

Enquiry Curriculum Map

This map shows areas of study for Year 2 and gives you a flavour of the questions we will be investigating. Within each area the learning and expected outcomes will be scaffolded appropriately for your child

Musician will be learning an alliterative song about minibeasts which is set to a gentle stepping-note melody. They will explore timbre and rhythm using percussion instruments, and will use movement to represent the crawling, scurrying creatures. The unit will end with a minibeast-inspired music/dance performance.

ICT

Pictograms

Collecting data in tally charts and using attributes to organise and present data on a computer.

Author

Plan or say out loud what they are going to write about.

Encapsulate what they want to say, sentence by sentence.

Apostraphes for contractions

Progressive past tense

Proof-read to check for errors in spelling, grammar and punctuation.

Read aloud what they have written with appropriate intonation to make the meaning clear

Our text will be **The dragon machine by Helen Ward**

Reading for understanding - answering comprehension

Non fiction unit -

Draw on what they already know or on background information

Answer and ask questions.

Discuss their understanding of books and other material, both those

1 Apostrophes for possession

2 write to persuade, write to inform

Proof-read to check for errors in spelling, grammar and punctuation

Read aloud what they have written with appropriate intonation to make the meaning clear

Artist

Sculpture and digital media.

Use a range of materials creatively to design and make products

We are starting the term with creating dioramas and playdough people.

We will then be produce a film using the learn pads.

Enquiry Question: What did Brunel do for Great Britain?

Term:4

Year Group: Foxes

Historian

develop an awareness of the past, using common words and phrases relating to the passing of time;

know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods;

use a wide vocabulary of everyday historical terms;

ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events;

understand some of the ways in which we find out about the past and identify different ways in which it is represented.

learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Mathematician

Length and height -

Measure in centimetres and metres, compare and order lengths, calculating with height and length.

Fractions

Make and add equal groups, find and make a half, quarter, third and three quarters, unit, non-unit and equivalent fractions

Engineer

D Engineer D&T: Design & make
 design purposeful, functional, appealing products for themselves and other users [please see National Curriculum for statement in full]

generate, develop, model & communicate their ideas through talking, drawing [as above].
 select from & use a range of tools & equipment [please see National Curriculum for statement in full];

select from and use a wide range of materials and components [as above]. D&T: Evaluate

explore & evaluate a range of existing products;
 evaluate their ideas & products against design criteria. D&T: Technical knowledge

build structures, exploring how they can be made stronger, stiffer and more stable;

Philosopher : RE

Why does Easter matter to Christians

Philosopher : PSHE

Healthy me

Athlete :

Basketball, Dance and Movement