



## Avanti House Primary School

## Curriculum Map 2018-2019

Year 2	Autumn Term		Spring Term		Summer Term	
Learning to learn skills	Independence	Cooperation	Questioning	Resilience	Creativity	Imagination
Enrichment links	Black History Month, Diwali celebrations, Christmas celebrations		Books Week, Chinese New Year, Easter, Maths Week, Science Week, Safer Internet Day		Sports Day, Ratha Yatra Day	
Trips	<ul style="list-style-type: none"> <li>• Invite an African artist (link to Black History Month)</li> <li>• Autumn walk - Squirrel hunt</li> <li>• Pond study Spring ponds Stanmore</li> </ul>		<ul style="list-style-type: none"> <li>• <u>The London Museum -The Great Fire of London</u></li> <li>• <u>Growing vegetation in Bhakti Vedanta</u></li> </ul>		<ul style="list-style-type: none"> <li>• <u>London Zoo - Classifying Animals (KS1)</u></li> </ul>	
Themes	Stories with familiar settings Stories from around the world		Traditional Tales Stories by a famous author - Anthony Browne		Fantasy stories	
Grammar	I can use . ? and ! to end sentences and questions in more than one sentence. I can use , in lists.	I can write sentences independently using the words <i>and, but, or, when, if, that</i> and <i>because</i> .	I can write simple sentences which include expanded noun phrases.	I know the difference between present & past tense and can use them consistently in my writing.	I can understand and use apostrophes for omission.	I can use apostrophes for possession accurately.
Core Texts	<b>Lila and the Secret of Rain</b> by David Conway  <b>Meerkat mail</b> by Emily Gravett	<b>The journey home-</b> by Fann Preston Gannon  <b>Ice trap-Shackleton's Incredible Expedition</b> - by Meredith Hooper	<b>Hansel and Gretel</b> by Anthony Browne  <b>Changes</b> by Anthony Browne  <b>The Great Fire of London (Beginning</b>	<b>Diary of a Killer Cat</b> - by Anne Fine  <b>Diary of a Wombat</b> by Jackie French	<b>I need my monster</b> by Amanda Noll  <b>The Dragonsitter</b> by Josh Lacey and Garry Parsons	<b>James and the Giant Peach</b> by Roald Dahl  <b>BFG-</b> by Roald Dahl

			History) Paperback - 12 Sep 2002 by <u>Liz Gogerly</u>			
English	<p><b><u>Narrative( Fiction)</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Stories from around the world</u></b> Final Outcome - Writing a story with a different familiar setting</li> </ul> <p><b><u>Non Fiction</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Information Text</u></b> Final outcome: Writing a non - chronological report on an animal</li> </ul> <p><b>Cross curricular link to ICT and Science</b></p> <p><b><u>Poetry</u></b> Vocabulary building List poems</p>	<p><b><u>Narrative (Fiction)</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Stories in familiar settings</u></b> Final Outcome: Write a story with an alternative ending</li> </ul> <p><b><u>Non-Fiction</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Instructions texts</u></b> Final outcome: Write a set of instructions.</li> </ul> <p>How to make bread from around the world How to make habitats of different animals and humans</p> <p>(Cross curricular link to Art and DT)</p> <p><b><u>Poetry</u></b> Vocabulary building Traditional poems for young children</p>	<p><b><u>Narrative</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Traditional stories</u></b> Final Outcome: Write a play script Character description</li> </ul> <p><b><u>Non-Fiction</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Recount:</u></b> Final outcome: Write a recount on the visit to London Museum</li> </ul> <p><b>News Report</b> <b>Letter Writing</b></p> <p><b><u>Poetry</u></b> Vocabulary building Calligrams related to fire Shape poem</p>	<p><b><u>Narrative</u></b> Stories by the same author (Anthony Browne) Final Outcome: Write a personal diary</p> <p><b><u>Non-Fiction</u></b> Diary Final outcome: Writing own diary entry</p> <p><b><u>Poetry</u></b> Vocabulary building Humorous Poems SATs Revision</p>	<p><b><u>Narrative</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Fantasy Stories</u></b> Final outcome: Write a fantasy story</li> </ul> <p><b><u>Non- Fiction</u></b> Biography Final outcome: Biography of a famous person</p> <p><b>Letter writing</b> Final outcome: Writing an email</p> <p><b><u>Poetry</u></b> Haiku or limericks</p>	<p><b><u>Narrative</u></b> Final Outcome - An alternative version of a well-known story</p> <p><b><u>Non- Fiction</u></b> Final outcome: Explanation texts - Plants</p> <p><b><u>Poetry</u></b> Vocabulary building Favourite Poems</p>

<b>Maths</b>	<ul style="list-style-type: none"> <li>• <b>Number</b> - Number and place value 3 weeks</li> <li>• <b>Number</b> - Addition and subtraction 5 weeks</li> <li>• <b>Measurement</b> (money) 2 weeks</li> <li>• <b>Number</b> - Multiplication and division 2 weeks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Number</b> - Multiplication and division 2 weeks</li> <li>• <b>Statistics</b> 2 weeks</li> <li>• <b>Geometry</b> - Properties of shapes 3 weeks</li> <li>• <b>Number</b> - Fractions 3 weeks</li> <li>• <b>Measurement</b> (height and length) 1 week</li> <li>• <b>Consolidation</b> 1 week</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Geometry</b> - Position and direction 3 weeks</li> <li>• <b>Problem solving and efficient methods</b> 2 weeks</li> <li>• <b>Measurement</b> (time) 2 weeks</li> <li>• <b>Measurement</b> (capacity, mass and temperature) 3 weeks</li> <li>• <b>Investigations</b> 2 weeks</li> </ul>
<b>Science</b>	<p><b>Animals, including humans</b> Discuss how animals have offspring that grow into adults and think about how children have changed since they were babies. Look at various life cycles and find out what animals need to survive. Study balanced diets and exercise, which help keep humans fit and healthy.</p> <p><b>Living things and their habitats</b> Explain differences between things that are living and things that have never been alive. Investigate what living organisms need to stay alive and healthy. Identify and sort living and non-living things and discuss how some non-living things were alive once.</p>	<p><b>Uses of everyday materials</b> Identify and compare the suitability of some everyday materials for particular uses. Plastic and fabrics are looked at in detail. Find out how the shapes of solid objects made from some materials can be changed. Think about new uses for materials.</p>	<p><b>Plants</b> Observe seeds and bulbs and describe how they grow into mature plants. They find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Find seeds in the local environment.</p>
<b>History</b>	<p><b>Famous people - explorers around the world</b></p> <ul style="list-style-type: none"> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Children will learn about different explorers from different countries - Christopher Columbus, Captain Scott, Ernest Shackleton</li> </ul>	<p><b>The Great fire of London</b></p> <ul style="list-style-type: none"> <li>• In this unit children are going back to 1666 and the era of the Stuarts to find out about the Great Fire of London and the effect it had on the people of the time. This unit will teach children when, where, how and why the Great Fire happened, as well as exploring how we</li> </ul>	<p><b>Famous people - Roald Dahl</b></p> <p>To know about the lives of significant individuals in Britain's past who have contributed to our nation's achievements - Writer Roald Dahl. Find out about him and significant events in his life. Order events in the correct order using</p>

	<p><b>Who wants to explore around the world?</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/schools/primaryhistory/">http://www.bbc.co.uk/schools/primaryhistory/</a></li> </ul>	<p>know about it through the diary of Samuel Pepys and other sources.</p>	<p>appropriate vocabulary.</p>
Geography	<p><b>Around the world</b></p> <ul style="list-style-type: none"> <li>• In this unit, we are taking children on a whistle-stop tour of the seven continents of the world. They will be joining Buddy the Bee as he visits a country on each continent and explores their features, people and landmarks. Children will learn where the seven continents are on a map and undertake a variety of fun activities to help them learn more about each one.</li> </ul>	<p><b>My world and me</b></p> <ul style="list-style-type: none"> <li>• In this unit children will understand where the seven continents of the world are and how their proximity to the equator or the poles affects their climate. They will visit different countries and explore their climate and land features. They will undertake a variety of fun activities to help them learn more about each one.</li> </ul>	<p><b>Map makers</b></p> <ul style="list-style-type: none"> <li>• In this unit children will get an opportunity to learn all about maps and the geography of their surrounding area with these 'Map Makers'. They will find out why we use maps and how to read maps, as well as having the opportunity to draw their own maps and plan perspectives. This unit provides opportunities for children to perfect their map reading skills and put them into practise in school and the surrounding local area.</li> </ul>
Art	<p><b>African art</b></p> <p>Explore the colours and patterns of the African landscape and native tribes with this unit, 'African Art'. In this unit children are going to learn how to create African patterns, explore the Maasai culture and their amazing homemade jewellery, and teach children how to make and decorate tribal masks and water jars, admire the beautiful African sunsets and so much more!</p>	<p><b>Investigating materials</b></p> <p>This tactile and creative 'Investigating Materials' art unit is a great way to teach children to explore different materials and how they can be used artistically. They will feel and describe a host of different materials as well as learn creative ways to join them together, before looking at weaving using a variety of different materials.</p>	<p><b>Earth art</b></p> <p><b>Aboriginal art</b></p> <p>This hands-on art unit 'Earth Art' will provide opportunities to create unique artwork using natural materials. Rocks, leaves, twigs and acorns found in the playground offer a world of imagination and artistic potential.</p>
DT	<p><b>3 D Models</b></p> <p>Building a bug hotel Squirrel house Model boats for exploring - Titanic</p> <p>Children will research, design, make and evaluate their own habitats for animals and humans.</p>	<p><b>Puppets</b></p> <p>Welcome to the world of puppets! This DT 'Puppets' unit is jam-packed with fun activities and projects for children as they find out how to work with fabric to create their own puppets. Starting off by looking at simple finger puppets, children will then develop their sewing skills before designing, creating and evaluating their own glove</p>	<p><b>Wacky windmills</b></p> <p>In this unit we take children on a trip to one of England's historic windmills and get their builder hats on, with this 'Wacky Windmills' unit. Children will explore different ways of making windmill bases and sails with classroom and craft materials, learning how to join materials together and make axles allowing sails to</p>

		puppets.	spin in the wind. They can then design, make and evaluate their own wacky windmill!
Computing	<p><b>iSafe</b> This unit of work introduces the children to the concept of staying safe online. Using the excellent teaching and learning resources available at Thinkuknow, it uses the context of imaginary characters set in imaginary worlds to help children understand the risks associated with sharing personal information online and how to make informed choices.</p> <p><b>iProgram</b> This unit of work introduces the children to a visual programming language Scratch. Using the context of art and drawing, the children will be engaged in creativity developing simple animations.</p>	<p><b>iAlgorithms</b> This unit reinforces the concept of algorithms being set of instructions that can be followed in order to complete a task. Activities are, predominately, 'off -computer' to support the children's understanding. The unit extends iProgram where algorithms are used to create, test and debug computer programs.</p> <p><b>iCompute</b> In this unit the children embark on journey through the history of computing by researching the remarkable advances computing and technology has made throughout time. The children will present their findings and develop their digital literacy skills by producing multi-media interactive eBooks.</p>	<p><b>E Safety</b> <b>iSearch</b> In this unit the children will learn how to use the internet to find out answers to questions relating to space and the solar system. They will also learn the importance of verifying the accuracy of information given on the internet and how to check multiple sources before answering questions.</p>
Music/Drama	Around the world music - singing and percussion	TBC	TBC
PE	<ul style="list-style-type: none"> <li>• Team building games</li> <li>• Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Cricket</li> <li>• Yoga</li> </ul>
PRE	<p><b><u>Autumn 1</u></b> <b><u>Theme: Feelings</u></b> Children will learn to identify different feelings, using more complex and varied language to talk about feelings. Through the use of engaging drama and arts activities and with the use of stories from secular and religious texts, they should be guided into recognizing situations, which give rise to different feelings and that humans have</p>	<p><b><u>Spring 1</u></b> <b><u>Theme: Teachings for Life</u></b> Children will take part in activities which help build a sense of community and togetherness, centred around Krishna. They will hear about how Krishna is present everywhere and how all living beings are part of Krishna and so deserving of respect. They will take part in a practical activity which practices the ability to work together for a</p>	<p><b><u>Summer1</u></b> <b><u>Theme: Courage - Learning to make mistakes</u></b> Children will extend their confidence in self-expression, especially through identifying situations in which courage is needed in order to speak out. Children will differentiate between courage and recklessness, and understand how to respond to fearful situations through (1)</p>

different feelings in the same situation. Children should have the opportunity to talk about their own real life situations before exploring situations in stories.

**Autumn 2**

**Theme: II Food Glorious Food**

Children will investigate food in different cultures. They will develop their understanding of choice and healthy living through the topic of food and eating habits. There will be some emphasis on their development of good eating practices within the school. They will also have opportunity to discuss why the School serves only vegetarian meals.

shared goal (this should be designed in collaboration with the pupils and not purely by the class teacher).

**Spring 2**

**Theme: Our best friend**

Building on the Year 1 unit on friends, children will develop their understanding of friendship through exploring stories and using drama. They will learn to value and understand how to create good friendships and understand how Krishna is our best friend.

positive action, and (2) development of inner strength, through prayer, kirtan, and stories about divine protection, including the story of Dhruva and revisiting the story of Prahlad.