

Year 2 - Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Belonging/ Being Me	Dinosaurs	Gardens	Our Planet	Planet	Animals
English	<ul style="list-style-type: none"> ▪ Ruby's Worry ▪ The Dot ▪ It's Like.... ▪ Bekind. ▪ Augustus Smile ▪ Invisible <ul style="list-style-type: none"> • Letters • Information writing • How to be a good friend • Descriptive writing • Comprehension <p><u>Cross-curricular PSHE:</u> I can compare my own and my friends' choices and can express why some choices are better than others. 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.</p>	<ul style="list-style-type: none"> • Santasaurus • Christmasaurus • Dinosaur Diaries <ul style="list-style-type: none"> • Letters • Performance poetry • Persuasive writing <p>Comprehension</p> <p><u>Cross-curricular Science (habitats)</u> Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns.</p> <p>History: 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</p>	<ul style="list-style-type: none"> ▪ The Bee Who Spoke ▪ The extraordinary gardener. <ul style="list-style-type: none"> • Non-fiction writing • Chronological writing. • Fiction/story writing <p>Comprehension</p> <p><u>Cross-curricular Science:</u> plants Ask simple questions and recognise that they can be answered in different ways. Use simple equipment to observe closely including changes over time.</p> <p>PSHE: I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends'</p>	<ul style="list-style-type: none"> • If all the world were. (Black History) <ul style="list-style-type: none"> • Letters • Debate • Fact files • Comprehension <p><u>Cross-curricular PSHE:</u> 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. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<ul style="list-style-type: none"> • Secret sky garden. • Vlad and the great fire of London. <p>Story writing</p> <ul style="list-style-type: none"> • Character descriptions • Comparison writing • Comprehension <p><u>Cross-curricular History:</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.</p>	<ul style="list-style-type: none"> • One Day on the Savanna. • One day on this Blue planet. • What we'll build. • Here we are. <p>Story writing</p> <ul style="list-style-type: none"> • Non-fiction writing • Comprehension • Fact files <p><u>Cross-curricular Science:</u> (habitats) Gather and record simple data to help in answering questions including from secondary sources of information.</p> <p>Geography: To use world maps and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Computing:</p>

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	<p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends</p>	<p>between ways of life in different periods.</p> <p>PSHE: I can compare my own and my friends' choices and can express why some choices are better than others. 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.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends</p>	<p>choices and can express why some choices are better than others.</p>		<p>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>Use IT purposefully to create, organise, store, manipulate and retrieve digital content.</p>
English: SPAG	<p>SPAG Year 1 revision Using 'because' 'that' 'if' and 'when' Using 'or' and 'but'</p>	<p>SPAG Expanded noun phrases Types of sentences Using 'ing' for present and past</p>	<p>SPAG Choosing the correct tense. Apostrophes for missing letters.</p>	<p>SPAG Apostrophes for possession.</p>	<p>SPAG Sentences , capital letters and full-stops Questions marks and exclamation marks</p>	<p>SPAG Using commas in lists</p>

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English: Spelling	Spelling Compound words Common exception words	Spelling Silent letters. Words ending in -le and -el Common exception words	Spelling Words ending in -al and -il Suffixes -er, -est, -ing and -ed Common exception words	Spelling Verbs and nouns ending in -y Suffixes -ment and -ness Common exception words	Spelling Suffixes -full, -less and -ly Common exception words	Spelling Homophones and vowels that sound different Common exception words
Mathematics <div>now > press > pla</div> Number Bonds	Number, place value and rounding 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. Addition and subtraction Solve problems with addition and subtraction using concrete objects.	Geometry: Properties of shape 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. Geometry: position and direction order and arrange combinations of mathematical objects in patterns and sequences Number and place value Revisit term 1 learning. Compare and order numbers from 0 up to 100; use <, > and = signs Measurement	Number and place value Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward. Fractions Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Statistics Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects. Multiplication and	Number and place value Revisit previous learning and extend. Use place value and number facts to solve problems. Measurement 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 >, < and = Compare and sequence intervals of time. Number and place value	Geometry: properties of shape Revisit previous learning and extend. Geometry: position and direction Use mathematical vocabulary to describe position, direction and movement. Number and place value Revisit previous learning and extend. Measurement Revisit previous learning and extend. Statistics Construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting	Number and place value Revisit previous learning and extend. Multiplication and division Revisit previous learning and extend. Measurement 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. Geometry: properties of shape Recap on previous learning Geometry: position and direction

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	<p>Mental methods Recall and use addition and subtraction facts to 20. Add and subtract numbers using concrete objects.</p> <p>now > press > play</p> <p>Measurement Compare and order lengths, mass, volume / capacity Compare and sequence intervals of time</p> <p>Statistics Ask and answer simple questions by counting the number of objects in each category.</p>	<p>Revisit term 1 learning with recording of the results using >, < and = Recognise and use symbols for pounds (£) and pence (p). Combine amounts to make a particular value Find different combinations of coins 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>division Recall and use multiplication and division facts for the 2, 5 and 10. Recognising odd and even numbers. Write multiplication tables using the multiplication (×), division (÷) and equals (=) 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>Measurement Revisit previous learning Tell and write the time to five minutes. Know the number of minutes in an hour</p>	<p>Count in tens from any number, forward and backward</p> <p>Addition and subtraction Revisit previous learning. Recognise and use the inverse relationship between addition and subtraction to check calculations and solve missing number problems.</p> <p>Fractions Revisit previous learning Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Measurement Revisit previous learning about money.</p> <p>Statistics Ask and answer questions about totalling and comparing categorical data.</p> <p>Geometry: properties of shape Revisit previous learning.]</p>	<p>the number of objects in each category and sorting the categories by quantity.</p> <p>Number and place value Revisit previous learning and extend.</p> <p>Addition and subtraction Revisit previous learning and extend.</p>	<p>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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			and the number of hours in a day.	Compare and sort common 2-D and 3-D shapes and everyday objects Geometry: position and direction Revisit previous learning. Use mathematical vocabulary to describe position, direction and movement.		
Science	Living things and their habitats. <ul style="list-style-type: none"> Explore and compare things that are living, dead and things that were alive. Most living things have habitats. Food chains <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	Animals including humans – Microhabitats <ul style="list-style-type: none"> 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 	Everyday materials. <ul style="list-style-type: none"> Identify and compare a variety of everyday materials. How solid shapes can be changed by squashing, bending, twisting and stretching. <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.	Plants <ul style="list-style-type: none"> 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. <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.	Animals including humans – Lifecycles and health <ul style="list-style-type: none"> 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>Skills</u>	Animals including humans – Habitats <ul style="list-style-type: none"> 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 <u>Skills</u>

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	<p>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> <p>now > press > play</p> <p>Habitats</p> <p><u>Cross-curricular</u> Geography: 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 weather.</p> <p>Computing: Use IT purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><u>Skills</u> <u>To identify and classify.</u> 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. Identify and classify objects into groups. Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns.</p> <p>now > press > play</p> <p>Animals</p> <p>now > press > play</p> <p>Humans</p> <p><u>Cross-curricular</u> Maths: Statistics Construct simple pictograms, tally charts,</p>	<p><u>Vocabulary</u> Wood, metal, plastic, glass, brick, rock, paper, cardboard. Squashing, bending, twisting, stretching.</p> <p>now > press > play</p> <p>Everyday Materials</p> <p><u>Cross-curricular</u> Maths: Unit of measure</p>	<p>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>now > press > play</p> <p>Plants</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. Offspring, grow, baby, toddler, child, teenager, adult. Egg, caterpillar, pupa, butterfly.</p> <p>now > press > play</p> <p>Animals</p> <p>now > press > play</p> <p>Humans</p> <p><u>Cross-curricular</u> Healthy living week. PE/ PSHE: I can compare my own and my friends' choices</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. 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></p> <p>now > press > play</p> <p>Animals</p>
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		block diagrams and simple tables.			<p>and can express how it feels to make healthy and safe choices.</p> <p>PSHE/PE: I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices.</p> <p>DT: Understand the need for a variety of food in the diet. Understand that all food has to be farmed, grown or caught.</p>	
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<p>History/ Geography</p>	<p>Local Area (Geog)</p> <p><u>Skills</u> To use simple compass directions (N,E,S,W) and locational and directional language e.g near, far to describe the location of features and route on a map. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map and use and construct basic symbols in a key. Use basic geographical vocabulary to refer to key physical features eg forest, hill Use basic geographical vocabulary to refer to key human features eg city, town, farm</p> <p><u>Vocabulary</u> Near, far, left, right. Seasons. Patterns. Sketch map Key Compass Bird's eye view Map symbols</p>		<p>Titanic /Significant historical events and people. (History)</p> <p>Black History Month (October)</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 past. Describe changes within living memory. Describe events beyond living memory that are significant. Record learning through drawing or writing.</p>	<p>World War 1 (History) Edith Cavell</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><u>Vocabulary</u> Significant Living memory Sources of information Important Time order Key features of event Explorer Exploration Present, past, future</p>	<p>The Great Fire of London. (History)</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 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</p>	<p>What are the seven wonders of our world? (Geog) -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> To use world maps and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 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.</p>
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	<p><u>Cross-curricular Science:</u> Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns. (Trees)</p>		<p>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>Activist Justice Civil rights Advocate</p> <p><u>Cross-curricular Art:</u> Represent things observed using colour/tools.</p> <p>Geography: Describe the location of features and route on a map.</p> <p>Maths: Know the number of minutes in an hour and the number of hours in a day.</p> <p>English:</p>	<p><u>Cross-curricular Art:</u> Try out different activities and make sensible choices about what to do next.</p> <p>What will we see on our journey around the world? Japan (Geog) -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</p>	<p>Similarities Differences Present, past, future Era Before I was born</p> <p><u>Cross-curricular English:</u> Recount – writing in role/ News report</p> <p>Science: (materials) Ask simple questions and recognise that they can be answered in different ways.</p> <p>Art: Experiment with tones using pencils, chalk or charcoal.</p> <p>Maths: Timeline/Time 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>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 weather.</p> <p><u>Vocabulary</u> Beach, cliff, river, soil, Vegetation. Season Weather Local Continents Landmarks Human features Physical features North, south, east, west.</p> <p><u>Cross-curricular History:</u> Asks and answers questions to show that understands key features of events.</p> <p>Art: Represent things observed using colour/tools.</p>
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			<p>Diary – writing in context</p>	<p>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 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.</p>		
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				<p>Weather.</p> <p><u>Cross-curricular Science:</u> Use simple equipment to observe closely including changes over time. Ask simple questions and recognise that they can be answered in different ways.</p> <p>Maths: Use mathematical vocabulary to describe position, direction and movement.</p> <p>Art: Origami Make textured collage by folding, crumpling and tearing materials.</p>		
ART/DT Skills	<p><u>ART Drawing: Tell a story</u></p> <p><u>Skills</u> Select particular techniques to create a chosen product and develop some care and control over materials and their uses.</p>	<p>ART Giuseppe Arcimboldo (Art) 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>Moving Pictures (DT) To be able to use levers to create a moving mechanism</p> <p><u>Skills</u> Design purposeful, functional, appealing products. Generate, develop, model and communicate ideas</p>	<p>Moving Vehicles (DT) 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>Perfect Pizzas (DT) 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 food has to be farmed, grown or caught.</p>	<p>ART Painting and mixed media: Life in colour</p> <p><u>Skills</u> Try out different activities and make sensible choices about what to do next. Develop some care and control over materials used.</p>

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	<p>Give reasons for his/her preferences when looking at art/design work. Experiment with tones using pencils, chalk or charcoal. Experiment with basic tools on rigid and flexible materials. Try out different activities and make sensible choices about what to do next.</p> <p><u>Vocabulary</u> blending charcoal concertina cross hatching emoji emotion expression frame hatching illustrations illustrator lines mark-making re-tell scribbling sketch stippling</p>	<p>Develop some care and control over materials used. Represent things observed using colour/tools. Make textured collage by folding, crumpling and tearing materials.</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>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><u>Cross-curricular Maths:</u></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</p>	<p>Use a wider range of cookery techniques to prepare food safely. Measure and weigh food items using informal methods. Group familiar food groups e.g. fruit and vegetables.</p> <p><u>Vocabulary</u> Examine Taste Describe Plan Make Evaluate Cook Farming Healthy Safety Preparation</p> <p><u>Cross-curricular Science:</u> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p><u>PSHE:</u> I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>Represent things observed using colour/tools. Experiment with different tools on rigid and flexible materials. He/She is able to make textured collages from a variety of media and by folding, crumpling and tearing materials.</p> <p><u>Vocabulary</u> collage detail mixing overlap primary colour secondary colour surface texture</p>
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	<p>storyboard texture thick <u>thin</u></p> <p><u>Cross- curricular links</u> <u>Maths</u> Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]. 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p>		<p>Measurement Choose and use appropriate standard units to estimate and measure length</p> <p>Art: Try out different activities and make sensible choices about what to do next.</p>	<p>Product Develop General</p> <p><u>Cross-curricular</u> Science: Ask simple questions and recognise that they can be answered in different ways.</p> <p>Maths: Measurement Choose and use appropriate standard units to estimate and measure length.</p>		
<p>Music</p> <p>now > press > play</p> <p>Other uses</p>	<p>Learn and perform songs.</p> <p>Music for moods Rhythm activities Group playing Singing as a whole class. The Recorder Introduction to recorder - Learning B</p> <p><u>Skills</u> Listen with concentration and</p>	<p>Nativity</p> <p><u>Skills</u> Use voice expressively and creatively by singing songs and speaking chants with growing confidence Sing a song in two parts.</p> <p><u>Cross-curricular RE:</u></p>	<p>Make and combine sounds musically.</p> <p>Rhythm activities Group playing Solo/small group performance Singing as a whole class. The Recorder Learning B,A,G</p> <p><u>Skills</u> Listen with concentration and understanding to a</p>	<p>Play tuned and untuned instruments musically.</p> <p>Rhythm activities Group playing Solo/small group performance Singing as a whole class. The Recorder Learning F, E</p> <p><u>Skills</u> Listen with concentration and</p>		GMF/ Graduation

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	<p>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. Practise, rehearse and present performances to audiences with a growing awareness of the people watching. Understand that timbre describes the layers within the music. Understand that texture describes the layers within the music. Understand that structure describes how different sections of music are ordered.</p> <p>Choral Outreach Support</p> <p><u>Vocabulary</u></p>	<p>I can explain how Jesus coming to the world shows Christians how they could love/help people and the world.</p>	<p>range of high-quality live and recorded music. Build an understanding of the pulse and internalise it when listening to a piece of 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 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. Begin to describe a piece of music using a</p>	<p>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 tune. Use tuned and untuned percussion to compose and improvise. Play instruments using the correct techniques and respect. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>KS1 Music Festival</p>		
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	<p>High quality live music Recorded music Internalise Improvise Musical language Pulse Timbre Texture Rhythm Melody Tuned Untuned Structure</p>		<p>developing understanding of the interrelated musical dimensions.</p> <p><u>Vocabulary</u> High quality live music Rehearse, perform, experiment Improvise Accompaniments Compose Practice</p> <p><u>Vocabulary</u> High quality live music Improvise Rehearse, perform, experiment Confidently perform: Rhythm Raps Songs</p> <p><u>Cross-curricular</u> Art: Represent things observed using colour</p>			
Forest Explorers	<p>Taking photographs of our school's outside area.</p>	<ul style="list-style-type: none"> • Mini-beast hunt • Habitats • Pond Dipping • Looking for and identifying habitats • Looking for things that are dead, alive and never alive. <p>now > press > play</p> <p>Minibeasts (EYFS)</p> <p>now > press > play</p> <p>Habitats</p>			<ul style="list-style-type: none"> • Cloud gazing • Making Art outside out of natural resources. 	<ul style="list-style-type: none"> • Gardening Identifying and naming a variety of plants.

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Special Events	<p>Harvest Festival The Big Draw <u>Cross-curricular</u> Art: Select particular techniques to create a chosen product and develop some care and control over materials and their uses. Give reasons for his/her preferences when looking at art/design work. Experiment with tones using pencils, chalk or charcoal. Try out different activities and make sensible choices about what to do next.</p> <p>Coding Week Computing: 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>Sports Festival PE:</p>	<p>KS1 – Christmas production <u>Cross-curricular</u> Music: Use voice expressively and creatively by singing songs and speaking chants with growing confidence Sing a song in two parts.</p> <p>RE: I can explain how Jesus coming to the world shows Christians how they could love/help people and the world. I can explain the Christian belief that God gave Jesus to the world to rescue/save it.</p> <p>Remembrance History: 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.</p>	<p>Founders Day The Children's Chorus World Religion day <u>Cross-curricular</u> RE: I can say when and why it is easy or difficult to be kind. I can explain how commitment can be hard and can describe how it would feel to reach a goal. I can explain how carrying out actions that are important to my group helps to remind me that I belong.</p> <p>Safer Internet Day Computing: Use IT safely and keep personal information private. Use IT safely and keep personal information private.</p>	<p>Planetarium Music Festival <u>Cross-curricular</u> Music: Practise, rehearse and present performances to audiences with a growing awareness of the people watching. Use voice expressively and creatively by singing songs and speaking chants with growing confidence. Sing a song in two parts.</p> <p>Spring Arts Festival World Book Day National Science and Engineering Week Science: Ask simple questions and recognise that they can be answered in different ways. Use simple equipment to observe changes over time. Perform simple comparative tests. Use observations and ideas to suggest answers to questions noticing similarities,</p>	<p>Celebration Party The Big Sing <u>Cross-curricular</u> Music: Use voice expressively and creatively by singing songs and speaking chants with growing confidence</p> <p>World Earth Week Geography: To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map and use and construct basic symbols in a key. Use basic geographical vocabulary to refer to key physical features</p> <p>DT: Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and where appropriate IT.</p> <p>PSHE: I can compare my own and my friends' choices and can express why</p>	<p>KS1 Graduation <u>Cross-curricular</u> Music: Practise, rehearse and present performances to audiences with a growing awareness of the people watching.</p> <p>GAF Art: Try out different activities and make sensible choices about what to do next. Develop some care and control over materials used.</p> <p>DT: Represent things observed using colour/tools. Experiment with different tools on rigid and flexible materials. To use a variety of techniques including carbon printing, relief press, fabric printing and rubbings.</p> <p>PE/Dance: Respond to a stimulus. Develop whole group movement. Create contrasting movement sequences.</p>

Year 2 - Curriculum Map

	<p>Develop teamwork. Building trust and develop communications. Strategies for cooperation and communication. Problem solving: consolidate teamwork.</p> <p>Black History Month History: 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> <p>PSHE: 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.</p> <p>I can explain how it feels to have a friend</p>	<p>Use every day historical terms. Record learning through drawing or writing. Discuss the lives of significant individuals in the past.</p> <p>Anti-bullying Week PSHE: 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.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends</p>		<p>differences and patterns.</p> <p>DT: Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and where appropriate IT. Choose appropriate tools, equipment, techniques and materials.</p> <p>French Language Day World Forestry Day World Maths Day Maths: Solve problems with addition and subtraction using concrete objects. Mental methods 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.</p>	<p>some choices are better than others.</p> <p>International Design Day PSHE: 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.</p> <p>Art: Give reasons for his/her preferences when looking at art/design work. Experiment with tones using pencils, chalk or charcoal.</p> <p>DT: Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and where appropriate IT.</p> <p>Healthy Living Week PSHE: I can explain why foods and medicines can be</p>	<p>Develop sequences, relationships and performance.</p> <p>Sports Day PE: Strategies for cooperation and communication. Consolidate jumping. Consolidate agility. Consolidate balancing and explore balancing on apparatus Introduce and explore coordination: dribbling and kicking. Consolidate application and understanding of an underarm throw.</p>
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Year 2 - Curriculum Map

	and be a friend. I can also explain why it is OK to be different from my friends			Use place value and number facts to solve problems.	<p>good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p> <p>Science: 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>PE: Develop teamwork. Building trust and develop communications. Strategies for cooperation and communication. Problem solving: consolidate teamwork. Consolidate agility. Consolidate balancing and explore balancing on apparatus</p>	
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Year 2 - Curriculum Map

					Introduce and explore coordination: dribbling and kicking.	
Computing now > press > play Online Safety	E-safety	Recording bug hunt data. We are zoologists -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 <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.	E-safety	E-safety Exploring how computer games work. We are games testers - 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 <u>Skills</u> Recognise common uses of IT beyond school. Use logical reasoning to predict the behaviour of simple programs. Create simple programs.	E-safety	E-safety Researching a topic. We are researchers -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. <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. <u>Vocabulary</u>

Year 2 - Curriculum Map

		<p><u>Vocabulary</u> Tally chart Website Technology Microsoft Word/ PowerPoint Microsoft Excel Input Spreadsheet Software Data Laptop Save Shared area Chart Manipulate Retrieve Analyse Compare Present</p> <p><u>Cross-curricular</u> Science: (Habitats) Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns.</p>		<p>Debug simple programs. Understand that programs execute by following precise instructions.</p> <p><u>Vocabulary</u> algorithm instructions unambiguous digital device programs programmers Scratch PEGI age restrictions</p>		<p>Algorithm Program Instruction Debugging Learnpads Tablet Software Lightbot Program Rules Improved Debugging</p> <p><u>Cross-curricular</u> Geography: 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 weather.</p>
RE	<p><u>What did Jesus teach?</u> To re-tell Bible stories that show kindness, and to explore how this makes Christians</p>	<p><u>Christmas- Jesus as a gift from God</u> To reflect on the Christmas story and the reasons for Jesus' birth.</p>		<p><u>Islam: Prayer at home</u> To explain what commitment means to us and to Muslims by knowing about</p>	<p><u>Islam: Community and Belonging</u> To understand why Muslims, visit the Mosque and to explore</p>	

Year 2 - Curriculum Map

	<p>behave towards other people.</p> <p><u>Skills</u> I can say when and why it is easy or difficult to be kind. I can tell you some ways Christians try to follow Jesus' example of being kind. I can say why I think Christians should be kind and start to explain how they think they can do this (with God's help).</p> <p><u>Vocabulary</u> Samaritan Parable Kindness Unkind Sharing Friend Hurt Samaritan Levite Priest Love Neighbour Paralyzed</p> <p><u>Cross-curricular</u> PSHE: I can explain how it feels to have a friend and be a friend. I can also explain why it is</p>	<p><u>Skills</u> I can say how I can help solve a problem in the world by showing love. I can explain how Jesus coming to the world shows Christians how they could love/help people and the world. I can explain the Christian belief that God gave Jesus to the world to rescue/save it.</p> <p><u>Vocabulary</u> Advent Christmas Love Kindness</p> <p><u>Cross-curricular</u> History: 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>		<p>how Muslims pray 5 times a day.</p> <p><u>Skills</u> I can explain how commitment can be hard and can describe how it would feel to reach a goal. I can describe the Muslim prayer routine and explain how they believe this could help them in their everyday lives. 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> Salah Allah Qur'an Makkah Ka'bah</p> <p><u>Cross-curricular</u> PSHE: I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>whether this gives them a sense of belonging.</p> <p><u>Skills</u> I can explain how carrying out actions that are important to my group helps to remind me that I belong. I can describe how a Muslim achieves a sense of belonging through praying. I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.</p> <p><u>Vocabulary</u> Mosque Minaret Musalla Mihrab Minbar Qur'an Wudu Prayer mats Hajj</p> <p><u>Cross-curricular</u> PSHE: I can give examples of some different problem-solving techniques and explain how I might use them in certain</p>	
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Year 2 - Curriculum Map

	OK to be different from my friends			<p><u>Easter</u> To re-tell the Easter story and understand what Jesus' resurrection means for Christians.</p> <p><u>Skills</u> I can start to discuss my beliefs in life after death/ what happens when someone dies. I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them. I can say what I believe about life after death.</p> <p><u>Vocabulary</u> Easter Egg Hot cross bun Resurrection</p> <p><u>History:</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</p>	situations in my relationships.	
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Year 2 - Curriculum Map

				and differences between ways of life in different periods.		
PSHE	<p>Values- 2 year cycle Happiness Tolerance Respect Friendship</p> <p><u>Being Me in My World</u> - Hopes and fears for the year - Rights and responsibilities - Rewards and consequences - Safe and fair learning environment - Valuing contributions - Choices - Recognising feelings</p> <p><u>Skills</u> 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</p>	<p>Values- 2 year cycle Love Generosity Friendship Peace Hope</p> <p><u>Celebrating differences</u> - 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>now > press > play Bullying</p> <p><u>Skills</u> I can explain that sometimes people get bullied because they are seen to be different; this might include people who do</p>	<p>Values- 2 year cycle Patience Trust Humility Responsibility</p> <p><u>Dreams and Goals</u> - Achieving realistic goals - Perseverance - Learning strengths - Learning with others - Group co-operation - Contributing and sharing success</p> <p><u>Skills</u> 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 group and can identify</p>	<p>Values- 2 year cycle Caring Understanding Independence Positivity</p> <p><u>Healthy Me</u> - Motivation - Healthier choices - Relaxation - Healthy eating and nutrition - Healthier snacks and sharing food</p> <p>now > press > play Healthy Living now > press > play Mental Health</p> <p><u>Skills</u> I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p>	<p>Values- 2 year cycle Honesty Fairness Courage Perseverance</p> <p><u>Relationships</u> - Different types of families - Physical contact boundaries - Friendship and conflict - Secrets - Trust and appreciation - Expressing appreciation for special relationships</p> <p>now > press > play Bullying</p> <p><u>Skills</u> 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>Values- 2 year cycle Simplicity Compassion</p> <p><u>Changing Me</u> - Life cycles in nature - Growing from young to old - increasing independence - Differences between female and male bodies - Assertiveness - Preparing for transition</p> <p><u>Skills</u> 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>

Year 2 - Curriculum Map

	<p>choices are better than others.</p> <p><u>Vocabulary</u> Worries Belonging Consequences Choices Learning charter Hopes Fears Actions Praise Reward Positive Negative Co-operate</p>	<p>not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends</p> <p><u>Vocabulary</u> Boys/ Girls Assumptions Shield Stereotypes Differences Similarities Kind/ Unkind Feelings Sad Lonely Help Male/Female Diversity Fairness Kindness Unique Value</p>	<p>a range of feelings about group work.</p> <p><u>Vocabulary</u> Realistic Proud Success Celebrate Achievement Goal Strengths Persevere Challenge Difficult Easy Learning together Teamwork Partner Product Group Problem-solve</p>	<p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p> <p><u>Vocabulary</u> Healthy choices Lifestyle Motivation Relax Relaxation Tense Calm Healthy Unhealthy Dangerous Medicines Safe Body Balanced diet Portion Energy Fuel Nutritious</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 Different Similarities Special Relationships Cooperate Physical contact Communication Hugs Like/dislike Acceptable/not acceptable Conflict Point of View Secret Telling Adult Trust Happy Sad Frightened Honesty Excited Nervous Anxious</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> Changes Grow Control Old Young Respect Appearance Physical Toddler Teenager Independent Timeline Male/female Vagina Penis Testicles Vulva Anus Pubic Private Touch Like/ dislike Acceptable/unacceptable Comfortable/uncomfortable</p>
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Year 2 - Curriculum Map

PE	<p><u>Prevent</u> 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</p> <ul style="list-style-type: none"> -Rule of law -Democracy -Individual liberty -Mutual respect -Tolerance <p><u>P4C</u> 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><u>Mental Health</u> Twelve sessions over the course of the year including building confidence, mindfulness, breath control, friendships, worries, relaxation and strategies to calm myself.</p> <p><u>Special Events</u> Summer 1- Earth Day</p>					
	<p>Hands: Ball skills</p> <p><u>Skills</u> Develop dribbling, passing and receiving. Combine dribbling, 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</p>	<p>Team building: What is teamwork? Values needed for teamwork to be successful?</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</p>	<p>Dance – Exploring continents/ rivers (Geography)</p> <p><u>Skills</u> Respond to a stimuli. 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</p>	<p>Health and wellbeing (Healthy living week)</p> <p><u>Skills.</u> Consolidate agility. Consolidate balancing and explore balancing on apparatus. Introduce and explore coordination: dribbling and kicking.</p> <p><u>Vocabulary</u> Agility Balance Coordination Dribble</p>	<p>Hands 2: Ball skills. Underarm and overarm throw</p> <p><u>Skills</u> Consolidate 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>Feet: Ball skills.</p>	<p>Games for understanding.</p> <p><u>Skills</u> Attack and defend as part of a team. 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>

Year 2 - Curriculum Map

	<p>Space Accuracy Control</p> <p>Dance: Animals (Science)</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 Contrasting Perform</p>	<p>Cooperation Problem solving</p> <p>Gymnastics: Pathways 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 Perform Evaluate</p>	<p>Performance</p> <p>Locomotion: Jumping</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>Kick Control</p> <p>Gymnastics: linking</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><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>Locomotion: Dodging</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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GST Theme “Energy” highlighted throughout curriculum