

Bengeworth CE Academy
Curriculum Map 2020-2021

<u>Year</u> <u>2</u> Visits/Visitors	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic: George's Marvellous Medicine	Topic: Timetravellers 1 Dinosaurs All things Wild	Topic: Timetravellers 2 The Great Fire of London Evesham Visit	Topic: Into the forest Sandfield Farm Visit	Topic: Amazon to Avon Think Tank Visit* River Avon visit *government guidance permitting	
Reading	Class text- George's Marvellous Medicine Phonics phase 5 and 6. Discussion about books. Setting, identifying effective language prediction, story map, character emotions	Class Text- Phonics phase 5 and 6. Discussion about books. comparisons of character(double bubble) prediction Put yourself in the character's shoes	Class Text- Vlad and the Great Fire of London Phase 6 phonics Poetry Non-fiction text, investigation, dinosaurs, features of a recipe The Dinosaurs Diary Toby and the Great Fire of London, Literacy Shed - Visual Literacy Guided Reading	Phase 6 Into the Forest-Antony Browne Traditional Tales Book review, emotions grid, Character debates, comparison of characters from similar texts, prediction,story map,vocab grid Guided Reading	Phase 6 The Journey by Neil Griffiths	Phase 6 Poetry
Writing	To inform- Instructions character descriptions	To entertain - poetry, description/setting	To inform - Non- chronological reports Narrative Incidental- Recount, report, (historical fiction) recipes, Diary	Story - Entertain recount real events,character description wanted poster,twist in the tale, GD- use of story language	Writing to entertain- Letter Incidental-Letters - Inform letter of journey, recount of walk to river instructions (how to make a boat)	Writing to entertain Leaflet/brochure and poetry Poetry Kit Wright In My Magic Box(bottle)
SPaG	Nouns, verbs and adjectives Punctuation marks (A . ! ?) Key SPAG vocabulary (statements, questions, exclamations).	Expanded noun phrases, verbs, adjectives, adverbs Sentence forms Punctuation marks (A . ! ? ,) co-ordination (and, but, or)	Sentence forms Present and past tense Punctuation marks (A . ! ? ,) Subordination (when, if, that, because) Co-ordination (and, but, or)	Sentence forms Present and past tense Contractions Punctuation marks (A . ! ? ,) Subordination (when, if, that, because) Co-ordination (and, but, or) Grammar and Punctuation cards	Sentence forms Present and past tense Possessive apostrophes Punctuation marks (A . ! ? ,) Subordination (when, if, that, because) Co-ordination (and, but, or)	Sentence forms Present and past tense Possessive apostrophes Punctuation marks (A . ! ? ,) Subordination (when, if, that, because) Co-ordination (and, but, or)
Maths	Place value to 100, compare and order numbers, count in 2, 3, 5 and 10, addition and subtraction, problem	Measurement, money (£p), multiplication and division facts with 2, 5, 10, problem solving using multiplication and division.	Recognise, find and write fractions, identify and describe 2D and 3D shapes, measurement - length and height.	Interpret and construct simple pictograms,	Tell and write the time to five minute, including	Solve simple problems in a practical context involving basic addition and

	solving including missing number problems, inverse operations.			tally charts, block diagrams and simple tables, position and directions, patterns and sequences.	quarter past/to the hour. Estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit. Compare and order mass, volume /capacity.	subtraction of money of the same unit and give change. Using problem solving skills to apply one-step and multi-step in context and all operations.
Science	Animals including humans: Healthy living focus	Uses of materials	Living things and their habitats.		Plants	
PSHE / Values	Respect. PSHE: Health and well being	Perseverance PSHE: Health and well being	Friendship PSHE: Relationships	Responsibility PSHE: Relationships	Trust PSHE: Living in the wider world	Forgiveness PSHE: Living in the wider world
RE	Who made the world? 1.2	What is the good news that Jesus brings? Christingle Service	How should we care for others and the world?	Why does Easter matter to Christians?	Who is a Muslim and what do they believe? Visiting a Mosque	
History	Edward Jenner - Doctor Historical language is becoming fluent.	To communicate historically: Encouraging historical language to become fluent To understand chronology (WOW starter, time machines to visit different periods of time and associated artefacts to order).: Sequence artefacts from distinctly different periods of time and those closer together in time- Fossil hunter-William Walker support materials- https://www.nationalgeographic.com/science/prehistoric-world/triassic/ https://www.nhm.ac.uk/discover/how-did-baryonyx-change-what-we-knew-about-spinosaurs.html	Great Fire of London Samuel Pepys To investigate and interpret the past: Compare past events- GFOL and Australian Bush Fires 2020 To build an overview of world history: Create an understanding of why specific events happened. Historical language is becoming fluent.		Comparison of Manaus theatre and Evesham cinema History of Manaus linked to development of the rainforest. Historical language is becoming fluent.	
Geography	Geographical Vocabulary	Geographical Vocabulary	United Kingdom London - Capital city, country, Google Earth	Geographical skills Use of simple compass, devise a simple map, use and construct basic symbols in a	To investigate patterns:	Recap four countries and capital cities of the UK

			Geographical Vocabulary	key, use basic geographical vocabulary eg. forest, hill, soil, season, weather Geographical Vocabulary	Identify weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Simple fieldwork and observations of local environment (River Avon) Compare human and physical features (Evehsam) Geographical Vocabulary	and its surrounding seas. Continents Contrast UK to non-European country. Comparison of Manaus theatre and the Regal cinema Geographical Vocabulary
Music	Use voices expressively and creatively to sing songs Charanga- Unit 1	Listen with concentration and understand a range of music Charanga - Unit 2	Experiment with, create, select and combine sounds. Use voices expressively and creatively to sing songs Charanga - Unit 3	Listen with concentration and understand a range of music Playing tuned and untuned instruments Charanga - Unit 4	Appreciate and understand a wide range of high quality, live and recorded music drawn from different traditions and from great composers and musicians. Charanga - Unit 5	Rhythm and beat using voice, body and instruments Pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations Playing tuned and untuned instruments Charanga - Unit 6
Art	Focus on painting and sculpture. Primary and secondary colours, Colour wheels. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Build tudor house and burn them down. Baking bread	Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Discuss own work and others work, expressing thoughts and feelings. Artists: Pollock, Riley, Monet, Aboriginal. Textured collage based upon views from window e.g. starry night, sunflowers- Van Gogh	See Summer 1
Design	Make and evaluate position bottles YR2 Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them	Develop their design ideas through discussion, observation, drawing and modelling Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts		Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Cut, shape and join fabric. Use basic sewing techniques		
Computing	E-Safety-Jessie Videos and Games <i>Hector's World.com</i> Multimedia Programming	E-Safety-Internet Rules Music Video Technology in our Lives - uses, benefits, online sources, internet vs real world	E-Safety- Heroes (Hector's world) Handling Data http://www.fireoflondon.org.uk/game L Literacy Shed- Great Fire of London	E-Safety- Hector's world (not alone) on bullying Handling data - collecting, saving, using databases	E-Safety- Hector's world 'oops' on computer security Cahoot Quiz	E-Safety- Recap of Kim and Lee Technology in our lives Multimedia - Present ideas, keyboard use, online tools, saving data

				Comic Life		
PE	Real PE - Social Swimming/ Fundamental Games	Real PE - Personal Swimming/ Fundamental Games	Real PE - Cognitive Fundamental Fitness	Real PE - Creative Dance/Gymnastics	Real PE - Physical Athletics	Real PE - Health and Fitness Multi-sports (Outwitting)
LoTC	Alfresco scheme lessons Art -a sequence of learning using nature	Take learning science outdoors progressive materials unit Pg 86 from 'The National Curriculum Outdoors' book.				
Educational Visits/ Visitor		Going to the Pantomime for Christmas	Singers Hill Synagogue Evesham visit - Tudor houses	Sandfield farm	Walk to the River Avon	Think tank
Enterprise	Selling potion pots to parents		Burning Bengeworth Pudding Lane Firefighter visit			