

Year 2 Curriculum Map	Autumn		Spring		Summer	
<b>Religion</b>	<p><b>Autumn Term 1 Creation and covenant:</b> ‘The heavens are telling the glory of God’ (Ps 19:1). In this branch, pupils will encounter the God who creates and calls a people. They will explore revelation of the Christian belief that all that is comes from God, the Creation accounts in Genesis, and scientific explanations of the process of Creation. They will explore the call of God and his covenantal relationship with his people first through Abraham and Moses, then through the narrative of the Old Testament.</p>	<p><b>Autumn Term 2 Prophecy and promise:</b> ‘In many and various ways, God spoke to our ancestors by the prophets’ (Heb 1:1). The prophets speak of God reaching to his people, calling them back into a relationship with him. In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God’s promise in a messiah, Jesus Christ. They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ. Pupils will encounter the story of the nativity of Jesus and the mystery of the incarnation.</p>	<p><b>Spring term 1 Galilee to Jerusalem:</b> ‘God’s only Son, who is at the Father’s side, has made him known’ (Jn 1:18). In this branch, pupils will experience the ministry of Jesus, the Word of God. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus.</p>	<p><b>Spring 2 Desert to garden:</b> ‘Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day’ (1 Cor 15:3). In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church’s Liturgy and life. The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.</p>	<p><b>Summer 1 To the ends of the Earth:</b> ‘Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit’ (Mt 28:19). In this branch, pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church. They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.</p>	<p><b>Summer 2 Dialogue and encounter:</b> ‘For “In him we live and move and have our being”’ (Acts 17:28). In this branch, pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity. They will also encounter other pathways of belief drawing on the teaching of the Church about intercultural dialogue</p>
<b>Learning Challenge Big Question</b>	<p><b>Autumn topic 1</b> Introduce ongoing science topic</p> <p>Which materials would Traction Man use to make a super hero costume? (Science driver)</p>	<p><b>Autumn topic 2</b> Who was Victoria and why was she important? (History Driver)</p>	<p><b>Spring topic 1</b> How will 5 a day help me to be healthy? (Science driver)</p>	<p><b>Spring topic 2</b> What would our class mascot find exciting about our local area? (Geography driver) (Mapping topic)</p> <p>Comparing significant individuals How has communication developed since the invention of the telephone?</p>	<p><b>Summer topic 1</b> Why would a Bog Baby not make a good pet? (Science driver)</p>	<p><b>Summer topic 2</b> What is it like to live in Kenya? (Geography driver)</p>

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.

<p><b>Science skills and knowledge</b></p>	<p><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.</p> <p><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</p>		<p><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</p>		<p><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</p>	
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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>		<ul style="list-style-type: none"> <li>• Sequence artefacts closer together in time</li> <li>• Sequence photographs and other artefacts from different periods of their life</li> <li>• Describe memories of key events in their lives</li> </ul>		<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>		
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		<ul style="list-style-type: none"> <li>• Discuss the time elapsed since time being studied up to present day, in an age-appropriate way</li> <li>• Recognise why people did things, why events happened and what happened as a result</li> <li>• Identify similarities and differences between ways of life at different times</li> <li>• Compare two versions of a past event</li> <li>• Compare pictures or photographs of people or events in the past</li> <li>• Discuss reliability of photos/accounts/stories</li> </ul>				
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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>				<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• With support collect and record evidence</li> <li>• Use simple fieldwork and observational skills to study school and grounds</li> <li>• Investigate similarities and differences in local areas</li> <li>• Gather data about specific areas being studied</li> <li>• Join labels to correct features on plans, maps and photographs</li> </ul> <p>Make simple comparisons between features of</p>		<ul style="list-style-type: none"> <li>• Identify and describe where some places are around the world</li> <li>• Make simple comparisons between features of different places in this country</li> <li>• Recognise how places are linked to other places in the world</li> <li>• Compare and contrast a small area of the United Kingdom with a small area in a non-European country</li> <li>• Name and locate the worlds' seven continents and five oceans</li> <li>• Begin to identify country boundaries on different scale maps of countries around the world <ul style="list-style-type: none"> <li>● Use geographical vocabulary as year one and including:</li> </ul> </li> </ul>
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				different places in this country •		<p>forest, vegetation, ocean, weather for physical features</p> <ul style="list-style-type: none"> <li>• Use geographical vocabulary as Year One including: city, town, harbour, port, factory, farm for human features</li> <li>• Recognise human and physical features of non-European countries studied</li> <li>• Identify hot and cold areas of the world in relation to the equator and the North and South Poles.</li> </ul>
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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.

<b>Texts</b>	<p>(Phonics - RWI Texts)</p> <p>Traction Man by Minnie Grey</p> <p>Lost and Found by Oliver Jeffers</p>	<p>Space Tortoise by Ross Montgomery</p> <p>Poetry -The Sound Collector by Roger McGough</p> <p>The Nativity story by Dylanna Press</p>	<p>Pumpkin soup by Helen Cooper (linked to science)</p> <p>Oliver's Vegetables by Vivian French</p> <p>Oliver's Salad</p>	<p>Katie Morag by Mairi Hedderwick (linked to geography)</p> <p>History of inventions - Communications Technology (Non-fiction) Biography -Tim Barnes Lee</p> <p>Hide and Seek poem by Matt Goodfellow</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>
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<b>English writing</b>	Diary writing (once character has been explored in depth)  Real personal experiences and imagined events	List Poems to write  Write about a personal experiences through writing a letter /of a historical event	Instructions/Recipes  Rhyming couplets to recite  E.G explaining a science investigation or how something works in DT.  Real personal experiences and imagined events	Descriptive writing based on character / setting  Information/ non chronological reports  Diary writing	Real personal experiences and imagined events  E.G explaining a science investigation or how something works in DT.	Rhyming couplets to write and perform  Information/ non chronological reports
<b>Maths</b> Big Maths (See Maths Long Term plan)	Wherever possible maths activities will be linked to Big Questions in history/ geography or science.					
	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	Timeline	Measuring the plants	Data Timelines	Measuring the plants Data	Measuring the plants Data Money
<b>Computing</b>	<b>Computing systems and networks- IT around us</b> -To recognise the uses and features of information technology -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To explain how to use information technology safely -To recognise that choices are made when using information technology	<b>Creating Media - Digital photography</b> -To use a digital device to take a photograph -To make choices when taking a photograph -To describe what makes a good photograph -To decide how photographs can be improved -To use tools to change an image -To recognise that photos can be changed	<b>Programming A - Robot algorithms</b> -To describe a series of instructions as a sequence -To explain what happens when we change the order of instructions -To use logical reasoning to predict the outcome of a program -To explain that programming projects can have code and artwork -To design an algorithm -To create and debug a program that I have written	<b>Data and Information - Pictograms</b> -To recognise that we can count and compare objects using tally charts -To recognise that objects can be represented as pictures -To create a pictogram -To select objects by attribute and make comparisons -To recognise that people can be described by attributes -To explain that we can present information using a computer	<b>Creating Media - Digital music</b> -To say how music can make us feel -To identify that there are patterns in music -To experiment with sound using a computer -To use a computer to create a musical pattern -To create music for a purpose -To review and refine our computer work	<b>Programming B - Programming quizzes</b> -To explain that a sequence of commands has a start -To explain that a sequence of commands has an outcome -To create a program using a given design -To change a given design -To create a program using my own design -To decide how my project can be improved

DT			<p><b>Cooking and Nutrition: A balanced Diet</b>  Name the main food groups and identify foods that belong to each group.  Describe the taste, feel and smell of a given food.  Think of three different wrap ideas, considering flavour combinations.  Construct a wrap that meets the design brief and their plan.</p>		<p><b>Structures: Baby Bear's chair</b>  Identify man-made and natural structures.  Identify stable and unstable structural shapes.  Contribute to discussions.  Identify features that make a chair stable.  Work independently to make a stable structure, following a demonstration.  Explain how their ideas would be suitable for Baby Bear.  Produce a model that supports a teddy, using the appropriate materials and construction techniques.  Explain how they made their model strong, stiff and stable.</p>	
Art	<p><b>Drawing: Understanding Tone and Texture</b>  Experiment with a range of materials to create marks and tones.</p> <p>Use different pressures and control to make different marks.  Describe the texture of objects.  Identify how artists use tone.  Control shading to show tone.  Sketch simple shapes lightly so that changes can be made.  Refine a drawing by building up the outline of an object.</p>	<p><b>Painting and mixed media: Colour splash</b></p> <p>Name the primary and secondary colours.</p> <p>Talk about the colour changes they notice and make predictions about what will happen when two colours mix.</p> <p>Describe the colours and textures they see.  Try different tools to recreate a texture and decide which tool works best.  Show they can identify different textures in a collaged artwork.</p>		<p><b>Craft and Design: Map it Out</b></p> <p>Sort map images into groups, explaining their choices.  Draw a map of their journey to school, including key landmarks and different types of mark-making.  Explore how to use texture and 3D forms to replicate a map in a new way.  Decide how to place 'jigsaw' pieces to create an abstract composition.  Make choices about which details from their map to include in a stained glass.  Cut cellophane shapes with care and arrange them into a pleasing composition.</p>		<p><b>Sculpture and 3D: Clay Houses</b></p> <p>Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.  Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.  Roll a smooth tile surface.  Join clay shapes and make marks in the tile surface to create a pattern.  Draw a house design and plan how to create the key features in clay.  Create a clay house tile that has recognisable features made by both impressing</p>

	Pose to show a clear expression and head position to create a photograph.	Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages. Choose materials and tools after trying them out.		Design a print with simple lines and shapes, making improvements as they work. Follow a process to make and print from a polystyrene tile. Choose a favourite artwork, justifying their choice. Annotate their favourite artwork with relevant evaluation points. Take an active part in decisions around how to display their artworks in the class gallery.		objects into the surface and by joining simple shapes.
<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 with Coaches</b>	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
<b>PE with Teachers</b>	Fundamentals	Dance	Fitness	Gymnastics	Athletics	Team building and adventurous games
<b>PSHCE</b>	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