



Blessed Robert Widmerpool CVA - Pentecost Term Curriculum Map 2024-25

Religious Education

- **Spread the word:** Why should we spread Good News?
 - **Rules:** Why do we need rules?
 - **Treasures:** Is the world a Treasure?
- Throughout topics, we will find links to Saints, Catholic Social Teaching and Stewardship.



RSHE

- To recognise that girls and boys are different – body parts/NSPCC pants are private
- To recognise that some secrets are 'good' and some secrets are 'bad' discuss the difference between these
- To know that we are entitled to body privacy
- To know that medicines are drugs but not all drugs are for good use
- To know some basic principles of First Aid
- To know we should call 999 in an emergency – what is an emergency? What is not an emergency?
- To understand that we belong to various communities – **link to 'Treasures' topic in RE**

English:

Whole Class Reading texts:

- Fantastic Mr Fox
- Dinosaurs and All That Rubbish
- Acrostic Poetry

Additional Reading Texts:

- Stories from the Bible – Come and See topic links
- Variety of non-fiction texts linked to topic

Writing genres:

- Instruction writing
- Narrative - Retell
- Poetry- rhyming

SPaG:

- I can spell most Year 2 common exception words correctly.
- I can use both coordinating (and, or, but, nor, for, yet, so) and subordinating (when, if, that, so) conjunctions to join sentences.
- I can consistently use both the present and past tense mostly correctly.
- I can correctly write and punctuate sentences which have a different purpose (statement, command, exclamation, question)
- I can spell many words with contracted forms e.g I'll, we'd, couldn't
- I can start to join some letters in my handwriting
- I can independently re-read my writing to check it makes sense and make changes to improve it.
- I can write at length, showing good stamina,



Maths

- **Measurements: Length and Height**
- Compare length and heights
- Measurement length using objects
- Measure length using centimetres

Measure: Mass and Volume

- Heavier and lighter
- Measure mass
- Compare mass
- Full and empty
- Compare volume
- Measure capacity

Fractions

- Equal and unequal parts
- Recognise and find half
- Recognise and find a quarter
- Recognise and find a third
- Finding the whole
- Unit and non-unit fractions

Time

- O'clock and half past
- Quarter past and quarter to
- Tell the time to 5 minutes
- Minutes in the hour
- Hours in a day



Statistics

- Tally charts
- Tables
- Block diagrams
- Pictograms

Position and direction

- Describe movement
- Describe turns
- Shape pattern with turns

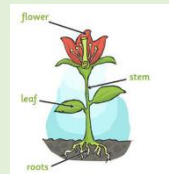
Science:

Habitats: HT1

- How can you work out what's alive or not
- Investigate habitats and food chains
- Design and make a bug hotel

Plants HT2:

- Learn why plants disperse their seeds in the various ways they do.
- Plant cress seeds and grow a bean using hydroponics – watch and record what happens
- Make and model your own seeds using art and design techniques.



PE

- **Invasion Games**
- Physical: Balance, strength, flexibility, co-ordination
- Emotional: Concentration, focus, identify feelings
- Social: Move safely, listen to others, collaborate
- Thinking: Observation, copy and repeat, select and apply
- Physical: Travelling actions, shapes, balances, jumps, rolls
- Emotional: Confidence, self-regulation, perseverance
- Social: Respect, collaboration, sharing, work safely
- Thinking: Comprehension, select and apply actions, creativity



Year 2

Bloom and Blossom – How will you grow this term?

Computing

- Programming
- Run Marco
- Lego Programme (DT link)



Art

Rangoli Art

- To experiment by arranging, folding, repeating, overlapping, regular and irregular patterns
- To explore decorative techniques and replicate pattern and texture.
- Evaluate: Identify what they might change in their own work next time.



Year 2:

- Be aware of and able to discuss patterns in Rangoli art – To understand the difference between regular and irregular patterns
- To understand symmetry in art
- To create a piece of artwork based on the Rangoli style
- **Outdoor Forest School Art Lesson** – Creating Rangoli art with natural materials

DT: food and nutrition vegetable curry.

- Understand the need for a variety of foods in a diet.
- Have an understanding of where main ingredients chosen come from.
- Use own ideas to make something.
- Develop ideas through discussion, observation, drawing and modelling and make a simple plan of what to do to make the product.
- Cut, peel, grate and chop ingredients safely with accuracy and increased precision.
- Measure and weigh ingredients to use in a recipe with help.
- Develop a food vocabulary – taste, texture, smell and feel.
- Explain what works well and not so well in the model they have made.
- Discuss how closely their finished products meets their design.



History: Seaside holidays.

- Identify similarities and differences between seaside holiday's then and now.
- Talk with confidence about the differences between holidays now and then.
- Children recognise the disadvantages of "olden days" holidays as well as modern day holidays (queues, traffic jams, pollution, sunburn etc), Children can give appropriate reasons for their choices.



Geography: Non-European Study - India

- Identify and locate India on a map
- Identify and locate countries of the continent of Asia
- Identify and locate a range of human features in India (Taj Mahal, Palaces..etc)
- Recognise the differences in life in India between rural and urban areas
- Describe aspects of daily life in India (home/school/jobs/transport – How are they different to the UK/to your daily life? Compare and contrast
- Identify where Tigers are distributed around the world – Giving Year 2 the chance to consolidate their understanding of Continents and the Equator
- Compare the pattern of weather in Kandlia in India with climate in Nottingham, UK by looking at climate graphs (see below for reference)
- Compare monsoon with the flooding experienced in the UK in 2019/2020. What are the similarities/differences? Are both connected to climate change?



Pupils can:

- Sing collectively at the same pitch.
- Respond to simple visual instructions.
- Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.
- Perform short call and response patterns, keeping in time to the beat.
- Walk, move, and clap a steady beat and compare high and low sounds through listening and singing.
- Follow pictures/symbols to guide playing.
- Begin to understand basic rhythm notation.
- Perform short, repeated patterns, keeping in time with a steady beat.

Pupils will:

- Perform together, following instructions that combine the musical elements.
- Improvise simple question and answer phrases.



Visits and Visitors

- Visitor from local area/parent to come in and speak about Indian life - Links to Indian traditions/cooking/clothing/special celebrations
- Indian experience day – trying traditional foods, Indian art, music and clothing



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