

Understanding the World (UW) CURRICULUM MAPS - Year 2 of 2

Links between UW and our topics



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------|---|--|--|--|---|---|
| Topic | School | Weather/Autumn | Animals | Families | Growing things | Parks & playground/ Transport |
| Areas | PSD/R.E./Science/Computing | PSD/Science/Computing | PSD/Science/Geography/Computing | PSD/R.E./Science/Geography Computing | Science/Geography | PSD/Science/Geography/Computing |
| Yellow Lower | Begin to respond to own name. Show an interest in own reflection in mirror. Follow basic routines with support | Experience different weather conditions Experience wearing clothing for different weather conditions | Match photographs of different animals. Experience playing with a range of toy animals. | Recognise a full-face photo of main carer Recognise familiar people. | Experience watering plants Experience growing seeds | Parks/playgrounds With support, use playground equipment appropriately. Transport With support, experience play with transport toys Experience using different modes of transport. |
| Yellow Middle | Respond more consistently to own name and those of staff. Recognise own full face photo. Follow basic routines with prompts | Begin to name/ identify some types of weather With support, begin to identify clothing for differing weather e.g. put on coat when cold | Begin to recognise and name some animals. Match some animals to where they live with support. | Recognise photos of own family members Begin to recognise a favoured object from home. | Begin to recognise some growing things e.g. tree, leaf, grass With support, grow seeds | Parks/playgrounds identify playground equipment using symbols Explore parts of playground independently. With prompts, use playground equipment appropriately Transport Begin to name/ identify types of transport With support, experience forces e.g., roll cars down ramp, blow sail boats |
| Yellow Upper | Name self, peers and staff. Recognise a photo of self and others Follow basic routines Find familiar parts of school e.g. office | Name some types of weather Begin to recognise the clothing worn for differing weather Recognise some symbols related to weather. | Recognise and name a range of animals. Begin to understand where some animals live. Begin to understand how some animals move. | Recognise and name photos of own family members Begin to recognise familiar objects from home. Recognise some symbols for family members. | Recognise & name plants, and basic parts of plants, Begin to understand basic needs of plants - soil, water With support, grow seeds | Parks/playgrounds Name the different types of equipment Begin to use playground equipment appropriately Understand some verbs associated with movement Transport Consistently name a range of types of transport Begin to link types of transport with where they move e.g. on road, rail, air, water. Experience forces e.g. roll cars on ramp, blow sail boats |
| Topic | Clothes and Weather | British Wildlife | Buildings | Pets | Fruit and Vegetables | Wild Animals/Zoo |
| Areas | History/Science/Computing/R.E. | Science/Geography/Computing/PSHE | Geography/History/DT/Computing/R.E | Science/Computing/PSHE | Science/Geography/Computing/R.E. | Geography/R.E./Computing/PSD/DT |
| Green Lower | To name some personal/familiar items of clothing. To name some different types of weather. | To name some familiar animals. | To know the difference between home and school buildings. | To name some domestic pets. | To name some fruit and vegetables. To know they can be eaten. | To name some wild animals. |
| Green Middle | To be able to name most items of clothing and begin to know when to use them. To name most types of weather. To notice changes in weather | To name a variety of British Wild animals. To begin to know their habitats. To begin to know what they need. | To name a variety of buildings. To name a number of key features of a building. | To name a variety of domestic pets. To begin to know how to care for pets. To name some basic features of pets. | To name a variety of fruit and vegetables. To be able to describe fruit/veg according to colour. To know that fruit/veg can grow above/below ground. | To name some wild animals. To describe according to basic features. |
| Green Upper | To know when it is appropriate to wear certain types of clothing. To be aware of the weather cycle in relation to seasons. | To name a variety of British Wildlife animals and to name some key features. To be aware of different habitats. | To begin to know some of the materials used in buildings. To know the purpose of different types of buildings. | To know which animals are usually kept as domestic pets. To know how different pets are cared for. To be able to group pets according to different criteria. | To name most fruit and vegetables. To know that some are cooked and some can be eaten raw. To be able to describe fruit/veg according to colour/shape and texture. To begin to know where some fruit/veg come from | To name a variety of wild animals and differentiate between wild/farm/ Pets. To be able to describe a variety of features. |
| Topic | Friends | Animals around the world | Old and New Toys | Teeth and Eating | Music maker | Making things move |
| Areas | | Geography | History | | History/Geography | |
| Red Lower | To recognise the names of the children and familiar adults in the class. Match picture to picture. | To recognise and name animals from around the world Match symbols to photos of the animals to name features | To become familiar with toys from the past. | To recognise equipment associated with teeth. To explore a toothbrush (role play brushing teeth) | To create musical instruments with support - assembling components To recognise and match some musical instruments to pictures | To create an object with components which move To label different parts their object is made from with pictures |
| Red Middle | To say/sign the names of the children and familiar adults in the class. To recognise the first letter of each name and to say the initial sound. | To recognise and name animals from around the world Name features of the animals with symbols | To recognise that toys and games were different in the past. To be able to compare toys today with toys in the past. | To understand the different food groups meat/fruit/veg/sugar To match food into their correct food group. | To create musical instruments with support - given a choice of materials to choose from To recognise and name some musical instruments with symbols | To create an object with components which move To label different parts their object is made from with symbols |
| Red Upper | To say/sign the names of the children and familiar adults in the class. To read the name and to then match them to the correct picture. | To recognise and name animals from around the world including the county they are from Sort and classify features - e.g. Animals with fur and why | To recognise that toys and games were different in the past. To be able to compare toys today with toys in the past. | To know what foods are good for your teeth and what foods are bad for your teeth. To match food into their correct food group. | To create musical instruments communicating preferences in their designing and making To recognise and name some musical instruments | To create an object with components which move To name the different parts their object is made from |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|--|---|---|--|---|--|
| Topic | Children around the World | Snow and ice | Vikings | Homes - animals and their habitats | Recycling and changing | Dinosaurs |
| Areas | Geography | | | | Science/PSD | History |
| Blue Lower | To know that children live in different parts of the world. To know that children can look and dress differently according to where they live | To make ice cubes and watch them melt To create an arctic scene from fake snow/animals and indicate if it is hot or cold To make pictures of animals that live in cold climates | To know that Vikings travelled in big ships. To know that Vikings were soldiers who wore armour and had weapons. | To match wild Animal to habitat e.g. Fox to den with support To match domestic animal to bed with support To explore a sensory box related to land/sea/jungle with relevant animals | To gain an understanding of recycling. To know which materials can be recycled. | To know that dinosaurs lived along time ago. To know that dinosaurs were big. To know that there were different dinosaurs. |
| Blue Middle | To know that there are different cultures and nationalities in the world. (food, dress, home, school). To recognise differences between themselves and a child living in another part of the world. | To make ice cubes and use language 'melting' To create an arctic scene from fake snow/animals and indicate if it is hot or cold To identify suitable clothing for winter To locate north /south poles on globe To identify animals that live in cold climates To know that inuits/eskimos live in cold countries | To know that Vikings lived a long time ago. To know that Vikings came from another country. To know how they lived. | To match wild Animal to habitat e.g. Fox to den, To match domestic animal to bed To know whether an animal lives on/in land/sea/air To sort animals into farm / domestic / sea / jungle animals | To gain an understanding of recycling, its purpose and effect on the environment. To know which materials can be recycled. | To know that some dinosaurs ate meat and some ate plants. To know that dinosaurs could do different things (swim, fly, run). To know that dinosaurs had different features |
| Blue Upper | To compare themselves with children living in other parts of the world. To gain awareness of culture and nationality. To locate where children live. | To make ice cubes and predict what will happen when hold in their hands 'melt' To compare winter to Summer and identify suitable clothing To locate cold countries on a globe and indicate where the north/south poles are located To identify animals who live in cold climates and say how they survive e.g. Fur, dens, camouflage To know about lifestyles of inuits/eskimos | To know that they came from Scandinavia. To know that they invaded England. To know about their lifestyle (dress, homes, food). | To use correct names for wild animals and common habitats e.g. Den, burrow and match animal to habitat To match domestic animal to bed To identify key features of animals according to land/sea/air To identify farm / domestic / sea / jungle animals | To gain an understanding of recycling, its purpose and effect on the environment. To know which materials can be recycled. | To know about fossils. To know that we can find dinosaur bones. To know the names and features of some dinosaurs. To know that they are extinct. |
| Topic | Superheroes | Seasons | Circus | Life Cycles | Under the Sea | Out & About |
| Areas | Computing/Geography/PSD | Geography/PSD/History | Geography/PSD/History | Geography/PSD/History | Geography/PSD/History | Geography/PSD/History |
| Orange Lower | To understand what a superhero is and recognise facts about superheroes with support. | To understand the different seasons And their stereotypical properties with support. | To understand the properties of a circus with support. | To understand and describe a life cycle with support. | To gain an understanding of under the sea and describe facts with support. | To gain an understanding of out and about and describe these facts with support. |
| Orange Middle | To understand what a superhero is and recognise facts about superheroes with minimal support. | To understand the different seasons And their stereotypical properties with minimal support. | To understand the properties of a circus with minimal support. | To understand and describe a life cycle with minimal support. | To gain an understanding of under the sea and describe facts with minimal support. | To gain an understanding of out and about and describe these facts with minimal support. |
| Orange Upper | To understand what a superhero is and recognise facts about superheroes independently. | To understand the different seasons And their stereotypical properties independently. | To understand the properties of a circus independently. | To understand and describe a life cycle independently. | To gain an understanding of under the sea and describe facts independently. | To gain an understanding of out and about and describe these facts independently. |

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|---------------|---|--|--|--|--|--|
| Topic | Different destinations | World festivals | Children in time | Artistic London | Pharaohs, sphinx and pyramids | Moving on |
| Areas | Geography | Geography/History R.E. | History | EAD/DT | Geography/History | PSD |
| Purple Lower | <p>Make maps. Identify & describe where places are.</p> <p>Comparison work between St Lucia and England, houses, food, flora and fauna. With support, plan trip to St Lucia.</p> <p>Research languages within the class. Colour St Lucia flag,</p> <p>Role play trip to St Lucia.</p> <p>Book Freshwater Theatre company (trip to St Lucia)</p> <p>Children explore interactive Smartboard activities, i.e. Pack your suitcase. Map work - Google maps</p> <p>Sensory room experience</p> <p>Find out the different religions of classmates.</p> <p>Read stories from different religions using interactive CD ROMs.</p> | <p>Match / colour code map of school.</p> <p>Recognise blue colour as rivers on a map & label them with symbol.</p> <p>Explore how religious beliefs & ideas can be expressed through celebrations (noting similarities) planning for a party, make advent wreath.</p> <p>A trip to a mosque.</p> <p>Opening programmes independently.</p> <p>Use photo editor 2simple with/without support.</p> <p>Remembrance Day - remember someone special - bring in picture, make a poppy.</p> <p>Choose appropriate materials to make items e.g. Divas, Christmas decorations.</p> | <p>Gunnersbury Museum role play experience.</p> <p>To learn about differences between old / new e.g. Clothes, toys. Role play washing, dressing a baby, setting a table, serving food - compared to some one being waited on.</p> <p>Match symbol and pictorial facts about traditions in Sikhism & Islam.</p> <p>Carry out survey in 1 class in Red Dept.</p> <p>A trip to Neasden temple.</p> <p>Keyboard skills, cut & paste, save, change fonts/size. Using iPads.- sort old and new clothes cap, apron, waistcoat compared to t-shirt, shirt6s and sweatshirt.(Victorian).</p> <p>Choose appropriate materials with support to make items toy e.g. Sock puppet, wooden spoon doll</p> | <p>Match and sort pictures and symbols from city and country e.g. Cow and bus.</p> <p>Country/ city comparison. Look at photos of rural and urban communication in print sentences with symbols.</p> <p>Town & countryside plans. Look at a map of city and village with simplified keys.</p> <p>Look at/experience religious paintings /artefacts.</p> <p>Using photography & film to record images.</p> <p>Famous London buildings—old/new. Trip around London to see old and new sights.</p> <p>Images of London through the eyes of various artists such as Monet match with photograph of building (House of Parliament by Monet)</p> <p>Explore patterns, shape of buildings.</p> <p>Printing/perceptive drawing. Use a range of big bricks and materials to create a home - advertise & sell.</p> | <p>To match symbols to pictures e.g. Pyramid, camel, Castlebar School, red bus. Identify land, water on maps symbols of London and Egypt.</p> <p>To make a mummy using Barbie dolls, bandages. To make a box and decorate it with symbols. To look at a cat as an important object for A.E.</p> <p>Story of Moses & Egyptians: Joseph. To match images of ancient gods.</p> <p>To look at pyramids. To do a pyramid maze. To dress up in Egyptian clothes.</p> <p>To match letters to the names of some Egyptian Gods.</p> <p>Look at a selection of Egyptian objects. To make accordingly i.e. A gift from Egypt: hieroglyphs on paper/ plate/ pendant - model of pyramids. To do a shop role play to sell the created gifts. Trip to British Museum.</p> | <p>Survey i.e. Traffic count practise on IWB using models. Then to do it in Scotch Common using symbols.</p> <p>To sequence their journey through symbols. To locate Castle Bar Station, Ealing Broadway, Shepherd's Bush.</p> <p>To go to Westfield, Shepherd's Bush to have lunch there. To take photos and to match symbols.</p> <p>Recognise artefacts: cross, font, altar found in a place of worship e.g. In Ealing Abbey.</p> <p>To take photos and to match symbols.</p> <p>Keyboard skills, cut & paste, save, change fonts/size related to work on 'Moving on'.</p> <p>To look at photographs from this year. Making 'Leaver's Book' and 'Communication Passport'.</p> <p>To dress a girl/boy in uniform and to sequence it.</p> <p>To assemble a car with moving parts.</p> |
| Purple Middle | <p>Make maps. Identify & describe where places are.</p> <p>Comparison work between St Lucia and England, houses, food, flora and fauna. With support, plan trip to St Lucia.</p> <p>Research languages within the class. Make St Lucia flag,</p> <p>Role play trip to St Lucia.</p> <p>Book Freshwater Theatre company (trip to St Lucia)</p> <p>Children explore COMPUTING activities, cutting and pasting. Open store and close activities. Children explore interactive Smartboard activities, i.e. Pack your Map work - Google maps</p> <p>Suitcase.</p> <p>Sensory room experience</p> <p>Find out the different religions of classmates.</p> <p>Read stories from different religions using interactive CD ROMs.</p> | <p>Make maps of school.</p> <p>Recognise blue for rivers on a map & label appropriately.</p> <p>Explore how religious beliefs & ideas can be expressed through celebrations (noting similarities) - Advent (wreath) Islam: New year - al hijra.</p> <p>A trip to a mosque.</p> <p>Opening computer programmes independently.</p> <p>Use 2simple photo editor with/without support.</p> <p>Remembrance Day celebrations - then/now.</p> <p>Choose appropriate materials to make items e.g. Divas, Christmas decorations.</p> | <p>Gunnersbury Museum role play experience.</p> <p>To learn about differences between rich/poor Victorians e.g. Jobs, (no school) clothes, toys.</p> <p>Match facts about traditions in Sikhism & Islam. Cary out survey in 2 classes in Red Dept.</p> <p>A trip to Neasden temple.</p> <p>Keyboard skills, cut & paste, save, change fonts/size. Using iPads.</p> <p>Comparison work -children today and from the past (Victorian).</p> <p>Choose appropriate materials to make items toy e.g. Sock puppet, wooden spoon doll.</p> | <p>Country living/city living comparison. Look at photos of rural and urban write sentences using starters.</p> <p>Town & countryside plans. Look At maps and simplified keys.</p> <p>Look at/experience religious paintings /artefacts.</p> <p>Using photography & film to record images.</p> <p>Famous London buildings—old/new. Trip around London to see old and new sights.</p> <p>Images of London through the eyes of various artists such as Monet match with photograph of building (House of Parliament by Monet)</p> <p>Explore patterns, shape of buildings.</p> <p>Printing/perceptive drawing. Use a range of big bricks and materials to create a home - advertise & sell.</p> | <p>Identify & describe where places are supported by symbols e.g. Egypt, UK, London, Cairo, Thames, Nile.</p> <p>To become familiar with different forms of worship e.g. Ancient Egyptian, Muslim.</p> <p>Story of Moses & Egyptians: Joseph. Use search e search engines (google) to find pictures of Egyptian Gods.</p> <p>The pyramids & slaves & masters. To role play different roles of Egyptian society. Compare & contrast Egypt past & present through pictures and video clips.</p> <p>To know the names of some Egyptian Gods.</p> <p>Look at a selection of Egyptian objects. What does the tourist want, design, make accordingly i.e. A gift from Egypt: hieroglyphs on paper/ plate/ pendant - model of pyramids. Trip to British Museum.</p> | <p>Survey i.e. Traffic count in Scotch Common.</p> <p>Planning a journey & carrying it out: bus, tube, and walking route.</p> <p>To go to Westfield, Shepherd's Bush to have lunch there. To take photos and use 'Voice Button'.</p> <p>Recognise artefacts: cross, font, altar found in a place of worship e.g. In Ealing Abbey.</p> <p>To take photos and use 'Voice Button'.</p> <p>Keyboard skills, cut & paste, save, change fonts/size related to work on 'Moving on'.</p> <p>Reflect on time spent at Castlebar/their younger years & abilities, consider the future. Making 'Leaver's Book' and 'Communication Passport'.</p> <p>To label different uniform parts for a new school.</p> <p>Design & make a car with moving parts.</p> |
| Purple Upper | <p>Make maps. Identify & describe where places are.</p> <p>Comparison work between St Lucia and England.</p> <p>Sequence preparations & events leading to trip to St Lucia.</p> <p>Compare St Lucia to England -food, people, etc.</p> <p>Research language, flag, population, weather, economy (bananas)</p> <p>Role play trip to St Lucia.</p> <p>Book Freshwater Theatre company (trip to St Lucia)</p> <p>Use search engines (google) to find out about St Lucia. Create a PowerPoint about different aspects of St Lucia, i.e., tourism, food, climate, landscape.</p> <p>Sensory room experience</p> <p>Find out the different religions of classmates.</p> <p>Read & understand meanings behind stories from a variety of religions.</p> | <p>Read simple maps locating London & UK.</p> <p>Locate Ealing on London borough map.</p> <p>Locate countries related to origins of World religions e.g. India Hinduism.</p> <p>Recognise rivers linked to countries above on a map & label them e.g. The Ganges.</p> <p>Explore how religious beliefs & ideas can be expressed through celebrations (noting similarities)</p> <p>A trip to a mosque.</p> <p>Opening computer programmes independently.</p> <p>Use photo editor with/without support.</p> <p>Remembrance Day: celebrations then/now.</p> <p>World war 2 celebrations: make a poppy & write related facts.</p> <p>Choose appropriate materials to make items e.g. Divas, Christmas decorations.</p> | <p>Gunnersbury Museum role play experience.</p> <p>Recognise differences between rich/poor Victorians & Tudors [jobs, lifestyle]- research on photographs, internet and books.</p> <p>Learn about traditions in Sikhism /and other major religions represented in the school carry out survey in Red dept.</p> <p>A trip to a Sikh temple (Neasden) - photos, video, voice button response, Voxbox.</p> <p>Keyboard skills, cut & paste, save, change fonts/size.</p> <p>Comparison work -children today/children in Tudor/Victorian times a day in the life of a servant and a rich child.</p> <p>Choose appropriate materials to make items e.g. Goblets, armour,</p> | <p>Country living/city living comparison. Look at photos of rural and urban write sentences using word bank.</p> <p>Town & countryside plans. Look At maps and keys.</p> <p>Look at/experience religious paintings /artefacts.</p> <p>Using photography & film to record images.</p> <p>Famous London buildings—old/new. Trip around London to see old and new sights.</p> <p>Images of London through the eyes of various artists such as Monet.</p> <p>Explore patterns, shape of buildings.</p> <p>Printing/perceptive drawing. Use small bricks to build cottages - advertise & sell.</p> | <p>Make maps. Identify & describe where places are e.g. Egypt, UK, London, Cairo, Thames, Nile. Plot Egyptian cities e.g. Alexandria on a map of the world.</p> <p>To become familiar with different forms of worship e.g. Ancient Egyptian, Muslim, Christian.</p> <p>Story of Moses & Egyptians: The Exodus</p> <p>Use search engines (google) to find pictures of Egyptian Gods.</p> <p>The pyramids & slaves & masters. To role play different roles of Egyptian society. Compare & contrast Egypt past & present.</p> <p>To know the names of some Egyptian Gods.</p> <p>Survey what does the tourist want, design, make accordingly i.e. A gift from Egypt: hieroglyphs on paper/ plate/ pendant - model of pyramids. Trip to British Museum.</p> | <p>Survey i.e. Traffic - count in 2 locations - Scotch Common, Hathaway Gardens - and to compare the results.</p> <p>Planning a journey & carrying it out: bus, tube, and walking route.</p> <p>To go to Westfield, Shepherd's Bush to have lunch there. To take photographs and write captions.</p> <p>Recognise artefacts: cross, font, altar found in a place of worship e.g. In Ealing Abbey.</p> <p>To take photographs and write captions.</p> <p>Keyboard skills, cut & paste, save, change fonts/size related to work on 'Moving on'.</p> <p>Reflect on time spent at Castlebar/their younger years & abilities, consider the future. Making 'Leaver's Book' and 'Communication Passport'.</p> <p>Design a uniform for a new school.</p> <p>Design & make a car with moving parts.</p> |