



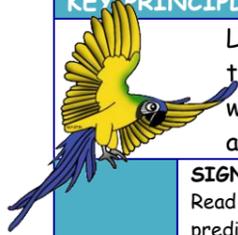
# YEAR 2 TERM 3 CURRICULUM MAP

## RAINFORESTS



### KEY PRINCIPLES OF THE TOPIC

Linking science and geography, the children will be examining the world in which we live, specifically the different habitats that exist. They will then focus on the rainforest and examine this habitat in more detail, looking at the plants and animals that live within it and how they co-exist. The children will spend a day at Drusillas Zoo, where they will have a workshop which will enable them to look at the animals close up and adding these first hand observations to the information gained from videos, books and the Internet. The children will take time to look at how plants grow from seeds or bulbs, planting and caring for their own vegetable plants and finally harvesting their produce in order to make soup.



**ENGLISH**

**SIGNIFICANT AUTHORS**  
Read key text 'The Magic Bed' by J. Burningham or an extended story; summarise the plot and make predictions at key moments in the story; capture language ideas for success criteria; use drama and discussion to explore ideas for a new story using a familiar character created by the chosen author; write own complete stories with compound sentences and subordination, a logical sequence of events, consistent use of third or first person and tense; plan, draft, edit and review.

**POETRY: SILLY STUFF**  
Read and discuss a range of silly poems and other humorous texts that play with language, e.g. riddles, language puzzles, jokes and nonsense sentences; identify and display the key features; explore devices such as alliteration, onomatopoeia, puns and word-play write own silly poems or sentences; edit and publish poems using ICT.

**Non-Chronological Reports**  
Read and compare non-chronological reports on the same topic. Demonstrate how locate specific information using contents and index sections in books or websites; identify language and organisational features such as headings, captions, sub-headings, paragraphs, use of technical vocabulary; write their own (complete or section of) non-chronological reports; plan, draft, edit and review writing ready for publishing or display.

**READING**  
Reading skills from the National Curriculum are taught during English lessons. Pupils spend time as a whole class investigating and engaging with texts in depth. These texts often support our topic work and enable pupils to develop their knowledge and understanding, as well as create an enjoyment for reading through comprehension-based activities and studies. Understanding and skills are further developed through sessions focused on decoding (word reading), and regular comprehension lessons (understanding), using rigorous questioning and discussion.  
A love of reading is encouraged by children making their own choices of books from reading corners, author visits and celebrations of reading and literature. Children also take books home and are asked to regularly complete a reading record.  
The year 2 programmes of study for **VOCABULARY, GRAMMAR, PUNCTUATION** and **SPELLING** will also be followed.



**MATHEMATICS**

**NUMBER - NUMBER AND PLACE VALUE**  
Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward; use place value and number facts to solve problems.

**NUMBER - ADDITION AND SUBTRACTION**  
Solve problems with addition and subtraction; recall and use addition and subtraction facts to 20 fluently; adding three one-digit numbers; recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

**NUMBER - MULTIPLICATION AND DIVISION**  
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables; solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

**NUMBER - FRACTIONS**  
Recognise, find, name and write fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{2}{3}$  of a length, shape, set of objects or quantity; write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

**MEASUREMENT**  
Choose and use appropriate standard units to estimate and measure mass (kg/g), temperature ( $^{\circ}$ C), capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels; compare and order mass, volume/capacity and record the results using >, < and =.

**GEOMETRY - PROPERTIES OF SHAPES**  
Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

**GEOMETRY - POSITION AND DIRECTION**  
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).

New learning      Revision

**SCIENCE**

**WHAT IS YOUR HABITAT?**  
Learn about different habitats, how the living things are suited to the habitat and the interactions between the living organisms within a habitat; explore a habitat by identifying things that are living, once-lived and never-lived; construct food chains that show how living things depend on each other' know that animals eat different types of food, consider how living things are suited to a particular habitat. Use observations and gathering evidence to suggest answers to questions.

**A VISIT TO DRUSILLAS ZOO WILL ENABLE THE CHILDREN TO SEE RAINFOREST ANIMALS AND HABITATS FIRST HAND.**

**THE APPRENTICE GARDENER**  
An introduction to growing plants from bulbs and from seeds; know the sequence of germination, and compare and contrast the requirements of germinating seeds with those of mature plants to maintain healthy growth; create a floor book to track learning; add to a own reference book and use when planning and planting a vegetable garden. Observing change over time; make comparative tests; identify and classify, find patterns and research using secondary sources; record series of observations using labelled drawings and photographs in diaries; use existing knowledge and observations to make predictions at the start and during investigations.

**OUR CHANGING WORLD**  
Plan what bulbs and seeds to plant in order to be able to make soup from the harvest at the end of the summer term; observe how the plants change over time; have greater responsibility for deciding when and how to plant seeds and bulbs and decide when the crops are ready to harvest. Make careful observations over time, use simple equipment and record observations in a range of different ways; use data to suggest answers to questions.

**THE CHILDREN WILL REVISIT ELMSTEAD WOODS TO LOOK AT HOW THE PLANTS HAVE CHANGED AS THE SEASONS HAVE CHANGED FROM SPRING TO SUMMER.**



**GEOGRAPHY**

**RAINFORESTS**  
Develop their knowledge about the environment by using Rainforests as a basis, locating them on a map; understanding the importance of them; how they have changed and why; comparing rainforests to the local environment; learn about issues involving the environment (deforestation).  
**A RAINFOREST WORKSHOP WILL VISIT THE SCHOOL TO INTRODUCE THIS TOPIC TO THE CHILDREN.**

**ART & DESIGN**

**TEXTILES**  
Create part of a class patchwork about the Rainforest by gluing and sewing fabrics together.

**PRINTING**  
Create a Rainforest print like a designer, using pressing, rolling, rubbing and stamping.

**PAINTING**  
Mix paint to create all secondary colours. Mix brown. Use these colours to create a painting in the style of Henri Rousseau.  
Use a viewfinder to focus on a specific part of an artefact before drawing it.

**MUSIC**

**RAINFORESTS**  
Explore ways of using their voice to reflect the mood of the song; perform simple rhythmic patterns to a steady beat or to accompany a song; choose and order sounds to make a rainforest soundscape; select and order sounds within a simple structure; use pitch, volume and duration to create different moods and effects; select and order sounds on an IT programme; begin to discuss and improve own work; describe images created by music; explore how sounds can be organised; sort instruments according to their sound.

**P.S.H.E. incl. R.S.E.**

Make simple choices about some aspects of their health and well-being; know what keeps them healthy.  
**BRITISH VALUES:** a link with self-esteem and self-confidence will be made when talking about healthy bodies and healthy minds.  
**RSE**  
The differences between boys and girls.  
Naming the body parts.

**D.T.**

**RAINFOREST MOVING PICTURE**  
**3D MODEL OF RAINFOREST (SHOE BOX)**  
**RAINFOREST COLOURFUL ANIMALS**  
Collect ideas and plan their product; choose the best tools and materials and explain why they are best; describe their design by using pictures, diagrams, models and words; join materials and components in different ways; describe what went well with their work and what would they want to improve.

**COMPUTING**

Use technology purposefully to create, organise, store, manipulate and retrieve digital content; use technology safely and respectfully.

**P.E.**

**CRICKET**  
Develop skills which will enable a target to be hit and protected.

**GYMNASTICS**  
Develop skills which will enable creativity when performing straight/stretch, tuck, star, straddle and pike shapes and when performing sequences which show neatness and good technique.

**TENNIS**  
Develop skills which will enable tennis related movements with control and technique, movement into position to receive the ball and send accurately at a target, whilst playing in a competitive environment.

**DANCE**  
Create, rehearse and perform a dance based on Rainforests.

**R.E.**

**WEDDINGS: CHRISTIAN & HINDU**  
Know about what happens in a traditional Christian and a Hindu wedding; know about the celebration of a wedding and what the wedding symbols mean.

**RIGHT AND WRONG**  
Consider what is right and wrong behaviour and how this relates to living in groups; consider why it is important to say sorry when rules have been broken and discuss how people should treat others.  
**BRITISH VALUES:** this focus will encourage tolerance and harmony between different cultural traditions and provide the children with the foundation to understanding that british citizens have the freedom to choose and hold other faiths and beliefs.

