

Year 2 - Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Animals habitats	Microhabitats	Titanic Materials	Life Cycles	The Great Fire of London	Plants
English	<p>Ruby's Worry</p> <p>One Day on this Blue Planet</p> <p>One Day on the Savannah</p> <ul style="list-style-type: none"> Letters Information writing 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>	<p>The Diary of the Killer Cat</p> <p>The Bee who Spoke</p> <ul style="list-style-type: none"> Letters Performance poetry Persuasive writing Comprehension <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</p>	<p>The Story of the Titanic</p> <p>The Magic Finger</p> <ul style="list-style-type: none"> Non-fiction writing Chronological writing. Fiction/story writing Comprehension <p><u>Cross-curricular Science: plants</u> 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.</p>	<p>The Emperor's Egg</p> <p>If all the World were</p> <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>	<p>Poems to Perform</p> <p>Vlad and the great fire of London.</p> <ul style="list-style-type: none"> Story writing 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>	<p>Secret Sky Garden</p> <p>The Extraordinary Gardener</p> <ul style="list-style-type: none"> Story writing Non-fiction writing Comprehension Fact files <p><u>Cross-curricular Science: (habitats)</u> 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: Use IT purposefully to create, organise, store,</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>chronologically and identify similarities and differences 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. 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>I can compare my own and my friends' 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>manipulate and retrieve digital content.</p>
<p>SPAG:</p>	<p>SPAG Using capital letters How words combine to make sentences Joining clauses using 'and'</p>	<p>SPAG Commas in a list Expanded noun phrases Conjunctions (and, or, but)</p>	<p>SPAG Use of -ly (in adverbs) Apostrophes in contractions Exclamations and statements</p>	<p>SPAG Using present and past tense consistently (progressive) Compound words (eg. whiteboard, superman)</p>	<p>SPAG Nouns using suffixes Adjectives using suffixes Suffixes -er, -est in adjectives</p>	<p>SPAG Coverage of all Year 1 and 2 grammar, vocabulary and punctuation objectives.</p>

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		Subordination (using when, if, because, that) Questions and commands				
SPELLING:	<p>Words where 'dge' makes a /j/ sound</p> <p>Words where 'ge' makes a /j/ sound</p> <p>Words where 'g' makes a /j/ sound</p> <p>Words where 'c' makes a /s/ sound before 'e', 'I', and 'y'</p> <p>Words where 'kn' and 'gn' make a /n/ sound at the beginning of words</p> <p>Challenge words</p>	<p>Words where 'wr' makes a /r/ sound at the beginning of words</p> <p>Words ending in 'le'</p> <p>Words ending in 'el'</p> <p>Words ending in 'al'</p> <p>Words ending in 'il'</p> <p>Challenge words</p>	<p>Words where 'y' makes an /igh/ sound</p> <p>Words where '-es' is added to words ending in 'y'</p> <p>Words where '-ed' is added to words ending in 'y'</p> <p>Words where '-er' and 'est' are added to words ending in 'y'</p> <p>Words where '-ing' is added to words ending in 'e'</p> <p>Challenge words</p>	<p>Words where '-er', '-est' and '-ed' is added to words ending in 'e'</p> <p>Words where '-ing' is added to single syllable words</p> <p>Words where '-ed' is added to single syllable words</p> <p>Words where 'a' makes an /or/ sound</p> <p>Words where 'o' makes an /u/ sound</p> <p>Challenge words</p>	<p>Words where the digraph 'ey' makes an /ee/ sound</p> <p>Words where 'a' makes an /o/ sound</p> <p>Words where 'or' and 'ar' make an /er/ or/or/ sound</p> <p>Words where 'si' and 's' makes an /zh/ sound</p> <p>Words ending in '-ment' and '-ness'</p> <p>Words ending in '-ful' and '-less'</p>	<p>Words that are homophones</p> <p>Words that are homophones or near homophones</p> <p>Words ending in '-tion'</p> <p>Words with an apostrophe for contraction</p> <p>Words with an apostrophe for possession</p> <p>Challenge words</p>
<p>Mathematics</p> <p>now > press > pla</p> <p>Number Bonds</p>	<p>Number, place value and rounding</p> <p>Read and write numbers from 1 to 20 in numerals and words (Y1)</p> <p>Read and write numbers to at least 100 in numerals and in words</p>	<p>Addition and subtraction</p> <p>Represent and use number bonds and related subtraction facts within 20 (Y1)</p> <p>Recall and use addition and subtraction facts</p>	<p>Measurement</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>Solve simple problems in a practical context involving addition and subtraction of money</p>	<p>Fractions</p> <p>Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity</p> <p>Write simple fractions, for example 1/2 of 6 = 3 and</p>	<p>Multiplication and division</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×),</p>	<p>Statistics</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Ask and answer simple questions by counting the number of objects in each</p>

	<p>Identify, represent and estimate numbers using different representations, including the number line Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward Recognise the place value of each digit in a 2-digit number (tens, ones) Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs</p> <p>Addition and subtraction Represent and use number bonds and related subtraction facts within 20 (Y1) Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts</p>	<p>to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs</p> <p>Geometric reasoning Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line Compare and sort common 2-D and 3-D shapes and</p>	<p>of the same unit, including giving change.</p> <p>Multiplication and division Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p>	<p>recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> <p>Measurement Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures Solve problems involving multiplication and division, using materials, arrays,</p>	<p>division (\div) and equals ($=$) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>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 the number of hours in a day</p>	<p>category and sorting the categories by quantity Ask and answer questions about totalling and comparing categorical data Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Geometric reasoning Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)</p>
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	<p>up to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs</p>	<p>everyday objects Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes</p>		<p>repeated addition, mental methods, and multiplication and division facts, including problems in contexts Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p>	
Science	<p>Living things and their habitats. Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or</p>	<p>Animals including humans – Microhabitats Building on their knowledge of habitats, pupils discover that microhabitats provide what minibeasts need</p>	<p>Everyday materials. Recognising that materials are suitable for specific purposes and understanding their properties, exploring how actions</p>	<p>Animals including humans – Lifecycles and health Identifying and describing the different stages of animal life cycles,</p>	<p>Plants Carrying out comparative tests, pupils discover the conditions required for seed germination. They use rulers to measure stem height</p>

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	<p>has never been alive. They name plants and animals in a range of habitats and recognise how living things depend on each other. Pupils create food chains to show the sequence that living things eat each other</p> <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>now > press > play Habitats</p> <p><u>Cross-curricular</u> Geography: Use basic geographical vocabulary to refer to key physical features, including: beach, cliff,</p>	<p>to survive. They learn that scientists use a range of skills to answer questions and plan and carry out an experiment to find out the condition's woodlice prefer.</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 Animals</p>	<p>such as stretching and bending affect the shape of solid objects and comparing the suitability of materials by carrying out tests and recording data.</p> <p><u>Skills</u> Identify and classify objects into groups. Perform simple comparative tests. Gather and record simple data to help in answering questions. Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns.</p> <p>now > press > play Everyday Materials</p> <p><u>Cross-curricular</u> Maths: Unit of measure</p>	<p>including that of humans, recording and interpreting data to show growth in humans and explaining how to keep healthy.</p> <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. Gather and record simple data to help in answering questions including from secondary sources of information.</p> <p>now > press > play Animals now > press > play Humans</p> <p><u>Cross-curricular</u> Healthy living week. PE/ PSHE: I can compare my own and my friends'</p>		<p>and record data in a results table. Through practical investigation, pupils learn that plants need water, light and a suitable temperature to grow and stay healthy.</p> <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>now > press > play Plants</p>
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	<p>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>now > press > play</p> <p>Humans</p> <p><u>Cross-curricular</u> Maths: Statistics Construct simple pictograms, tally charts, block diagrams and simple tables.</p>		<p>choices 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>		<p>now > press > play</p> <p>Animals</p>
<p>History/ Geography</p>	<p>Would you prefer to live in a hot or cold place? (Geography)</p> <p>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the</p>	<p>Why is our world wonderful? (Geography)</p> <p>Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world</p>	<p>Titanic /Significant historical events and people. (History)</p> <p>Recall key events of the Titanic and sequence them appropriately. Observe historical evidence to deduce what was so special about the Titanic. Use historical sources to inform their own opinions on life in different life-styles and</p>	<p>World War 1 (History)</p> <p>Edith Cavell Investigate the history of WW1 and discover what life was like for both soldiers and civilians.</p> <p><u>Skills</u> Show an awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>The Great Fire of London. (History)</p> <p>To revisit 1666 and find out about about the Great Fire of London and the effect it had on the people of the time.</p> <p><u>Skills</u> Show an awareness of the past, using common words and phrases relating to the passing of time.</p>	

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	<p>local area. Learning the four compass points. Learning the names and locating the continents of our world.</p> <p>Skills -name and locate the world's seven continents and five oceans - 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 in a contrasting non-European country. - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. -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. - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm,</p>	<p>map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart.</p> <p>Skills Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Confidently locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village</p>	<p>use their skill of explanation to give reasons for something happening. Begin to experience the validity of different historical sources.</p> <p>Black History Month (October)</p> <p>Skills 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.</p>	<p>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>Cross-curricular Art: Try out different activities and make sensible choices about what to do next.</p> <p>What is it like to live by the coast? (Geography)</p> <p>Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding</p>	<p>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>Cross-curricular English: 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>	
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	<p>house, office, port, harbour and shop. - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. - 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 simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Knowledge:</p> <p>To know some similarities and differences between their local area and a</p>	<p>where they live in relation to their capital city.</p> <p>Describing the key physical features in a local river area using basic geographical vocabulary. Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using a world map, globe and atlas to locate the world's five oceans. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial</p>	<p>Record learning through drawing or writing. Discuss the lives of significant individuals in the past.</p> <p><u>Cross-curricular</u> Art: 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: Diary – writing in context</p>	<p>seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.</p> <p><u>Knowledge</u> To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them. To know that coasts (and other physical features) change over time. To know some key physical features of the UK. To know that a sea is a body of water that is smaller than an ocean. To know some key human features of the UK. To know that maps need a title and purpose. To know that maps need a key to explain</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>	
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	<p>contrasting non European country.</p> <p>To know that the Equator is an imaginary line around the middle of the Earth.</p> <p>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.</p> <p>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</p> <p>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</p> <p>To be able to name the seven continents of the world.</p> <p>To know that a globe is a spherical model of the Earth.</p> <p>To begin to recognise world maps as a flattened globe.</p>	<p>photographs and plan perspectives.</p> <p>Drawing a map and using class agreed symbols to make a simple key.</p> <p>Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</p> <p>Finding a given OS symbol on a map with support.</p> <p>Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).</p> <p>Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</p> <p>Discussing the features they see in the area surrounding their school when on a walk.</p> <p>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</p> <p>Classifying the features they notice into human and physical with teacher support.</p> <p>Presenting data in simple tally charts or pictograms and commenting on what the data shows.</p>		<p>what the symbols and colours represent.</p> <p>To know that a tally chart is a way of collecting data quickly.</p> <p>To know that a pictogram is a chart that uses pictures to show data.</p> <p><u>Skills</u></p> <p>Showing on a map the oceans nearest the continent they live in.</p> <p>Locating the surrounding seas of the UK on a map of this area.</p> <p>Confidently locating the capital cities of the four countries of the UK on a map of this area.</p> <p>Describing the key physical features of a coast and how it changes over time using subject-specific vocabulary.</p> <p>Describing and understanding the differences between a city, town and village.</p> <p>Describing the key human features of a</p>		
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		<p>Asking and answering simple questions about data.</p>		<p>coast and how it changes over time using subject-specific vocabulary.</p> <p>Recognising why maps need a title.</p> <p>Using an atlas to locate the four capital cities of the UK.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the route on a map.</p> <p>Using a map to follow a prepared route.</p> <p>Recognising human features on aerial photographs and plan perspectives.</p> <p>Recognising physical features on aerial photographs and plan perspectives.</p> <p>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</p>		
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				<p>Collecting quantitative data through a small survey of the local area/school to answer an enquiry question</p> <p>Presenting data in simple tally charts or pictograms and commenting on what the data shows.</p> <p>Asking and answering simple questions about data</p>		
<p>ART/DT Skills</p>	<p>Drawing: Tell a story (Art)</p> <p>This unit focuses on helping pupils develop their ability to tell a story through drawing. It includes lessons on creating textures, observational drawing, character expression, and storytelling through illustrations, enhancing pupils' mark-making techniques, observational skills, and imagination in art.</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)</p> <p>This unit of work focusses on the work of Giuseppe Arcimboldo. Children will develop their abilities to explore an Artist's work and compare and contrast various pieces. They will work with a variety of mediums to create their own self-portraits in the style of Arcimboldo.</p> <p><u>Skills</u> Try out different activities and make sensible choices about what to do next.</p>	<p>Moving Pictures (DT)</p> <p>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 through talking, drawing, templates, mock-ups and where appropriate IT. Choose appropriate tools, equipment, techniques and materials.</p>	<p>Moving Vehicles (DT)</p> <p>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 communicate ideas through talking, drawing, templates, mock-ups and where appropriate IT. Choose appropriate tools, equipment, techniques and materials.</p>	<p>Perfect Pizzas (DT)</p> <p>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. 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>Painting and mixed media: Life in colour (Art)</p> <p>This unit focuses on teaching primary and secondary colours, colour mixing, and creating textures using different tools. It also covers collage techniques, encouraging pupils to experiment with materials and evaluate their artistic choices and aims to develop children's understanding of colour, texture, and composition in art.</p> <p><u>Skills</u></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>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>Select particular techniques to create a chosen product and develop some care and control over materials and their use. Give reasons for his/her preferences when looking at art/craft or design work. Experiment with tones using pencils, chalk or charcoal. Represent things observed using colour/tools Experiment with basic tools on rigid and flexible materials.</p> <p><u>Cross-curricular Science</u>: identifying animals, fruits & vegetables.</p>	<p>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>Cross-curricular Maths</u>: measurement Choose and use appropriate standard units to estimate and measure length</p> <p><u>Art</u>: Try out different activities and make sensible choices about what to do next.</p>	<p>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>Cross-curricular Science</u>: Ask simple questions and recognise that they can be answered in different ways.</p> <p><u>Maths</u>: Measurement Choose and use appropriate standard units to estimate and measure length.</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>Try out different activities and make sensible choices about what to do next. Develop some care and control over materials used. Represent things observed using colour/tools. Experiment with different tools on rigid and flexible materials.</p>
<p>Music now > press > play</p>	<p>Musical Me Children will understand that</p>	<p>Singing Focus</p>	<p>West African Call and Response (Theme: animals)</p>		<p>On this island: British songs and sounds</p>	

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	<p>'melody' means a tune. They know that 'notation' means writing music down so that someone else can play it. Children will understand that 'accompaniment' can mean playing instruments along with a song. Children can understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>		<p>Children will know that dynamics can change the effect a sound has on the audience. Also that the long and short sounds of a spoken phrase can be represented by a rhythm. Children will understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. They also understand that the tempo of a musical phrase can be changed to achieve a different effect. Children will know and understand that an instrument can be matched to an animal noise based on its timbre.</p>		<p>To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.</p> <p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.</p>	
	<p><u>Skills</u> Lessons 1-5: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.</p>	<p><u>KS1 Nativity</u> Use voice expressively and creatively by singing songs and speaking chants with growing confidence. Sing a song in two parts</p>	<p><u>Skills</u> Listen with concentration and understanding to a range of high-quality live and recorded music. Understand that timbre describes the layers within the music.</p>		<p><u>Skills</u> Lessons 1 - 5: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine</p>	<p><u>Cross-curricular GAF / KS1 Graduation</u> Practise, rehearse and present performances to audiences with a growing awareness of the people watching. Use voice expressively and creatively by singing songs and</p>

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	<p>Lessons 4 and 5 Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p><u>Cross-curricular: Harvest Festival</u> Use voice expressively and creatively by singing songs and speaking chants with growing confidence.</p>		<p>Understand that texture describes the layers within the music. Understand that structure describes how different sections of music are ordered. Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions. Sing a song in two parts.</p> <p><u>Cross curricular Founders Day & KS1 Medway Music Festival (MMA)</u> I can follow the conductor or band leader. I can concentrate and listen to a piece of music. I can perform rhymes, raps and songs.</p>	<p><u>Cross curricular The Big Sing</u> Use voice expressively and creatively by singing songs and speaking chants with growing confidence.</p>	<p>sounds using the inter-related dimensions of music.</p> <p>Lessons 1 - 4: Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>speaking chants with growing confidence. Sing a song in two parts.</p>
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<p>Forest Explorers</p>	<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 Minibeasts (EYFS) now > press > play Habitats</p>			<ul style="list-style-type: none"> • Cloud gazing • Making Art outside out of natural resources. 	<ul style="list-style-type: none"> • Gardening <p>Identifying and naming a variety of plants.</p>
<p>Special Events</p>	<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. Coding Week</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. 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>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. Safer Internet Day Computing:</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. Spring Arts Festival World Book Day</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 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.</p>	<p>KS1 Graduation <u>Cross-curricular</u> Music: Practise, rehearse and present performances to audiences with a growing awareness of the people watching. GAF Art: Try out different activities and make sensible choices about what to do next. Develop some care and control over materials used. DT: Represent things observed using colour/tools.</p>

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	<p>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: 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</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. 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. 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>Use IT safely and keep personal information private. Use IT safely and keep personal information private.</p>	<p>National Science and Engineering Week Science: 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>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</p>	<p>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 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.</p>	<p>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. 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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	<p>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 and be a friend. I can also explain why it is OK to be different from my friends</p>			<p>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. Use place value and number facts to solve problems.</p>	<p>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 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</p>	
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					<p>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 Introduce and explore coordination: dribbling and kicking.</p>	
<p>Computing</p> <p>now > press > pla</p> <p>Online Safety</p>	<p>E-Safety Sep-Online relationships Oct-Privacy and security</p>	<p>E-Safety Nov- Online bullying Dec- Now Press Play</p> <p>Word processing</p> <p>Learning about word processing and how to stay safe online as well developing touch typing skills. Introducing important keyboard shortcuts, as well as simple editing tools within a word processor including: bold, italics, underline</p>	<p>E-Safety Jan- Self-image and identity Feb- Safer Internet Day</p>	<p>E-Safety March- Managing online information</p>	<p>E-Safety May- Health, wellbeing and lifestyle</p> <p>Algorithms and Debugging</p> <p>Develop an understanding of what algorithms are, how to program them and how they can be developed to be more efficient through a range of unplugged and plugged-in activities.</p>	<p>E-Safety Jun- Online reputation July- Copyright and ownership</p> <p>International Space Station</p> <p>Learning how astronauts survive on the ISS, including identifying necessary items, designing sensor displays and exploring habitable planets. Children gain an understanding of living in space and</p>

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		<p>and font colour as well as how to import images.</p> <p><u>Skills</u> 2, 3, 4) Recognise common uses of IT beyond school.</p> <p>1, 2, 3, 4, 5) Use IT purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>3) Use IT to create digital content comparing the benefits of different programs.</p> <p>1, 4, 5) Use IT safely and keep personal information private.</p>			<p><u>Skills</u> Recognise common uses of IT beyond school.</p> <p>Use technology purposefully to create, store, manipulate and retrieve digital content.</p> <p>Use technology safely and respectfully, keeping personal information private.</p>	<p>how space exploration can benefit life on Earth.</p> <p><u>Skills</u> Understand that programs execute by following precise and unambiguous instructions.</p> <p>Use technology purposefully to create, store, manipulate and retrieve digital content.</p> <p><u>Cross-curricular</u> Geography: Name and locate the world's seven continents and five oceans.</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>
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Year 2 - Curriculum Map



<p>RE</p>	<p>Why do we need to give thanks?</p> <p>Using a range of sources including survey data, children learn about beliefs around using offerings to show gratitude. They get hands-on with artefacts used during Hindu puja and write lyrics for a song of thanks.</p> <p>Skills Identify reasons people may feel thankful and how this is expressed.</p> <p>Explain how some people celebrate harvest time.</p> <p>Identify the meaning behind some harvest celebrations and practices.</p> <p>Talk about what Hindu and Christian followers might learn from stories about gratitude.</p> <p>Explain how some Hindus and Christians</p>	<p>What do candles mean to people?</p> <p>Exploring beliefs about what candles mean to other people and reflecting on the similarities and differences between festivals.</p> <p>Skills Share examples of where they have seen and experienced candles. Identify three practices associated with Diwali.</p> <p>Understand that some Hindu people use diyas as symbolism.</p> <p>Understand the meaning of Advent to some Christian followers.</p> <p>Identify what is important to some Jewish people at Hanukkah.</p> <p>Explain what a hanukiah symbolises.</p>		<p>How do some people talk to God?</p> <p>Investigating why some people pray; identifying similarities and differences between prayer practices in the Hindu, Jewish and Muslim worldviews</p> <p>Skills Describe what prayer means.</p> <p>Identify some reasons why people might pray.</p> <p>Explain how some people use their bodies during prayer.</p> <p>Identify some similarities and differences between the ways in which people pray.</p> <p>Understand why special objects and items of clothing are important to some</p>		
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	<p>show their gratitude to God.</p> <p>Explain how Hindu worship may reflect a person's beliefs about gratitude to God.</p> <p>Recognise how worship through songs can be used to express thanks to God.</p> <p>Express ideas about gratitude using music.</p>	<p>Understand their own positionality on what candles mean to them.</p> <p>Provide some examples of what candles mean to some people</p>		<p>people when they pray.</p> <p>Draw connections between prayer practices within the Hindu, Muslim and Jewish worldviews.</p>		
PSHE	<p>Values- 2 year cycle Happiness Tolerance Respect Friendship</p> <p>Being Me in My World</p> <ul style="list-style-type: none"> - Hopes and fears for the year - Rights and responsibilities - Rewards and consequences - Safe and fair learning environment - Valuing contributions - Choices 	<p>Values- 2 year cycle Love Generosity Friendship Peace Hope</p> <p>Celebrating differences</p> <ul style="list-style-type: none"> - Assumptions and stereotypes about gender - Understanding bullying - Standing up for self and others - Making new friends - Gender diversity- Celebrating differences and remaining friends 	<p>Values- 2 year cycle Patience Trust Humility Responsibility</p> <p>Dreams and Goals</p> <ul style="list-style-type: none"> - Achieving realistic goals - Perseverance - Learning strengths - Learning with others - Group co-operation - Contributing and sharing success <p>Skills</p>	<p>Values- 2 year cycle Caring Understanding Independence Positivity</p> <p>Healthy Me</p> <ul style="list-style-type: none"> - Motivation - Healthier choices - Relaxation - Healthy eating and nutrition - Healthier snacks and sharing food <p>now > press > play</p> <p>Healthy Living</p> <p>now > press > play</p>	<p>Values- 2 year cycle Honesty Fairness Courage Perseverance</p> <p>Relationships</p> <ul style="list-style-type: none"> - Different types of families - Physical contact boundaries - Friendship and conflict - Secrets - Trust and appreciation - Expressing appreciation for special relationships 	<p>Values- 2 year cycle Simplicity Compassion</p> <p>Changing Me</p> <ul style="list-style-type: none"> - Life cycles in nature - Growing from young to old - increasing independence - Differences between female and male bodies - Assertiveness - Preparing for transition <p>Skills</p>

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	<p>- Recognising feelings</p> <p><u>Skills</u> I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>now > press > play</p> <p>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 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>I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>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>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>now > press > play</p> <p>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>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>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> <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>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>					

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<p>PE</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>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>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>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>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>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>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>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>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>Feet: Ball skills.</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>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>Locomotion: Dodging</p> <p><u>Skills</u> Explore dodging. Develop dodging. Apply dodging when attacking and defending. Apply dodging in teams.</p>
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GST Theme: Imagine