

Year 2 Curriculum Map 2021 - 2022	Autumn				Spring			Summer			
Religion	<u>Beginnings</u> Domestic Church	<u>Shabbat</u> Judaism	<u>Signs and Symbols</u> Baptism	<u>Preparing Advent/</u> Christmas	<u>Books</u> Local Church	<u>Thanksgiving</u> Eucharist	<u>Opportunities Lent</u> and Easter	<u>Spread the word</u> Pentecost	<u>Rules</u> Reconciliation	<u>Prayer</u> Islam	<u>Treasures</u> Universal Church
<b>Learning Challenge Big Question</b>	<b>Autumn topic 1</b>  Why didn't the 3 little pigs build their house out of glass? (Science driver)		<b>Autumn topic 2</b>  How has the London skyline changed since the Great Fire?		<b>Spring topic 1</b>  How will 5 a day help me to be healthy? (Science driver)		<b>Spring topic 2</b>  What would our class mascot find exciting about our local area? (Geography driver) (Mapping topic)  How has communication developed since the invention of the telephone? (History driver)		<b>Summer topic 1</b>  Why would a Bog Baby not make a good pet? (Science driver)		<b>Summer topic 2</b>  What is it like to live in Kenya? (Geography driver)
ONGOING SCIENCE TOPIC: What is happening to my plant? Ongoing across the year—plant bulbs and seeds in 'allotment' during autumn term and record their growth during the year.											
<b>Science skills and knowledge</b>	<u>Plants - For ongoing science topic</u> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy use the local environment throughout the year to observe how plants grow. <u>Materials</u> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching				<u>Animals</u> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene			<u>Habitats</u> Explore and compare the differences between things that are living, dead, and things that have never been alive 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 identify and name a variety of plants and animals in their habitats, including microhabitats 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			
work scientifically by: observing and recording, with some accuracy use first-hand observation and measurement											

asking questions  
 identify and discuss ideas  
 find out about people in science

<p><b>History Skills and knowledge</b></p>		<p>Study of major events across time starting with the Great fire of London) (History Driver)  <b>Chronological understanding</b>        Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning.        Use the words 'past' and 'present' accurately.        Use a range of appropriate words and phrases to describe the past.        Sequence a set of events in chronological order and give reasons for their order.  <b>Knowledge and interpretation</b>        Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.        Recount some interesting facts from an historical event, such as where the 'Fire of London' started.        Explain what is meant by a Parliament.  <b>Historical enquiry</b>        Answer questions by using a specific source, such as an information book.</p>		<p>Learn about :        The lives of significant individuals in the past who have contributed to international achievements.  <b>Chronological understanding</b>        Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning.        Use the words 'past' and 'present' accurately.        Use a range of appropriate words and phrases to describe the past.        Sequence a set of events in chronological order and give reasons for their order.  <b>Knowledge and interpretation</b>        Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.        Explain how their local area was different in the past.        Explain why Britain has a special history by naming some famous events and some famous people.  <b>Historical enquiry</b>        Find out something about the past by talking to an older person.        Research the life of a famous Briton from the past using different resources to help them.        Research about a famous event that happens in Britain</p>		
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				and why it has been happening for some time. Research the life of someone who used to live in their area using the Internet and other sources to find out about them.		
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.						
<b>Geography Skills and knowledge</b>				With support collect and record evidence Use simple fieldwork and observational skills to study school and grounds Investigate similarities and differences in local areas Gather data about specific areas being studied Join labels to correct features on plans, maps and photographs Make simple comparisons between features of different places in this country		Identify and describe where some places are around the world Make simple comparisons between features of different places in this country Recognise how places are linked to other places in the world Compare and contrast a small area of the United Kingdom with a small area in a non-European country Name and locate the worlds' seven continents and five oceans Begin to identify country boundaries on different scale maps of countries around the world Use geographical vocabulary as year one and including: forest, vegetation, ocean, weather for physical features Use geographical vocabulary as Year One including: city, town, harbour, port, factory, farm for human features Recognise human and physical features of non-European countries studied Identify hot and cold areas of the world in relation to the equator and the North and South Poles.

**Continuous Geography**

What is happening in the UK? Use world maps, atlases and globes to identify the United Kingdom and its countries. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

<b>Texts</b>	<p>The 3 little wolves and the Big Bad Pig by Eugene Trivizas          Let's build a house by Mick Manning          (linked to science)</p>	<p>Toby and the Great Fire of London by Margaret Nash            Vlad and the fire by Kate Cunningham            The Nativity story. (linked to RE)</p>	<p>Pumpkin soup by Helen Cooper          (linked to science)            Oliver's Vegetables by Vivian French</p>	<p>Katie Morag by Mairi Hedderwick          (linked to geography)            History of inventions - Communications Technology          (Non-fiction)            The Easter Story</p>	<p>Bog Baby by Jeanne Willis          Hodgeheg by Dick King Smith (CLPE)          Non-fiction texts about animals          (linked to science)</p>	<p>Lila and the secret of Rain by David Conway (CLPE)          Mama Panya's Pancakes by Mary Chamberlin          One day on our Blue Planet (CLPE)          My brother is a runner: Kenya by Jin-Ha Gong          (linked to geography)</p>
<b>English For detail see English Curriculum Map</b>	<p>Diary writing (once character has been explored in depth)            Real personal experiences and imagined events</p>	<p>List Poems to write            Write about a personal experience through writing a letter /of a historical event</p>	<p>Instructions/Recipes            Rhyming couplets to recite            E.G explaining a science investigation or how something works in DT.</p>	<p>Descriptive writing based on character / setting            Real personal experiences and imagined events            Information/ non chronological reports            Diary writing</p>	<p>Real personal experiences and imagined events            E.G explaining a science investigation or how something works in DT.</p>	<p>Rhyming couplets to write and perform            Information/ non chronological reports</p>

<b>Maths</b> <b>For detail see Maths Curriculum Map</b>	Linked to topic recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	Linked to topic  Timeline	Linked to topic  Measuring the plants	Linked to topic  Data Timelines	Linked to topic  Measuring the plants Data	Linked to topic  Measuring the plants Data Money
<b>Computing</b>	Creativity. Create a book Based on a book linked with the curriculum.  <i>Use technology purposefully to create, organise, store, manipulate and retrieve, digital content.</i>	Computer Networks. Research using a web page and child friendly search engine. Use Gsuite.  <i>Use technology safely. Use technology respectfully. Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</i>	Productivity. Recording data  <i>Use technology purposefully to create digital content. Use technology purposefully to store, retrieve, organise and manipulate digital content.</i>	Communication/ Collaboration, using school Email system  <i>Use technology safely. Use technology respectfully. Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</i>	Computational Thinking. Evaluating computer games and designing own.  <i>Create and debug simple programs</i>	Programming. Solve a simple problem by programming. Create an algorithm.  <i>Create simple programs. Debug simple programs. Use logical reasoning to predict the behaviour of programs. Use logical reasoning to predict the behaviour of others' programs</i>
<b>Online safety</b>	Privacy and Security	Information Literacy. Use search engines and navigate webpages.  Privacy and Security  Copyright and ownership	Health, well-being and lifestyle linked to Science. Understand simple guidance for using technology in different environments and settings	Self image and self identity  Online reputation Digital footprint	Self image and self identity  Copyright and ownership	Online relationship and communications  Privacy and Security  Online bullying
<b>Creative Arts Art</b>		<b>Collage of the London skyline through the ages.</b> Say how other artists use shape, pattern and colour in cityscapes. Use different kinds of materials on their collage and explain why they have chosen them. Use repeated patterns in their collage. Link colours to natural and man-made objects.	<b>Drawing</b> <b>Giuseppe Archimboldi</b>  Use three different grades of pencil in their drawing (4B, 8B, HB). Use charcoal, pencil and pastels. Create different tones using light and dark? Show patterns and texture in their drawings. Use a viewfinder to focus on	<b>Painting</b> <b>Seasonal Skylines</b> Mixing colours and making a palette with 4 shades of a colour (paint background) Mix paint to create all the secondary colours. Mix and match colours, predict outcomes. Mix their own brown. Make tints by adding white. Make tones by adding black.		<b>Focus 3D</b> <b>Clay pot linked to Africa topic</b> Make a clay pot. Join two finger pots together. Add line and shape to their work.

		Say how other artist/craft maker/designer have used colour, pattern and shape. Create a piece of work in response to another artist's work.	a specific part of an artefact before drawing it. Use drawing to develop and share their ideas, experiences and imagination.			
<b>Creative Arts DT</b>	<b><u>Make a house Construction</u></b> When designing and making, pupils should be taught to: Select from and use a wide range of materials and components, including construction materials and textiles, according to their characteristics Measure materials to use in a model or structure. Join material in different ways. Use joining, folding or rolling to make it stronger.		<b><u>Cooking and nutrition Making soup</u></b> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from . Describe the properties of the ingredients they are using. Explain what it means to be hygienic. Are they hygienic in the kitchen?.		<b><u>Textiles Bog Baby puppets</u></b> When designing and making, pupils should be taught to: select from and use a wide range of materials including textiles according to their characteristics Measure textiles Join textiles together to make something. Cut textiles. Explain why they chose a certain textile.	
<b>Expressive Arts Music</b>	Charanga Friendship song Charanga (with music teacher) Do they sing and follow the melody (tune)?	Nativity songs  Do they sing and follow the melody (tune)?	Charanga Zootime  Can they order sounds to create a beginning, middle and end?	Charanga How does music help make the world a better place.	Music History Music from 1900 - 1960	Arts Week Charanga Hands, Feet and Heart
<b>PE Further detail to be found in PE progression map and Get Set PE Scheme</b>	<b>Coaches Games</b> Development of ABCs Dribbling using feet <b>Teachers Fitness</b>	<b>Coaches Games</b> Development of ABCs Sending and receiving <b>Teachers Dance</b>	<b>Coaches Games</b> Development of ABCs Throwing towards a target <b>Teachers Gymnastics</b>	<b>Coaches Games</b> Development of ABCs Net Games <b>Teachers Fundamentals</b>	<b>Coaches Strike it/ Hit it</b> (Using racket bats) <b>Teachers Athletics</b>	<b>Coaches On your marks get set go.. (Athletics)</b> Sports Day <b>Teachers Team building and adventurous games</b>
<b>PSHE</b>	<b>Ten Ten programme Module 1 Created and loved by God</b> Unit 1 Session 1 Let the children come  NSPCC Speak out stay safe	Friendship /Anti bullying week  Multicultural week	<b>Ten Ten Programme Module 1 Created and loved by God</b> Unit 2 Session 1I Am Unique (Me) Session 2 Girls and Boys (My Body) Session 3 Clean and Healthy (My Health)  Safer internet day	<b>Ten Ten Programme Module 2 Created to love others</b> Unit 3 Session 1Feelings, Likes and Dislikes Session 2Feeling Inside Out Session 3Super Susie Gets Angry	<b>Ten Ten Programme Module 1 Created and loved by God</b> Unit 4 Session 1The Cycle of Life  <b>Module 3 Created to live in a community</b> Unit 1 Session 1	<b>Ten Ten programme Module 3 Created to live in a community</b> Unit 1 Session 2 Who Is My Neighbour? Unit 2 Session 1The Communities We Live In

			<p>Life bus visit</p> <p><u>Science Animals</u> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>		Three in One	Road safety
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