

# Oxford Gardens Primary School

## Year 2/3 IPC Curriculum Map

|                           | <b>Autumn</b>  | <b>Spring</b>  | <b>Summer</b>  |
|---------------------------|--|--|--|
| <b>Cycle 2: 2022/2023</b> | <p><b>From A-B</b><br/>(previously Yr 2 topic Buildings +From A-B)</p> <p><b>Geography</b><br/><b>Science</b><br/><b>DT</b></p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley vegetation, season and weather</li> <li>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> <li>use simple compass directions (north, south, east and west)</li> <li>describe the location of features and start to plan routes on maps</li> </ul> <p><b>Focusing on: everyday materials</b></p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p><b>D&amp;T</b></p> <ul style="list-style-type: none"> <li>generate design ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>Develop, model and communicate their ideas</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul> | <p><b>Time Travellers</b><br/>(previously Yr 2 topic)</p> <p><b>History</b></p> <p>Focusing on: Great Fire of London</p> <ul style="list-style-type: none"> <li>use a wide vocabulary of everyday historical terms</li> <li>identify events and people beyond living memory that are significant nationally or globally e.g. The Great Fire of London/Samuel Pepys.</li> <li>identify significant historical events and places in their own locality (and how it impacts us today)</li> <li>discuss where people and events fit within a chronological framework including those beyond living memory</li> <li>identify similarities and differences between ways of life beyond living memory and within living memory.</li> </ul> <p><i>E.g. London today compared with London in 1666</i></p> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>know 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</li> </ul> | <p><b>Living Things</b><br/>(previously Yr 2 topic Super Humans + Flowers and Insects)</p> <p><b>Science</b></p> <p>Focusing on: animals, including humans</p> <p>People to include: Mo Farah, Jessica Ennis Hill, Usain Bolt</p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Focusing on: Plants</b></p> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> |

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|  | <ul style="list-style-type: none"><li>✦ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li><li>✦ Explore and evaluate a range of existing products and use this information to inform their own designs</li><li>✦ Evaluate their own and others' products against design criteria</li></ul> |  |  |
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