









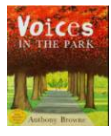




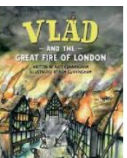



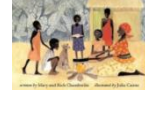



**Year 2 – Anthony Browne
Curriculum Map 2022-23**

<p>Vision statement Churchwood is an academy where everyone can:</p> <ul style="list-style-type: none"> • achieve their own personal excellence • have high expectations and the confidence to reach their goals • develop spiritually, morally and culturally • support each other and works together as a team • celebrate achievements with each other. 			<p>School Motto At Churchwood Everyone Can</p>			
<p>Curriculum Intent At Churchwood Primary Academy our high quality and ambitious curriculum provides breadth and balance that meets the needs of all our pupils. It is designed to give all learners the skills, knowledge and understanding to prepare them for their future lives. We seek to create happy, motivated, independent learners within a stimulating, creative and challenging learning environment, where children develop high self-esteem, a positive self-image and a pride in themselves. Through high quality teaching and learning and varied first hand experiences our children develop knowledge and skills giving them the ability to be:</p> <ul style="list-style-type: none"> · Respectful · Empathetic · Ambitious · Resilient · Independent · Co-operative 			<p>Core Values At Churchwood Primary Academy our curriculum is driven by our core values of ambition, co-operation, respect, resilience, empathy and independence.</p> 			
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Stunning Start, Marvellous Middle and Fantastic Finish						
Stunning Start	Transport treasure hunt		Burning houses / East Sussex Fire and Rescue Service		Traveller's suitcase	
Marvellous Middle	Route 66 bus tour		Play in a day		Drusillas	
Fantastic Finish	Train journey		Play performance		Tour of our garden	
Coverage						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
						
Topic	All aboard! 		London's burning 		African adventure 	
Reading and Writing Genres	Author study Retelling stories Instructions	Stories that mimic authors Descriptive poetry Recount	Descriptive poetry Non-chronological reports	Playscripts Information texts	Traditional / African tales Information texts	Stories that mimic authors Instructions Recount
Core texts/s	  	 	 		 	

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<p>Science</p> <p>Substantive knowledge</p> <p>Disciplinary knowledge</p>	<p>Biology - Living things and their habitats</p> <p>Knowledge of similarities and differences between things that are living, things that were once alive and things that have never been alive. Children ask questions about the world around us.</p> <p>Knowledge that most living things live in a habitat to which they are suited. Children recognise that questions can be answered in different ways. Children observe and identify, compare and describe.</p> <p>Knowledge that different habitats provide for the basic needs of different kinds of plants and animals.</p> <p>Knowledge that plants and animals within a habitat depend on each other.</p> <p>Knowledge that plants and animals within a habitat depend on each other.</p> <p>Knowledge of the names of a variety of plants and animals and their habitats, including micro-habitats.</p> <p>Knowledge of how animals obtain their food from plants and other animals.</p> <p>Knowledge of what a food chain is and how to create one. Children observe closely, using simple equipment. Children use observations and ideas to suggest answers to questions. Children use simple features to compare living things and, with help, decide how to sort and group them.</p> <p>Knowledge of the name of and different sources of food. Children identify and classify.</p>	<p>Chemistry - Uses of everyday materials</p> <p>Knowledge of the names and uses of a variety of everyday materials (wood, metal, plastic, glass, brick, rock, paper and cardboard).</p> <p>Knowledge of similarities and differences in uses for particular materials. Children use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.</p> <p>Knowledge of how some objects can be made from different materials (eg. spoons can be made from wood, plastic and metal but not usually glass).</p> <p>Knowledge of how solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Children say what they are looking for and what they are measuring. Children talk about what they have found out and how they found it out. Children say what happened in their investigation. Children say whether they were surprised at the results or not. Children say what they would change about their investigation.</p> <p>Knowledge of Charles Macintosh and how he developed a waterproof fabric for coats. Children perform simple tests. Children know how to use simple equipment safely. Children begin to progress from non-standard to standard units reading mm, cm and ml as well as l, m and °C. Children record and communicate their findings in a range of ways. Children use simple secondary sources to find answers. Children talk about what they have found out and how they found it out. Children say what happened in their investigation. Children say whether they were surprised at the results or not. Children say what they would change about their investigation.</p>	<p>Biology - Plants</p> <p>Knowledge of the names of a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Knowledge of the basic structure of a variety of common flowering plants, including trees.</p> <p>Knowledge of parts of plants, including leaves, flowers (Blossom), petals, fruit, roots, bulb, seed, trunk, branches and stem.</p> <p>Knowledge of how seeds and bulbs grow into mature plants. Children observe changes over time, and, with guidance, begin to notice patterns and relationships. Children gather and record data to help in answering questions.</p> <p>Knowledge that seeds and bulbs need water to grow but most don't need light as they have store of food inside them. Children begin to progress from non-standard to standard units reading mm, cm and ml as well as l, m and °C. Children gather and record data to help in answering questions.</p> <p>Knowledge of what is need for plants to be germinated. Children say what happened in their investigation. Children gather and record data to help in answering questions.</p> <p>Knowledge that plants needs water, light and a suitable temperature to</p>	<p>Biology – Animals, including humans</p> <p>Knowledge that animals, including humans, have offspring which grow into adults (eg. egg, chick, chicken; baby, toddler, child, teenager, adult; caterpillar, pupa, butterfly). Children find information to help them from books and computers with help.</p> <p>Knowledge that animals, including humans, need water, food and air to survive. Children find information to help them from books and computers with help.</p> <p>Knowledge of the importance of exercise, eating the right amounts of different types of food and hygiene in order for humans to be healthy. Children discuss their ideas about how to find things out.</p>
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			grow and stay healthy. Children record simple data. Children show their results in table (table is drawn for them). Children gather and record data to help in answering questions.	
Key scientists	Liz Bonnin (Conservationist)	Charles Macintosh (waterproof material)	Alan Titchmarsh (Gardener and Botanist)	Jane Goodall (Primatologist)
History	<p>George Stephenson – Locomotives <i>NC – The lives of significant individuals in the past who have contributed to national and international achievements – George Stephenson</i></p> <p>Knowledge of different types of transport.</p> <p>Knowledge that transport is and was used for a range of purposes e.g. agriculture, leisure, work. Knowledge of how the use of transport has changed over time (eg. cars were used by the wealthy and now are more commonly used for getting to and from work).</p> <p>Knowledge of the timeline of the 7 modes of transport e.g.</p> <ol style="list-style-type: none"> 1. Omnibus – 1800s 2. Bike – 1820s 3. Steam train – 1830s 4. Car- 1890s/1900s 5. Aeroplane - 1903 6. Electric train – 1940s 7. Bus – 1950s <p>Knowledge that trains were originally powered by steam. Knowledge that George Stephenson invented the train.</p> <p>Knowledge of George Stephenson’s upbringing and how he worked to invent the first train.</p> <p>Knowledge of how the invention of the train and train network impacted on life in the UK.</p> <p>Knowledge that trains were / are used to transport freight (goods) and also people. Knowledge that trains allowed people to travel further with greater ease and this impacted tourism.</p> <p>Knowledge of how the way trains are powered has changed (steam, diesel and electric).</p> <p>Knowledge of the underground trains in London and that these are powered by electric.</p> <p>Knowledge of the invention of faster trains, eg the bullet.</p>	<p>The Great Fire of London <i>NC - Events beyond living memory that are significant nationally / globally – The Great Fire of London</i></p> <p>Knowledge that the fire broke out on 2nd September 1666. Knowledge that The Great Fire of London was during a period known as the Stuarts when Charles II was king.</p> <p>Knowledge of lifestyles and buildings within London in the 1660s.</p> <p>Knowledge that the fire started in Thomas Farriner’s bakery in Pudding Lane. Knowledge that the fire started from a spark coming out of an oven in a bakery.</p> <p>Knowledge that the fires spread as buildings were made of wood and close to each other.</p> <p>Knowledge that it had been a long dry summer and it was a windy week which helped it to spread.</p> <p>Knowledge that there were no fire fighters in 1666 and fire fighting equipment was very basic. Knowledge that flammable items were not kept safely like they are today.</p> <p>Knowledge that a large part of London was burnt down as a result of the fire.</p> <p>Knowledge that many people were left homeless because of the fire. Knowledge that record keeping in 1666 is not like that of today.</p> <p>Knowledge of how we know about the events of the Great Fire of London. Knowledge of what an eyewitness is, significance of Samuel Pepys and his diary. Knowledge of the part artists have played in recording the events of the Great Fire.</p> <p>Knowledge that Sir Christopher Wren helped redesign many buildings in London.</p> <p>Knowledge that stricter regulations were put in place as a result of the fire (eg. buildings further apart, fire service etc)</p>		
		<p>Disciplinary knowledge Children explore forms of evidence (pictures, diary entry) to find out about the events of the Great Fire of London. They learn about the cause of the fire, its</p>		

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	<p>Disciplinary knowledge Similarity and difference Significance of change over time Evidence Know the similarities and differences between transport of the past and explore the evidence validating what we know Infer information from a picture or photograph Sort photos into chronological order and explain the reasons for the order using appropriate time-related vocabulary</p>	<p>significance and the impact it had on the future.</p>	
<p>Geography</p>			<p>Study of non-European Country – Kenya <i>NC – Study of a small area in a contrasting non-European country</i> Knowledge of the name and location of the world’s seven continents (Europe, Asia, Africa, North America, South America, Antarctica and Oceania / Australia). Knowledge of the name and location of the world’s five oceans (Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean and Southern Ocean). Knowledge of the four compass points (North, South, East and West). Knowledge that Kenya is located within the continent of Africa. Knowledge of where Kenya is located on a world map. Knowledge that Kenya is bordered by Tanzania, Uganda, Sudan, Ethiopia and Somalia. Knowledge that Kenya has a border with the Indian Ocean. Knowledge of the similarities and differences in weather patterns between the UK and Kenya. Knowledge of the location of the hot and cold areas of the world in relation to the Equator and the North and South Poles. Knowledge of key landmarks in Kenya, eg. Lake Victoria, Mount Kenya and the Maasai Mara. Knowledge of similarities and differences in physical and human geographical features between Kenya and the UK. Knowledge of basic geographical vocabulary to refer to human features: Village, farm. Knowledge of basic geographical vocabulary to refer to physical features: Soil, valley, vegetation, season, weather. Knowledge of how to create a simple map and key.</p> <p>Disciplinary knowledge Mapwork Children use world maps, atlases and globes to identify countries, continents and oceans of the world. Children use simple compass directions (North, South, East and West). Children use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>

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					Children devise a simple map. Analyse data Children use simple weather data to identify similarities and differences between Kenya and the UK.
Art and Design	<p>Drawing and Painting</p> <p>Knowledge of how tones are created using pencils, chalk and charcoal.</p> <p>Knowledge of how to create a range of tonal effects using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Knowledge of how to represent things observed, remembered or imagined using colour or tools in two and three dimensions.</p> <p>Knowledge of how to mix different shades (add white) and tints (add black).</p> <p>Knowledge of how different artistic works are made by craftspeople from different times and cultures.</p> <p>Knowledge of the life and artwork of George Seurat.</p> <p>Knowledge that pointillism is colour mixing using different coloured dots close together.</p> <p>Knowledge of how colours can evoke feelings, emotions and atmosphere.</p> <p>Knowledge that tools are chosen for artwork based on their qualities / the marks that they make.</p> <p>Knowledge that close observation is used to recreate a scene.</p>		<p>Textiles (fabric collages)</p> <p>Knowledge of different types and textures of fabric and materials.</p> <p>Knowledge of language to describe colours, media, equipment and textures.</p> <p>Knowledge of how to sort, cut and shape fabrics</p> <p>Knowledge of some of the ways materials can be joined.</p> <p>Knowledge of how to cut, glue and trim material to create images from a variety of media, e.g. photocopies, fabric, crepe paper, magazines.</p>		<p>3D art</p> <p>Knowledge of how different artistic works are made by craftspeople from different times and cultures.</p> <p>Knowledge that art has cultural significance.</p> <p>Knowledge that patterns and colours can used as symbols.</p> <p>Knowledge of the shapes, textures, forms and colours of a range of African masks.</p> <p>Knowledge of how to use media (e.g. modrock and paper) to create a 3D form.</p> <p>Knowledge of how to join materials.</p> <p>Knowledge of how to use a range of textures and materials to give different effects.</p>
Design Technology		Wheels and Axles – vehicles Design		Cooking and nutrition – pizzas	Stable structures – animals shelters

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		<p>Knowledge that designs need to be appealing.</p> <p>Knowledge that ideas can be generated, developed, modelled and communicated through drawings and templates.</p> <p>Technical knowledge / Make Knowledge that wheels and axles are a type of mechanism.</p> <p>Knowledge of a range of uses for wheels and axles.</p> <p>Knowledge that a wheel needs an axle in order to rotate.</p> <p>Knowledge of ways to join axles to an object in order to allow it rotate.</p> <p>Evaluate Knowledge of a range of vehicles which have wheels.</p>		<p>Knowledge of what is meant by a varied diet. Knowledge of the importance of a varied diet.</p> <p>Knowledge of safety measures when preparing food (knives, oven).</p> <p>Knowledge that a recipe shows us what we need to create a dish and how to create it. Knowledge that recipes have been tested and modified to create a better finished dish.</p> <p>Knowledge of some foods that some from outside of the UK.</p> <p>Knowledge that a pizza base is made from bread. Knowledge of different types of bread.</p> <p>Knowledge of the source of different pizza toppings (vegetable, meat from animals, dairy etc). Knowledge of a range of different pizza toppings. Knowledge that planning helps with making items.</p> <p>Knowledge that designers and inventors evaluate their products to try to improve them.</p>	<p>Knowledge that designs are based on design criteria. Knowledge that designs can be for themselves and others.</p> <p>Knowledge that ideas can be generated, developed, modelled and communicated through drawings and information and communication technology.</p> <p>Technical knowledge Knowledge of how structures can be made and more stable. Knowledge that wider and lower structures are generally more stable.</p> <p>Knowledge that 4 or more legs on a structure can make it more stable.</p> <p>Make Knowledge that materials are chosen based on their characteristics.</p> <p>Evaluate Knowledge that ideas and designs can be evaluated against design criteria.</p>	
Key artists / designers	George Seurat (Pointillism / colour mixing)	George Stephenson	Prints and paintings of the Great Fire of London			African tribal artists / Pablo Picasso (influenced by African masks)
PSHE	<p>Being me in my world Knowledge of what my rights and responsibilities are as a member of my class.</p> <p>Knowledge of ways to make my class a safe place for everybody to learn.</p> <p>Knowledge that everybody's views in class are valued.</p> <p>Knowledge of how it feels when</p>	<p>Celebrating difference Knowledge of some similarities between people in my class. Knowledge of some differences between people in my class.</p> <p>Knowledge that bullying is repeated behaviour intended to harm or upset somebody.</p> <p>Knowledge of people you can</p>	<p>Dreams and goals Knowledge of how to set simple goals.</p> <p>Knowledge of my own successes and achievements.</p> <p>Knowledge of ways to support us in achieving goals.</p> <p>Knowledge of strategies that help me to learn best.</p> <p>Knowledge of ways to help you</p>	<p>Healthy me Knowledge of the difference between being healthy and unhealthy.</p> <p>Knowledge of some ways to keep myself healthy.</p> <p>Knowledge of how to make healthy lifestyle choices.</p> <p>Knowledge of how to keep myself clean and healthy.</p>	<p>Relationships Knowledge of how members of my family are.</p> <p>Knowledge of the different types of families.</p> <p>Knowledge of how it feels to belong to a family.</p> <p>Knowledge of what being a good friend means.</p> <p>Knowledge of appropriate ways of physical contact to greet friends</p>	<p>Changing me Knowledge of basic life cycles of animals and humans. Knowledge that changes happen as we grow.</p> <p>Knowledge of some things about me that have changed. Knowledge of some things about me that have stayed the same.</p> <p>Knowledge that changes are OK and sometimes</p>

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	<p>you achieve a goal.</p> <p>Knowledge of the consequences the different consequences for our actions.</p> <p>Knowledge of different feelings we have when we face certain consequences</p>	<p>talk to if you are unhappy or being bullied.</p> <p>Knowledge of ways to make new friends.</p> <p>Knowledge of how it feels when we make new friends.</p> <p>Knowledge of differences make everybody unique and special</p>	<p>work well with a partner.</p> <p>Knowledge of strategies to support me in new challenges.</p> <p>Knowledge that new challenges might stretch my learning.</p> <p>Knowledge of how being challenged makes me feel.</p> <p>Knowledge that there are sometimes obstacles that make it difficult for us to achieve our goals.</p> <p>Knowledge of ways to overcome obstacles.</p> <p>Knowledge of how it feels when you succeed in a new challenge.</p> <p>Knowledge of ways to store feelings of success to help me in future.</p>	<p>Knowledge of how germs cause disease or illness.</p> <p>Knowledge that household products including medicines can be harmful if not used properly.</p> <p>Knowledge that medicines can help me if I feel poorly.</p> <p>Knowledge of how to use medicines safely.</p> <p>Knowledge of how to keep safe when crossing the road.</p> <p>Knowledge of people who can help me to stay safe.</p> <p>Knowledge of why body is amazing and ways to keep it safe and healthy.</p>	<p>and knowledge of which ways I prefer.</p> <p>Knowledge of who can help me in my school community.</p> <p>Knowledge of how to ask for help at school.</p> <p>Knowledge of my qualities as a person and as a friend.</p> <p>Knowledge of reasons why I appreciate someone who is special to me.</p>	<p>they will happen whether I want them or not.</p> <p>Knowledge of how my body has changed since I was a baby.</p> <p>Knowledge that growing up is natural and that everybody grows at different rates.</p> <p>Knowledge of the parts of the body that make boys different to girls and the correct names for these parts.</p> <p>Knowledge of which parts of my body are private.</p> <p>Knowledge that every time I learn something new I change a little bit.</p> <p>Knowledge of changes that have happened in my life and ways to cope with changes.</p>
RE East Sussex Agreed Syllabus 2022	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers?
Music Charanga scheme	I Wanna Play In A Band Rock	Ho Ho Ho Christmas, Big Band, Motown, Elvis, Freedom Songs	Friendship Song	Zootime Reggae	Hands, Feet, Heart South African styles	Reflect, Rewind and Replay Western Classical Music and your choice from Year 2
PE Twinkl scheme	Multi-skills: Throwing and Catching Gymnastics: Landscapes and Cities	Invasion Games Dance: Gunpowder plot	Dance Funk Fusion Dance Attacking and Defending	Multi-skills: Bat and Ball Circuit training	Multi-skills: Target games Gymnastics: Under the Sea	Animal Olympics Dance: Toys
Computing Purple Mash	Unit 2.2 Online Safety 3 sessions Unit 2.3 Spreadsheets 4 sessions	Unit 2.1 Coding 5 sessions	Unit 2.4 Questioning 5 sessions	Unit 2.5 Effective Searching 3 sessions Revisit online safety	Unit 2.6 Creating Pictures 5 sessions	Unit 2.7 Making Music 3 sessions Unit 2.8 Presenting Ideas 4 sessions