

Year 2 Curriculum Map	Autumn				Spring			Summer			
Religion	<u>Beginnings</u> Domestic Church	<u>Signs and Symbols</u> Baptism	<u>Shabbat</u> Judaism	<u>Preparing Advent/Christmas</u>	<u>Books</u> Local Church	<u>Thanksgiving</u> Eucharist	<u>Opportunities Lent and Easter</u>	<u>Spread the word</u> Pentecost	<u>Rules</u> Reconciliation	<u>Prayer</u> Islam	<u>Treasures</u> Universal Church
Learning Challenge Big Question	Autumn topic 1 Introduce ongoing science topic Why didn't the 3 little pigs build their house out of glass? (Science driver)		Autumn topic 2 Who was Victoria and why was she important? (History Driver)		Spring topic 1 How will 5 a day help me to be healthy? (Science driver)		Spring topic 2 What would our class mascot find exciting about our local area? (Geography driver) (Mapping topic) Comparing significant individuals How has communication developed since the invention of the telephone?		Summer topic 1 Why would a Bog Baby not make a good pet? (Science driver)		Summer topic 2 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.											
Science skills and knowledge	<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,				<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			

	bending, twisting and stretching					
<p>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>						
History Skills and knowledge		<ul style="list-style-type: none"> • Sequence artefacts closer together in time • Sequence photographs and other artefacts from different periods of their life • Describe memories of key events in their lives • Discuss the time elapsed since time being studied up to present day, in an age appropriate way • Recognise why people did things, why events happened and what happened as a result • Identify similarities and differences between ways of life at different times • Compare two versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/accounts/stories 		<p>Learn about : The lives of significant individuals in the past who have contributed to international achievements. Some should be used to compare aspects of life in different periods</p>		
<p>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.</p>						

<p>Geography Skills and knowledge</p>				<p>Geography</p> <ul style="list-style-type: none"> • 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 <p>Make simple comparisons between features of different places in this country</p> <ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.
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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.

Texts	<p>Traction Man Minnie Grey</p> <p>Lost and Found by Oliver Jeffers</p> <p>Everyday Materials</p>	<p>Oliver Twist by Charles Dickens</p> <p>At Work by Ruth Thompson</p> <p>The Nativity story. (linked to RE)</p>	<p>Pumpkin soup by Helen Cooper (linked to science)</p> <p>Oliver's Vegetables by Vivian French</p>	<p>Katie Morag by Mairi Hedderwick (linked to geography)</p> <p>History of inventions - Communications Technology (Non-fiction)</p> <p>The Easter Story</p>	<p>Bog Baby by Jeanne Willis</p> <p>Hodgeheg by Dick King Smith (CLPE)</p> <p>Non-fiction texts about animals (linked to science)</p>	<p>Lila and the secret of Rain by David Conway (CLPE)</p> <p>Mama Panya's Pancakes by Mary Chamberlin</p> <p>One day on our Blue Planet (CLPE)</p> <p>My brother is a runner: Kenya by Jin-Ha Gong (linked to geography)</p>
English writing	<p>Diary writing (once character has been explored in depth)</p> <p>Real personal experiences and imagined events</p>	<p>List Poems to write</p> <p>Write about a personal experience through writing a letter /of a historical event</p>	<p>Instructions/Recipes</p> <p>Rhyming couplets to recite</p> <p>E.G explaining a science investigation or how something works in DT.</p> <p>Real personal experiences and imagined events</p>	<p>Descriptive writing based on character / setting</p> <p>Information/ non chronological reports</p> <p>Diary writing</p>	<p>Real personal experiences and imagined events</p> <p>E.G explaining a science investigation or how something works in DT.</p>	<p>Rhyming couplets to write and perform</p> <p>Information/ non chronological reports</p>
Maths	Wherever possible maths activities will be linked to Big Questions in history/ geography or science.					
	<p>Big Maths (See Maths Long Term plan)</p> <p>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p>	<p>Big Maths (See Maths Long Term plan)</p> <p>Timeline</p>	<p>Big Maths (See Maths Long Term plan)</p> <p>Measuring the plants</p>	<p>Big Maths (See Maths Long Term plan)</p> <p>Data Timelines</p>	<p>Big Maths (See Maths Long Term plan)</p> <p>Measuring the plants Data</p>	<p>Measuring the plants Data Money</p>

<p>Computing</p>	<p>Creativity. Create a book Based on a book linked with the curriculum.</p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve, digital content.</i></p>	<p>Computer Networks. Research using a web page and child friendly search engine. Use Gsuite.</p> <p><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></p>	<p>Productivity. Recording data</p> <p><i>Use technology purposefully to create digital content. Use technology purposefully to store, retrieve, organise and manipulate digital content.</i></p>	<p>Communication/ Collaboration, using school Email system</p> <p><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></p>	<p>Computational Thinking. Evaluating computer games and designing own.</p> <p><i>Create and debug simple programs</i></p>	<p>Programming. Solve a simple problem by programming. Create an algorithm.</p> <p><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></p>
<p>Online e-safety</p>	<p>Privacy and Security</p>	<p>Information Literacy. Use search engines and navigate webpages.</p> <p>Privacy and Security</p> <p>Copyright and ownership</p>	<p>Health, well-being and lifestyle linked to Science. Understand simple guidance for using technology in different environments and settings</p>	<p>Self image and self identity</p> <p>Online reputation Digital footprint</p>	<p>Self image and self identity</p> <p>Copyright and ownership</p>	<p>Online relationship and communications</p> <p>Privacy and Security</p> <p>Online bullying</p>
<p>Creative Arts Art</p>		<p>Linked to topic <u>Focus 3D (Anne Pitts)</u> Can they make a clay pot? Can they join two finger pots together? Can they add line and shape to their work? Monday 5th Dec - all day Christmas Related 9.30 - 12.00 1.00 - 3.00</p>	<p><u>Discreet (Anne Pitts)</u> <u>Focus Drawing</u> Giuseppe Archimboldi</p> <p>Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings? Can they use a viewfinder to focus on a specific part of an artefact before drawing it? To use drawing to develop and share their ideas, experiences and imagination.</p>	<p><u>Discreet (Anne Pitts - Matisse)</u> <u>Focus Painting</u> Mixing colours and making a palette with 4 shades of a colour (paint background) Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black?</p> <p><u>Painting</u> To use painting to develop and share their ideas, experiences and imagination.</p>		<p><u>Focus Collage</u> Say how other artists use shape, pattern and colour in cityscapes. Can they use different kinds of materials on their collage and explain why they have chosen them? • Can they use repeated patterns in their collage? Can they link colours to natural and man-made objects? • Can they say how other artist/craft maker/designer have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work?</p>

Creative Arts DT	<u>Make a boat Construction</u> 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		<u>Linked Cooking and nutrition</u> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.		<u>Linked Textiles</u> When designing and making, pupils should be taught to: select from and use a wide range of materials including textiles according to their characteristics Can they join fabric using glue? Can they create part of a class patchwork?	<u>Mouldable Materials</u> When designing and making, pupils should be taught to: Select from and use a wide range of materials according to their characteristics. <u>(Link with clay pots)</u>
Expressive Arts Music	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
PE with Coaches	Games Development of ABCs Dribbling using feet	Games Development of ABCs Sending and receiving	Games Development of ABCs Throwing towards a target	Games Development of ABCs Net Games	Strike it/ Hit it (Using racket bats)	On your marks get set go.. (Athletics) Sports Day
PE with Teachers	Fundamentals	Dance	Fitness	Gymnastics	Athletics	Team building and adventurous games
PSHCE	Ten Ten programme Let the children come NSPCC Speak out stay safe	Ten Ten programme Friendship week Anti bullying	Ten Ten Programme I Am Unique (Me) Girls and Boys (My Body) Clean and Healthy (My Health) Safer internet day Life bus visit	Ten Ten Programme Feelings, Likes and Dislikes Feeling Inside Out Super Susie Gets Angry	Ten Ten Programme The Cycle of Life Three in One	Ten Ten programme Who Is My Neighbour? The Communities We Live In