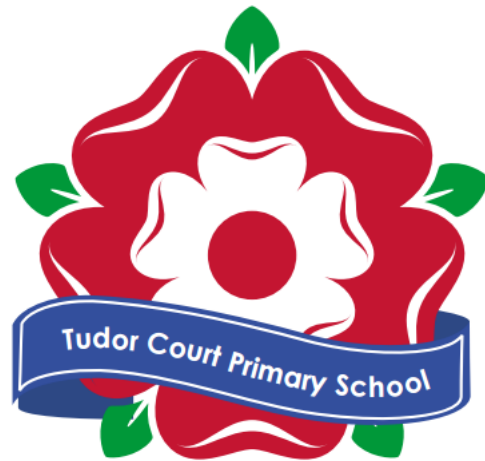# Tudor Court Primary

Curriculum Map – Cycle 2
25th November 2024 – 8th February 2025

Knowledge:

- Most of the water in the world is found in the seas and oceans which covers more than 70% of the earth's surface.

- Water is constantly on the move; water from melting glaciers and water held in the ground flows into tiny streams that grow and join up with other streams to form rivers.

- All rivers start at a source and flow downhill, gradually getting bigger before ending at the mouth, where they transfer water into a lake, sea, or ocean.

- Evaporation is when liquid from oceans, seas, lakes, soil, and plants fills the atmosphere with water vapour.

- When water vapour cools down, it forms water droplets and clouds. We call this process condensation.

- When the water droplets in clouds are big enough, they fall as precipitation: rain, snow, sleet, or hail.

- Some precipitation lands on plants' leaves and evaporates again straight away. Some precipitation will drip off and through plants and get into the soil before flowing back into streams and rivers.

- The events of the Water Cycle are repeated in the same order.

- Rivers provide habitats for lots of different plants and animals. Humans also use rivers in various ways.

Overall Outcome:

Children will create a model of a river (e.g. a 3-D model or using ICT), individually or in groups. They will annotate their model or provide an oral narration, explaining the different parts of the river, its role within the water cycle and its importance to nature and to humans.

Topic: Rivers and the Water Cycle

Enquiry Question: Why are Rivers important?

Key Concepts: Place, space, scale, cycles, physical and human processes, sustainability

Key Vocabulary:

Water, sea, river, ocean, clouds, rain, snow, sleet, hail, source, reservoir, mouth, lake, soil, stream, glacier, liquid, evaporation, vapour, droplet(s), condensation, precipitation, habitat

Community and Local Links:

- Thames Estuary
- River Thames
- River Mardyke

Significant individuals and events:

Christmas:
- Why do we give presents at Christmas?

- Can we do this and still be environmentally responsible?

Coherence

Links to prior Geography learning:
- Oceans (Y2)
- Coastlines (Y2)

Links to future Geography learning:

- Ancient Civilisations (Nile River) (Y3)
- Settlement and land use (Y3)
- Trade (Y5)
- Biomes and changes to our world (Y6)

Writing:

Book Study: Cloud Tea Monkeys– *Mal Peet, Elspeth Graham*

Fiction:

- The Incredible Book Eating Boy

Non-Fiction:

- Skeletons and Muscles

- Why do we give presents at Christmas? Can we do this and still be environmentally friendly?

Reading:

- Various reading texts

DT:

- Food – Healthy and varied diet
- Structures

Computing: **Data and Information**

- Branching Database

Topic: Rivers and the Water Cycle

Enquiry Question: Why are Rivers important?

Key Concepts: Place, space, scale, cycles, physical and human processes, sustainability

RE:
- Expressing: Why do people pray?

- Living: What does it mean to be a Christian in Britain today?

PSHE:
- Celebrating difference.
- Dreams and Goals

Music:

- Second Part: Glockenspiel Stage 1

- Three Little Birds

PE:

- Games 3
- Gym 1
- Dance 1

Maths:

- Unit 2: Numbers to 1,000 – (Addition and subtraction and Number facts)

- Unit 3: Right angles - (Geometry)

- Unit 4: Manipulative the additive relationship and securing mental calculation - (Addition and subtraction)

Science: Forces and Magnets
- Compare how things move on different surfaces

- Notice that some forces need contact between two objects, but magnetic forces can act at a distance

- Observe how magnets attracts or repel each other and attract some materials and not others

- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

- Describe magnets as having two poles

- Predict whether two magnets will attract or repel each other, depending on which poles are facing

Science: Animals, including humans
- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement