



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Belonging/ Being Me</b>	<b>The Secret Garden</b>	<b>It's A Pirates Life</b>	<b>Space</b>	<b>Roald Dahl</b>	<b>A Secret Garden</b>
English	<ul style="list-style-type: none"> <li>▪ <b>Ruby's Worry</b></li> <li>▪ <b>Augustus and His Smile</b></li> <li>▪ <b>The Dot</b></li> <li>▪ <b>Proudest Blue</b></li> <li>▪ <b>This Moose Belongs to Me</b></li> </ul> <ul style="list-style-type: none"> <li>• Letters</li> <li>• Information writing</li> <li>• How to be a good friend</li> <li>• Descriptive writing</li> <li>• Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Leaf</b></li> <li>▪ <b>The Bee Who Spoke</b></li> <li>▪ <b>The Storm Whale</b></li> <li>▪ <b>Wild</b></li> <li>▪ <b>The Secret Sky Garden</b></li> </ul> <ul style="list-style-type: none"> <li>• Letters</li> <li>• Astronaut writing</li> <li>• Performance poetry</li> <li>• Persuasive writing</li> </ul> <p>Comprehension</p>	<p><b>Pirates love underpants</b> <b>The Night Pirates</b> <b>The Pirates next door</b> <b>Peter Pan</b></p> <ul style="list-style-type: none"> <li>• Non-fiction writing</li> <li>• Chronological writing.</li> <li>• Fiction/story writing</li> </ul> <p>Comprehension</p>	<p><b>Rapunzel</b> <b>Rumpelstiltskin</b> <b>Little Red Riding Hood</b> <b>Goldilocks</b> <b>Three Little Pigs</b> (Alternative Versions)</p> <ul style="list-style-type: none"> <li>• Letters</li> <li>• Debate</li> <li>• Fact files</li> <li>• Comprehension</li> </ul>	<p><b>ZOG</b></p> <p>Story writing</p> <ul style="list-style-type: none"> <li>• Character descriptions</li> <li>• Comparison writing</li> <li>• Comprehension</li> </ul>	<p><b>The Giant Jam sandwich</b> <b>Charlie and the Chocolate Factory</b> <b>Alice in Wonderland</b> <b>Pattan's Pumpkin</b></p> <p>Story writing</p> <ul style="list-style-type: none"> <li>• Non-fiction writing</li> <li>• Comprehension</li> </ul>
English: SPAG	<p><b>SPAG</b></p> <p>Year 1 revision Using 'because' 'that' 'if' and 'when'</p> <p>Using 'or' and 'but'</p>	<p><b>SPAG</b></p> <p>Expanded noun phrases Types of sentences Using 'ing' for present and past</p>	<p><b>SPAG</b></p> <p>Choosing the correct tense. Apostrophes for missing letters.</p>	<p><b>SPAG</b></p> <p>Apostrophes for possession.</p>	<p><b>SPAG</b></p> <p>Sentences , capital letters and full-stops Questions marks and exclamation marks</p>	<p><b>SPAG</b></p> <p>Using commas in lists</p>
English: Spelling	<p><b>Spelling</b></p> <p>Compound words</p> <p>Common exception words</p>	<p><b>Spelling</b></p> <p>Silent letters. Words ending in -le and -el</p> <p>Common exception words</p>	<p><b>Spelling</b></p> <p>Words ending in -al and -il Suffixes -er, -est, -ing and -ed</p> <p>Common exception words</p>	<p><b>Spelling</b></p> <p>Verbs and nouns ending in -y Suffixes -ment and -ness</p> <p>Common exception words</p>	<p><b>Spelling</b></p> <p>Suffixes -full , -less and -ly</p> <p>Common exception words</p>	<p><b>Spelling</b></p> <p>Homophones and vowels that sound different</p> <p>Common exception words</p>



<p><b>Mathematics</b></p>	<p><b>Number, place value and rounding</b> Count in steps of 2 and 5 and 10 from any number, forward and backward. Recognise the place value of each digit in a two-digit number. Identify, represent and estimate numbers using different representations. Compare and order numbers from 0 up to 100. Read and write numbers to at least 100 in numerals. Use place value and number facts to solve problems.</p> <p><b>Addition and subtraction</b> Solve problems with addition and subtraction using concrete objects. Mental methods Recall and use addition and subtraction facts to 20. Add and subtract numbers using concrete objects.</p> <p><b>Measurement</b> Compare and order lengths, mass, volume</p>	<p><b>Geometry: Properties of shape</b> Identify and describe the properties of 2-D and 3-D shapes. Identify 2-D shapes on the surface of 3-D shapes. Compare and sort common 2-D and 3-D shapes.</p> <p><b>Geometry: position and direction</b> order and arrange combinations of mathematical objects in patterns and sequences</p> <p><b>Number and place value</b> Revisit term 1 learning. Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</p> <p><b>Measurement</b> Revisit term 1 learning with recording of the results using &gt;, &lt; and = Recognise and use symbols for pounds (£) and pence (p). Combine amounts to make a particular value Find different combinations of coins</p>	<p><b>Number and place value</b> Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward.</p> <p><b>Fractions</b> Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity Write simple fractions for example <math>\frac{1}{2}</math> of <math>6 = 3</math> and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p><b>Statistics</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects.</p> <p><b>Multiplication and division</b> Recall and use multiplication and division facts for the 2, 5 and 10. Recognising odd and even numbers. Write multiplication tables using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals</p>	<p><b>Number and place value</b> Revisit previous learning and extend. Use place value and number facts to solve problems.</p> <p><b>Measurement</b> Choose and use appropriate standard units to estimate and measure length, mass, temperature, capacity, to the nearest appropriate unit. Compare and order lengths, mass, volume / capacity and record the results using &gt;, &lt; and = Compare and sequence intervals of time.</p> <p><b>Number and place value</b> Count in tens from any number, forward and backward</p> <p><b>Addition and subtraction</b> Revisit previous learning. Recognise and use the inverse relationship between addition and subtraction to check calculations and solve missing number problems.</p>	<p><b>Geometry: properties of shape</b> Revisit previous learning and extend.</p> <p><b>Geometry: position and direction</b> Use mathematical vocabulary to describe position, direction and movement.</p> <p><b>Number and place value</b> Revisit previous learning and extend.</p> <p><b>Measurement</b> Revisit previous learning and extend.</p> <p><b>Statistics</b> Construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p><b>Number and place value</b> Revisit previous learning and extend.</p> <p><b>Addition and</b></p>	<p><b>Number and place value</b> Revisit previous learning and extend.</p> <p><b>Multiplication and division</b> Revisit previous learning and extend.</p> <p><b>Measurement</b> Tell and write the time to five minutes, including quarter past / to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and hours in a day.</p> <p><b>Geometry: properties of shape</b> Recap on previous learning</p> <p><b>Geometry: position and direction</b> Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn, right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>
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	<p>/ capacity Compare and sequence intervals of time</p> <p><b>Statistics</b> Ask and answer simple questions by counting the number of objects in each category.</p>	<p>to equal the same amounts of money. Solve simple problems involving addition and subtraction of money of the same unit, including giving change.</p>	<p>(=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p><b>Measurement</b> Revisit previous learning Tell and write the time to five minutes. Know the number of minutes in an hour and the number of hours in a day.</p>	<p><b>Fractions</b> Revisit previous learning Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p><b>Measurement</b> Revisit previous learning about money.</p> <p><b>Statistics</b> Ask and answer questions about totaling and comparing categorical data.</p> <p><b>Geometry: properties of shape</b> Revisit previous learning.] Compare and sort common 2-D and 3-D shapes and everyday objects</p> <p><b>Geometry: position and direction</b> Revisit previous learning. Use mathematical vocabulary to describe position, direction and movement.</p>	<p><b>subtraction</b> Revisit previous learning and extend.</p>	
<p><b>Science</b></p>	<p><b>Animals including humans.</b></p> <ul style="list-style-type: none"> <li>Humans have offspring.</li> <li>Basic needs of animals including</li> </ul>	<p><b>Living things and their habitats.</b></p> <ul style="list-style-type: none"> <li>Explore and compare things that are living, dead and things</li> </ul>	<p><b>Everyday materials.</b></p> <ul style="list-style-type: none"> <li>Identify and compare a variety of everyday materials.</li> </ul>	<p><b>Animals including humans.</b></p> <ul style="list-style-type: none"> <li>Predators and prey.</li> </ul> <p><a href="#">Skills</a></p>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of plants.</li> <li>Observe and describe how seeds and bulbs</li> </ul>	<p><b>Animals including humans.</b></p> <ul style="list-style-type: none"> <li>Balanced diet and exercise.</li> </ul> <p><a href="#">Skills</a></p>



	<p>humans.</p> <ul style="list-style-type: none"> <li>Balanced diet and exercise.</li> </ul> <p><u>Skills</u> Ask simple questions and recognise that they can be answered in different ways. Use simple equipment to observe closely including changes over time. Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns. Gather and record simple data to help in answering questions including from secondary sources of information.</p> <p><u>Vocabulary</u> Survival – water, food, air, exercise, hygiene, nutrition, reproduce. Offspring, grow, baby, toddler, child, teenager, adult. Egg, caterpillar, pupa, butterfly.</p>	<p>that were alive.</p> <ul style="list-style-type: none"> <li>Most living things have habitats.</li> <li>Food chains</li> </ul> <p><u>Skills</u> Ask simple questions and recognise that they can be answered in different ways. Use simple equipment to observe closely including changes over time. Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns.</p> <p><u>Vocabulary</u> Living, dead, near alive, habitats, micro-habitats, food, food chain, sun, alive, healthy. Conditions, hot/warm/cold, dry/damp/wet, bright/shade/dark.</p>	<ul style="list-style-type: none"> <li>How solid shapes can be changed by squashing, bending, twisting and stretching.</li> </ul> <p><u>Skills</u> Ask simple questions and recognise that they can be answered in different ways. Use simple equipment to observe closely including changes over time. Perform simple comparative tests.</p> <p><u>Vocabulary</u> Wood, metal, plastic, glass, brick, rock, paper, cardboard. Squashing, bending, twisting, stretching.</p>	<p>Ask simple questions and recognise that they can be answered in different ways. Use simple equipment to observe closely including changes over time. Gather and record simple data to help in answering questions including from secondary sources of information.</p>	<p>grow.</p> <ul style="list-style-type: none"> <li>Find out what plants need to grow.</li> </ul> <p><u>Skills</u> Ask simple questions and recognise that they can be answered in different ways. Use simple equipment to observe closely including changes over time. Perform simple comparative tests. Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns.</p> <p><u>Vocabulary</u> Common – wild plants, garden plants, deciduous, evergreen. Plant – leaf, root, leaves, bud, flower, blossom, petals, stem. Tree – trunk, branches. Grow, healthy, water, light, suitable, temperature, germination, reproduction.</p>	<p>Ask simple questions and recognise that they can be answered in different ways. Use simple equipment to observe closely including changes over time. Perform simple comparative tests. Gather and record simple data to help in answering questions including from secondary sources of information.</p> <p><u>Vocabulary</u> Survival – water, food, air, exercise, hygiene, nutrition.</p>
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## Curriculum Map – Year 2

<p><b>History/ Geography</b></p>	<p><b>How did the first flight change the world?</b>          -Who flew the first aeroplane?          -What were early aeroplanes like and how did they fly?          -Were the Wright brothers' the first people to fly/          -How have aeroplanes changed over the years?          -How have aeroplanes changed the world?          -Wonderful flying machines.</p> <p><u>Skills</u>          Show an awareness of the past, using common words and phrases relating to the passing of time. Describe where the people and events studied fit chronologically and identify similarities and differences between ways of life in different periods. Asks and answers questions to show that understands key features of events. Show understanding in some of the ways we find out about the</p>	<p><b>Where do different animals live?</b>          -What is it like where the Emperor penguins live?          -What is it like where the Asian pandas live?          -What is it like where the whale sharks live?          -What is it like where the African elephants live?          -What is it like where the swallows live?</p> <p><u>Skills</u>          Use world maps, atlases and globes to identify the UK and its countries as well as other countries, continents and rivers. Name and locate the world's seven continents and five oceans. Use simple compass directions (N,S,E,W) and directional language e.g. near and far: left and right. Identify seasonal and daily weather patterns in the United Kingdom and the locations of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p><b>What will we see on our journey around the world?</b>          -What is it like where we live?          -What is it like living by the sea?          -What is it like to live in a rainforest?          -What is it like to live in a dry place?          -What is life like in large cities?</p> <p><u>Skills</u>          Use world maps, atlases and globes to identify the UK and its countries as well as other countries, continents and rivers. Devise a simple map and use basic symbols. Use simple fieldwork to study the school grounds and the key human and physical features of its environment. Name, locate and identify characteristics of the four countries and capital cities of the UK. Name, locate and identify characteristics of the seas surrounding the UK. Identify seasonal and</p>	<p><b>Significant historical events and people.</b>          Blackbeard          Sir Frances Drake</p> <p><b>Who were the greatest explorers?</b>          - What is an explorer?          -Who was Ibn Battuta?          -Why do we remember Captain Cook?          -Who was the first person to reach the South Pole?          -What is it like to explore space?</p> <p><u>Skills</u>          Show an awareness of the past, using common words and phrases relating to the passing of time. Asks and answers questions to show that understands key features of events. Describe events beyond living memory that are significant. Use every day historical terms. Record learning through drawing or writing. Discuss the lives of significant individuals in the past.</p>	<p><b>What are the seven wonders of our world?</b>          -What are our local wonders?          -Are mountains wonders of the world?          -Which rivers and deserts are natural world wonders?          -What are the ancient world wonders?          -Which new places are world wonders?</p> <p><u>Skills</u>          Use simple compass directions (N,S,E,W) and directional language e.g. near and far: left and right. Use aerial photographs to recognise landmarks and basic human and physical features. Devise a simple map and use basic symbols. Name and locate the world's seven continents and five oceans. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and</p>	<p><b>The history of confectionary.</b>          Where does chocolate come from?          Cadbury World</p> <p><b>How has food changed over time?</b>          -How have cooking appliances and utensils changed over time?          -Food in Guy Fawkes day: delicious or disgusting?          -What did our Grandparents eat as children?          -What is the history of our favourite foods?          -What else would we like to find out about the history of food?          -The big feast</p> <p><u>Skills</u>          Show an awareness of the past, using common words and phrases relating to the passing of time. Describe where the people and events studied fit chronologically and identify similarities and differences between ways of life in different periods.</p>
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## Curriculum Map – Year 2

	<p>past. Describe changes within living memory. Describe events beyond living memory that are significant. Record learning through drawing or writing. Discuss the lives of significant individuals in the past.</p> <p><u>Vocabulary</u> Past, present, future Event Similarities Differences Era Significant Sources of information Living memory Before I was born</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area contrasting non-European country.</p> <p><u>Vocabulary</u> Country Continent North, south, east, west. Near, far, left, right. Seasons. Patterns. Human features Physical features.</p>	<p>daily weather patterns in the United Kingdom and the locations of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographic vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><u>Vocabulary</u> City, town, village, factory, farm. Location North, south, east, west. Equator. Weather.</p>	<p><u>Vocabulary</u> Significant Living memory Sources of information Important Time order Key features of event Explorer Exploration Present, past, future</p>	<p>weather.</p> <p><u>Vocabulary</u> Beach, cliff, river, soil, Vegetation. Season Weather Local Continents Landmarks</p>	<p>Asks and answers questions to show that understands key features of events. Show understanding in some of the ways we find out about the past. Record learning through drawing or writing. Discuss the lives of significant individuals in the past.</p> <p><u>Vocabulary</u> Significant Living memory Sources of information Important Time order Key features of event Similarities Differences Present, past, future Era Before I was born</p>
<p><b>ART/DT Skills</b></p>	<p><b>Self - portraits (Art)</b> To investigate portraits from a variety of artists</p> <p><u>Skills</u> Try out different activities and make sensible choices about what to do next.</p>	<p><b>Giuseppe Arcimboldo (Art)</b> To explore and recreate Arcimboldo's paintings</p> <p><u>Skills</u> Try out different activities and make sensible choices about what to do next.</p>	<p><b>Moving Pictures (DT)</b> To be able to use levers to create a moving mechanism</p> <p><u>Skills</u> Design purposeful, functional, appealing products. Generate, develop,</p>	<p><b>Super structures (Art )</b> To use simple structures of the human form.</p> <p><u>Skills</u> Try out different activities and make sensible choices about what to do next.</p>	<p><b>Vehicles (DT)</b> To investigate a variety of vehicles and their uses and features</p> <p><u>Skills</u> Design purposeful, functional, appealing products. Generate, develop, model and</p>	<p><b>Perfect Pizzas (DT)</b> To examine describe and evaluate a range of pizzas and create their own</p> <p><u>Skills</u> Understand the need for a variety of food in the diet. Understand that all</p>



## Curriculum Map – Year 2

	<p>Develop some care and control over materials used. Know that different artistic works are made by craftspeople from different cultures and time. Experiment with tones using pencils, chalk or charcoal. Represent things observed using colour/tools.</p> <p><u>Vocabulary</u> Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight.</p> <p>Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker. Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright, scale, mood.</p>	<p>Develop some care and control over materials used. Know that different artistic works are made by craftspeople from different cultures and time. Experiment with tones using pencils, chalk or charcoal. Represent things observed using colour/tools. Make textured collage by folding, crumpling and tearing materials. Use a variety of techniques including carbon printing, relief, press, fabric printing and rubbings. Develop techniques to join fabrics.</p> <p><u>Vocabulary</u> Brush, size and types, scale Drawing: tone, colour, shading, crosshatching, shadow, highlight. Colour; mixing, primary colours, primary shades, tones, techniques, layering, mixing media Artist Study: inspiration, media, mood, culture.</p>	<p>model and communicate ideas through talking, drawing, templates, mock-ups and where appropriate IT. Choose appropriate tools, equipment, techniques and materials. Safely measure, mark out, cut and shape materials using a range of tools. Evaluate and assess existing products and those made using design criteria. Investigate ways of stiffening and making stable. Explore the use of mechanisms e.g. levers, wheels.</p> <p><u>Vocabulary</u> Design Cutting Product Evaluate Stronger Stiffer Stable Suitable Structure Lever Level Moving</p>	<p>Develop some care and control over materials used. Know that different artistic works are made by craftspeople from different cultures and time. Experiment with tones using pencils, chalk or charcoal. Represent things observed using colour/tools. Experiment with different tools on rigid and flexible materials.</p> <p><u>Vocabulary</u> Materials, products, manipulate, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading understand, safety, tools, experiment, properties, paint, create, textural effects Form: experiment, constructing, joining, natural, manmade materials Texture: surface, malleable material.</p>	<p>communicate ideas through talking, drawing, templates, mock-ups and where appropriate IT. Choose appropriate tools, equipment, techniques and materials. Safely measure, mark out, cut and shape materials using a range of tools. Evaluate and assess existing products and those made using design criteria. Investigate ways of stiffening and making stable. Explore the use of mechanisms e.g. levers, wheels.</p> <p><u>Vocabulary</u> Levers Wheels Moving Vehicles Materials Cut Shape Template Plan Design Evaluate Mock up Drawing Communication Product Develop</p>	<p>food has to be farmed, grown or caught. Use a wider range of cookery techniques to prepare food safely.</p> <p><u>Vocabulary</u> Examine Taste Describe Plan Make Evaluate Cook Farming Healthy Safety Preparation</p>
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					General	
<b>Music</b>	<p><b>Learn and perform songs.</b></p> <p>Music for moods Rhythm activities Group playing Singing as a whole class. <b>The Recorder Introduction to recorder - Learning B</b></p> <p><u>Skills</u> Listen with concentration and understanding to a range of high-quality live and recorded music. Improvise a simple rhythm using different instruments including the voice. Use voice expressively and creatively by singing songs and speaking chants with growing confidence. Play instruments using the correct techniques and respect.</p> <p>Choral Outreach Support</p>	Nativity	<p><b>Make and combine sounds musically.</b></p> <p>Rhythm activities Group playing Solo/small group performance Singing as a whole class. <b>The Recorder Learning B,A,G</b></p> <p><u>Skills</u> Listen with concentration and understanding to a range of high-quality live and recorded music. Improvise a simple rhythm using different instruments including the voice. Use voice expressively and creatively by singing songs and speaking chants with growing confidence. Develop an understanding of melody, the words and their importance in the music being listened to. Sing a song in two</p>	<p><b>Play tuned and un-tuned instruments musically.</b></p> <p>Rhythm activities Group playing Solo/small group performance Singing as a whole class. <b>The Recorder Learning F, E</b></p> <p><u>Skills</u> Listen with concentration and understanding to a range of high-quality live and recorded music. Improvise a simple rhythm using different instruments including the voice. Use voice expressively and creatively by singing songs and speaking chants with growing confidence. Sing a song in two parts. Use tuned and untuned instruments to play an accompaniment and</p>		GMF/ Graduation



## Curriculum Map – Year 2

	<p><u>Vocabulary</u> High quality live music Recorded music Internalise Improvise Musical language Pulse Timbre Texture Rhythm Melody Tuned Untuned Structure</p>		<p>parts. Use tuned and untuned instruments to play an accompaniment and tune. Use tuned and untuned percussion to compose and improvise. Play instruments using the correct techniques and respect.</p> <p><u>Vocabulary</u> High quality live music Improvise Rehearse, perform, experiment Confidently perform: Rhythm Raps Songs</p>	<p>tune. Use tuned and untuned percussion to compose and improvise. Play instruments using the correct techniques and respect.</p> <p>KS1 Music Festival</p> <p><u>Vocabulary</u> High quality live music Rehearse, perform, experiment Improvise Accompaniments Compose Practice</p>		
<b>Forest School</b>	<p>Taking photographs of our school's outside area.</p>	<ul style="list-style-type: none"> <li>• Mini-beast hunt</li> <li>• Habitats</li> <li>• Pond Dipping</li> <li>• Looking for and identifying habitats</li> <li>• Looking for things that are dead, alive and never alive.</li> </ul>	<ul style="list-style-type: none"> <li>• Testing pirate ships</li> </ul> <p>Taking responsibility for our outside area – keeping it clean of litter (Little Pirates)</p>	<p>Fairy hunt</p>	<ul style="list-style-type: none"> <li>• Cloud gazing</li> <li>• Making Art outside out of natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Gardening</li> </ul> <p>Identifying and naming a variety of plants.</p>
<b>Special Events</b>	<p>Harvest Festival</p>	<p>KS1 – Christmas production</p>	<p>Founders Day</p>	<p>Planetarium Music Festival Spring Arts Festival</p>	<p>Celebration Party</p>	<p>KS1 Graduation GAF Sports Day Healthy Living Week</p>



<p><b>Computing</b></p>	<p>E-safety</p>	<p><b>Recording bug hunt data.</b>  <b>We are zoologists</b>                  -Sort and classify a group of items by answering questions                  -Collect data using tick charts or tally charts                  -Use simple charting software to produce pictograms and other charts                  -Take, edit and enhance photographs                  -Record information on a digital map</p> <p><u>Skills</u>                  Recognise common uses of IT beyond school.                  Use IT purposefully to create, organise, store, manipulate and retrieve digital content.                  Use IT to create digital content comparing the benefits of different programs.                  Use IT safely and keep personal information private.</p> <p><u>Vocabulary</u>                  Tally chart                  Website                  Technology                  Microsoft Word/                  PowerPoint                  Microsoft Excel</p>	<p>E-safety</p>	<p>E-safety</p> <p><b>Exploring how computer games work.</b>  <b>We are games testers</b>                  - Describe what happens in computer games                  -Use logical reasoning to predict what a program will do                  -Test these predictions                  -Think critically about computer games and their use                  -Be aware of how to use games safely</p> <p><u>Skills</u>                  Recognise common uses of IT beyond school.                  Use logical reasoning to predict the behaviour of simple programs.                  Create simple programs.                  Debug simple programs.                  Understand that programs execute by following precise instructions.</p> <p><u>Vocabulary</u>                  algorithm                  instructions</p>	<p>E-safety</p>	<p>E-safety</p> <p><b>Researching a topic.</b>  <b>We are researchers</b>                  -Develop collaborative skills through working as a group                  -Develop research skills by using the internet                  - Improve note-taking skills through mind mapping                  -Create and deliver a short multimedia presentation.</p> <p><u>Skills</u>                  Use IT purposefully to create, organise, store, manipulate and retrieve digital content.                  Use IT to create digital content comparing the benefits of different programs.                  Use IT safely and keep personal information private.</p> <p><u>Vocabulary</u>                  Algorithm                  Program                  Instruction                  Debugging                  Learnpads                  Tablet                  Software                  Lightbot</p>
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		<p>Input Spreadsheet Software Data Laptop Save Shared area Chart Manipulate Retrieve Analyse Compare Present</p>		<p>unambiguous digital device programs programmers Scratch PEGI age restrictions</p>		<p>Program Rules Improved debugging</p>
RE	<p><b>Is it possible to be kind to everyone all the time?</b> 1- What is kindness? 2, 3 and 4- The Good Samaritan. 5- How do Christians show kindness? 6- How can we be better friends?</p> <p><u>Skills</u> I can remember something Jesus said or did to be kind. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can tell you some ways Christians try to follow Jesus' example of being kind.</p>	<p><b>Christmas</b></p> <p><b>Why did God give Jesus to the world?</b> 1- Superheroes 2, 3 and 4- God gave Jesus to save the world. Christmas story 5- God gave Jesus to the world so that..... 6- How do I show love to the world?</p> <p><u>Skills</u> I can remember some of the Christmas story. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God to the world. I can explain how Jesus coming to the world shows</p>		<p><b>Passover</b></p> <p><b>How important is it for Jewish people to do what God asks them to do?</b> 1- special meals/food 2, 3 and 4- <b>Passover</b> meal. 5- What is most important to Jews? 6- Our own special meals.</p> <p><b>How special is the relationship Jews have with God?</b> 1- Agreements/promises 2, 3 and 4- Abraham's covenant and the Ten Commandments 5- How do we know they have a special relationship with God? 6- Children make</p>	<p><b>Ramadan</b></p> <p><b>Does praying throughout the day help a Muslim in their life?</b> 1- Should we do important things regularly? 2, 3 and 4- Muslim prayer 5- What have we learnt about prayer? 6- Our own goals that we should commit to.</p> <p><b>Does going to the mosque give Muslims a sense of belonging?</b> 1- Do we belong to our class? How does it feel to belong? 2, 3 and 4- What happens in a mosque?</p>	



# Curriculum Map – Year 2

	<p><u>AT2</u> I can say if I think Christians should be kind. I can say if I think Christians should be kind and give a reason. I can say why I think Christians should be kind and understand why this might sometimes be difficult.</p> <p><u>Vocabulary</u> Kindness Unkind Sharing Friend Hurt Jewish Samaritan Levite Priest Love Neighbour Paralyzed</p>	<p>Christians they should love/help people and the world. <u>AT2</u> I can start to say why Christians think God gave Jesus to the world. I can give a reason why Christians think God gave Jesus to the world. I can reflect on whether God should send Jesus again, now.</p> <p><u>Vocabulary</u> Superhero World Saved Christmas Advent Love Kindness</p>		<p>promises about their relationship with someone close to them.</p> <p><u>Skills</u> I can use the right vocabulary to tell you something Jews do at part of their religious practice. I can talk about the Seder meal, or another Jewish practice, with some detail. I can describe some of the things Jews choose to do to show respect for God. <u>AT2</u> I can start to say what I think is the most important thing Jews do to show they are doing what God asks. I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason. I can give reasons why I think certain things are more or less important for Jews to do to show they respect God.</p> <p><u>Vocabulary</u> Special Food Special Occasion</p>	<p>5- Does being together make us stronger? 6- Children make own mat for times of reflection.</p> <p><u>Skills</u> I can remember some things about Muslim prayer. I can use the right words to describe how Muslims pray and begin to explain why they do this. I can describe the Muslim prayer routine and explain how they believe this helps them in their everyday lives. <u>AT2</u> I can tell you one way praying 5 times a day may help a Muslim. I can start to think through how praying 5 times a day might help in some ways more than others. I can decide on 3 ways Muslims might be helped in their everyday lives by praying 5 times a day, and can explain my reason for one of these.</p> <p><u>Vocabulary</u></p>	
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# Curriculum Map – Year 2

				<p>Passover Seder Meal Exodus Egypt Moses Israelite Slavery</p>	<p>Ramadan Prayer Belonging Mosque Muslim Routine</p>	
PSHE	<p><b>Values- 2 year cycle</b> Happiness Tolerance Respect Friendship</p> <p><b>Being Me in My World</b> - Hopes and fears for the year - Rights and responsibilities - Rewards and consequences - Safe and fair learning environment - Valuing contributions - Choices - Recognising feelings</p> <p><b>Skills</b> I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than</p>	<p><b>Values- 2 year cycle</b> Love Generosity Friendship Peace Hope</p> <p><b>Celebrating differences</b> - Assumptions and stereotypes about gender - Understanding bullying - Standing up for self and others - Making new friends - Gender diversity - Celebrating differences and remaining friends</p> <p><b>Skills</b> I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend</p>	<p><b>Values- 2 year cycle</b> Patience Trust Humility Responsibility</p> <p><b>Dreams and Goals</b> - Achieving realistic goals - Perseverance - Learning strengths - Learning with others - Group co-operation - Contributing and sharing success</p> <p><b>Skills</b> I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a</p>	<p><b>Values- 2 year cycle</b> Caring Understanding Independence Positivity</p> <p><b>Healthy Me</b> - Motivation - Healthier choices - Relaxation - Healthy eating and nutrition - Healthier snacks and sharing food</p> <p><b>Skills</b> I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can</p>	<p><b>Values- 2 year cycle</b> Honesty Fairness Courage Perseverance</p> <p><b>Relationships</b> - Different types of families - Physical contact boundaries - Friendship and conflict - Secrets - Trust and appreciation - Expressing appreciation for special relationships</p> <p><b>Skills</b> I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p>	<p><b>Values- 2 year cycle</b> Simplicity Compassion</p> <p><b>Changing Me</b> - Life cycles in nature - Growing from young to old - increasing independence - Differences between female and male bodies - Assertiveness - Preparing for transition</p> <p><b>Skills</b> I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p>



# Curriculum Map – Year 2

	<p>others.</p> <p><u>Vocabulary</u> Worries Belonging Consequences Choices Learning charter.</p>	<p>and be a friend. I can also explain why it is OK to be different from my friends</p> <p><u>Vocabulary</u> Similarities Assumptions Stereotypes On purpose Diversity.</p>	<p>group and can identify a range of feelings about group work.</p> <p><u>Vocabulary</u> Realistic Success Persevere Team work Goals.</p>	<p>express how it feels to make healthy and safe choices.</p> <p><u>Vocabulary</u> Lifestyle Motivation Relaxation Medicines Balanced diet.</p>	<p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p><u>Vocabulary</u> Family Relationships Not acceptable Positive Problem solving Conflict.</p>	<p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p> <p><u>Vocabulary</u> Male Female Vagina Penis Anxious.</p>
	<p><b><u>Prevent</u></b> Throughout the year, circle time will address issues of respect, tolerance and understanding and will build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues at the appropriate level of understanding.</p> <p>School values taught in assembly/circle time and PSHE lessons -Rule of law -Democracy -Individual liberty -Mutual respect -Tolerance</p> <p><b><u>P4C</u></b> Question every other week that children debate during philosophy time and also incorporated into assemblies and circle times. Questions displayed on a display near the entrance.</p> <p><b><u>Mental Health</u></b> Twelve sessions over the course of the year including building confidence, mindfulness, breath control, friendships, worries, relaxation and strategies to calm myself.</p> <p><b><u>Special Events</u></b> Summer 1- Earth Day</p>					
PE	<p><b>Hands: Ball skills</b></p> <p><u>Skills</u> Develop dribbling, passing and receiving. Combine dribbling,</p>	<p><b>Team building:</b> What is teamwork? Values needed for teamwork to be successful?</p>	<p><b>Dance – Exploring continents/ rivers (Geography)</b></p> <p><u>Skills</u> Respond to a stimuli.</p>	<p><b>Health and wellbeing (Healthy living week)</b></p> <p><u>Skills.</u> Consolidate agility.</p>	<p><b>Hands 2: Ball skills.</b> Underarm and overarm throw</p> <p><u>Skills</u> Consolidate</p>	<p><b>Games for understanding.</b></p> <p><u>Skills</u> Attack and defend as part of a team.</p>



# Curriculum Map – Year 2

	<p>passing and receiving, keeping possession. Develop skills of dribbling and passing to score points. Combine skills of dribbling, passing to score points</p> <p><u>Vocabulary</u> Dribble Pass Receive Possession Direction Space Accuracy Control</p> <p><b>Dance: Animals (Science)</b></p> <p><u>Skills</u> Respond to a stimulus. Develop whole group movement. Improvisation and physical descriptions Create contrasting movement sequences. Develop sequences, relationships and performance.</p> <p><u>Vocabulary</u> Stimulus Movement Groupwork Sequence Body movement Improvise</p>	<p><u>Skills.</u> Develop teamwork. Building trust and develop communications. Strategies for cooperation and communication. Problem solving: consolidate teamwork.</p> <p><u>Vocabulary</u> Teamwork Trust Communication Cooperation Problem solving</p> <p><b>Gymnastics: Pathways</b> Direction of travel</p> <p><u>Skills</u> Explore and develop zig-zag pathways (on apparatus) Explore and develop curved pathways (on apparatus) Create pathway sequences. Complete and perform pathway sequences.</p> <p><u>Vocabulary</u> Explore Zig-zag Curve Apparatus Sequence</p>	<p>Develop motif with expression and emotion. Apply choreography in our motifs. Develop relationships and performance.</p> <p><u>Vocabulary</u> Stimulus Motif Expression Choreography Emotion Relationships Performance</p> <p><b>Locomotion: Jumping</b></p> <p><u>Skills</u> Consolidate jumping. Apply jumping skills in a game situation. Link different jumps. Explore and develop different jumping combinations</p> <p><u>Vocabulary</u> Jumping Link Explore Combinations Swing Leap Space Landing</p>	<p>Consolidate balancing and explore balancing on apparatus Introduce and explore coordination: dribbling and kicking.</p> <p><u>Vocabulary</u> Agility Balance Coordination Dribble Kick Control</p> <p><b>Gymnastics: linking</b></p> <p><u>Skills.</u> Develop linking on and off apparatus. Jump, roll, balance sequences on and off apparatus. Create a sequence. Complete and perform a sequence.</p> <p><u>Vocabulary</u> Movement Flow Jump Roll Balance Pattern Apparatus</p>	<p>application and understanding of an underarm throw. Apply an underarm and overarm throw to win a game. Apply an underarm throw to beat an opponent.</p> <p><u>Vocabulary</u> Target Underarm throw Receive Overarm throw</p> <p><b>Feet: Ball skills.</b></p> <p><u>Skills</u> Develop dribbling, passing, receiving and keeping possession. Combine dribbling, passing, receiving and keeping possession to score a point. Apply dribbling, passing and receiving as a team to score points.</p> <p><u>Vocabulary</u> Dribble Control Space Pass</p>	<p>Understand the transition between defence and attack. Create and apply attacking and defensive tactics</p> <p><u>Vocabulary</u> Attack Team Defend Space Rules</p> <p><b>Locomotion: Dodging</b></p> <p><u>Skills</u> Explore dodging. Develop dodging. Apply dodging when attacking and defending. Apply dodging in teams.</p> <p><u>Vocabulary</u> Space Dodging Team Defender Tactics Attacker</p>
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# Curriculum Map – Year 2



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GST Theme “Change Makers” highlighted throughout curriculum