">Harvest Christmas/Hanukkah Hinduism Easter</p> <p><b>What makes a good leader?</b> <b>How can I help others?</b></p>		
History		Famous people/heros - Florence Nightingale (Twinkl - Nurturing nurses)	Great Fire of London (Twinkl)		Twinkl - Toys	

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SMSC History	We promote <i>spiritual</i> development	We promote <i>moral</i> Development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>By considering how things would be different if the course of events had been different. <b>Great Fire of London</b></p> <p>By speculating about how we mark important events from history and the people who shaped them. <b>Remembrance Day</b></p>	<p>By exploring the results of right and wrong behaviour in the past e.g. wars.</p> <p>By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice?</p> <p>By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?' <b>Great Fire of London</b></p>	<p>By giving the trigger for discussions about how groups and communities organised themselves in the past - <b>Great Fire of London</b></p> <p>By considering questions about social structure in the past. for example, What might pupils say about the rights of children in Victorian times?</p> <p>Is it important that society looks after young children? Are there people in the world who still don't get a fair deal?</p> <p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about war through exploration of Remembrance - <b>watching Year 6 Remembrance Assembly</b></p>	<p>By exploring the history around us.</p>
Geography	Twinkl - What a wonderful world		Twinkl - Sensatanal safari (Compariso of local area to contrasting non-European region)	Twinkle - Beside the seaside (Physical / Human features of the seaside)
SMSC Geography	We promote <i>spiritual</i> development	We promote <i>moral</i> Development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world</p>	<p>By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings - are some things for the better others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?</p> <p><b>Comparison of local area to contrasting non-European region</b></p>	<p>By considering social responsibility e.g. care for the environment <b>Comparison of local area to contrasting non-European region</b></p>	<p>By making links with other countries through schools linking and cultural theme days. Children will acquire an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They will have the opportunity to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise the values and richness of cultural diversity in Britain and how these influence individuals and society</li> <li><input type="checkbox"/> Recognise world faiths and beliefs and the impact they have on our culture</li> <li><input type="checkbox"/> Develop an understanding of Britain's' local, national, European and global dimensions</li> <li><input type="checkbox"/> Broaden their perspective on different communities and cultures within the local area</li> <li><input type="checkbox"/> Interact with different cultures/lifestyles and explore their advantages and disadvantages</li> </ul>

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					☐ A regard for the heights of human achievement in cultures and societies	
DT		Christmas Stocking - Making, designing and sewing a stocking			Make a seaside salad	Making Winding Mechanisms - Story prop for Seaside story - Under the sea
SMSC DT	We promote <i>spiritual</i> development		We promote <i>moral</i> Development		We promote <i>social</i> development	
	By reviewing and evaluating created things. <b>Throughout all of the DT units.</b>		By raising questions about the effect of technological change on human life and the world around them. <b>Throughout all of the DT units.</b>		By exploring dilemmas that individuals may face and developing practical solutions to these problems. <b>Throughout all of the DT units.</b>	
Art	Creation collage		Artwork using a range of techniques and media (fire based art)		Creation of minibeast models (using clay)	
					, Alfred Wallis, Clay beach huts, collage of physical features of a coast  Degas - seaside scenes (based on Clevedon trip - paints for beach, charcoal for pier)	
SMSC Art	We promote <i>spiritual</i> development		We promote <i>moral</i> Development		We promote <i>social</i> development	
	By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. By allowing pupils to show what they know through their own expression of big ideas about life By promoting the process of 'reviewing and evaluating'. <b>Throughout all of the Art units.</b>		By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. By responses to and use of visual images to evoke a range of emotions. <b>Throughout all of the Art units.</b>		By sharing of resources. By exploring social conflict and resolution. <b>Throughout all of the Art units.</b>	
Music	Taken from Music Express Ourselves Our land	Taken from Music Express Number Pattern	Taken from Music Express Weather Seasons	Taken from Music Express Animals	Taken from Music Express Toys Story time	Taken from Music Express Water Travel Our bodies

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SMSC Music	We promote <i>spiritual</i> development	We promote <i>moral</i> Development		We promote <i>social</i> development	We promote <i>cultural</i> development	
	By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in for example By considering how music makes one feel and can 'move us' deeply. <b>Throughout all of the Music units.</b>	By exploring how music can convey human emotions such as sadness, joy, anger etc. By appreciating the self-discipline required to learn songs. <b>Throughout all of the Music units.</b>		By exploring how an ensemble or orchestra works together. By discussing and experimenting with what would happen if musicians in a band/group didn't co-operate. <b>The Year 6 play.</b> By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax. <b>Throughout all of the Music units.</b>	By giving all pupils an opportunity to learn a musical instrument from Year 1 and to take part regularly in singing in each worship and for longer periods on a <b>Monday morning each week.</b> By encouraging pupils to listen and respond to traditions from around the world e.g. <b>Throughout all of the Music units.</b>	
PE	Dance/Ball Skills	Gymnastics	Gymnastics	Games (Tag Rugby)	Athletics	Games (Rounders)
SMSC PE	We promote <i>spiritual</i> development	We promote <i>moral</i> Development		We promote <i>social</i> development	We promote <i>cultural</i> Development	
	By delighting in movement, particularly when pupils are able to show spontaneity. By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative By being aware of one's own strengths and limitations e.g. Y3 swimming lessons, participation in Sports Day. <b>Throughout all of the PE/Games units.</b>	By discussing fair play and the value of team work. By developing qualities of self-discipline, commitment and perseverance.  By developing sportsmanship e.g. through shaking the hand of a competitor at the end of an event, regardless of the result. <b>Competitive situations such as Netball/Rugby/Football tournaments/games during after-school clubs against other schools.</b>  <b>Throughout all of the PE/Games units.</b>		By developing a sense of belonging and self-esteem through team work to create a dance, participate in a race etc. <b>Cheltenham Feet First Festival</b> By developing a sense of community identity through taking part in inter school events. <b>Competitive situations such as Netball/Rugby/Football tournaments/games during after-school clubs against other schools. Cheltenham Feet First Festival. Inter-House competitions with other schools in our cluster.</b> By offering a variety of extra-curricular sporting activities that are cross phase/year group, enabling pupils' to work together in a variety of different groupings and contexts. <b>Throughout all of the PE/Games units.</b>	By learning about the history of sport, and where they originate from e.g. The Olympics when studying the Greeks.  By making links with national and global sporting events such as the World Cup and the Olympics. By exploring rituals surrounding sporting activities e.g. medal ceremonies, learning and singing the national anthem. <b>Throughout all of the PE/Games units.</b>	
PSHE	<b>Myself and my relationships</b> <b>My Emotions</b> 2A Emotional Wellbeing (4 activities) 2I Dealing with Bullying (4	<b>Myself and my relationships</b> <b>Managing Risk and Change</b> 2B Managing Risk (4	<b>Healthy and Safer Lifestyles</b> <b>World of Drugs 1</b> 2H Personal Safety (5 activities)	<b>Healthy and Safer Lifestyles</b> <b>World of Drugs 2</b> 2G Safety Contacts (4 activities)	<b>Healthy and Safer Lifestyles</b> <b>Keeping Safe 1</b> 2D Drugs and their Uses (6 activities)	<b>Healthy and Safer Lifestyles</b> <b>Keeping Safe 2</b> 2J Helping and getting Help (4

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	activities)	activities)		2E Keeping Healthy (4 activities)		activities) 2C Managing Change (4 activities) 2F Identifying and Reducing Risk (2 activities)
<b>SMSC PSHE</b>	We promote <i>spiritual</i> development	We promote <i>moral</i> Development	We promote <i>social</i> development	We promote <i>cultural</i> development		
	<p>By developing an awareness of and responding to others' needs and wants.</p> <p>By exploring meaning and purpose for individuals and society.</p> <p>By developing resilience and inner strength.</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life</p> <p style="background-color: #00FF00;">Throughout all of the PSHE units of work.</p>	<p>By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.</p> <p>By making explicit links to the school's distinctive ethos</p> <p style="background-color: #00FF00;">Sharing of the School's vision Throughout all of the PSHE units of work.</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility through membership of the JLT and termly pupil surveys. E.g. pupils might be asked 'Why do we think this is important?' 'What could we do about it?' 'Who would like to take it further?'</p> <p>Children will acquire an understanding of the responsibilities and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good. They will have opportunities to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop an understanding of individual and group identity</li> <li><input type="checkbox"/> Learn about service in the school and wider community</li> <li><input type="checkbox"/> Begin to understand the place they have within society and the role they need to play</li> <li><input type="checkbox"/> Understand the changing nature of society and how this is an opportunity not a threat</li> <li><input type="checkbox"/> Develop their compassion for others in society</li> <li><input type="checkbox"/> Take initiative on wider social issues and establish ways they can help on an individual, local, national and global scale</li> </ul> <p style="background-color: #00FF00;">Throughout all of the PSHE units of work.</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives.</p> <p style="background-color: #00FF00;">Throughout all of the PSHE units of work.</p>		

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