



Year 2 Curriculum Map



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Article 29 (Goals of Education)

YEAR 2	AUTUMN	SPRING	SUMMER
TOPIC Themes	Fire and Ice	Travel	People and Places
Wow Experience/ Entry Point	Fire fighters visit from the fire service. Forest schooling building fires. 'Stop, drop and roll.'	Travelling abroad to experience aspects of a different culture.	Cadbury World
Books/Films	Narnia 'Frozen' 'Ice Age'	Paddington	Charlie and the chocolate factory.
TOPIC History	The great fire of London Historical Association planning: Lessons 1-6. Explorers- Past and present Captain Scott/ explorers of the Antarctic. Historical Association planning: Significant Individuals: Explorers: Lessons 1-7. Black History Month – Mary Seacole Article 24: I have the right to good quality health care, to clean water and good food.	Research changes within and beyond living memory. Show these events on a timeline. Hamilton Trust Changes within Living Memory: A Day in the Life: Lessons 1-7 Article 17: I have the right to get information in lots of ways, so long as it's safe.	Find out about recent past by talking to an older person. Significant historical events - people and places in our own locality. Historical Association planning: Local History Enquiry prompts. Article 13: I have the right to find out and share information.
Geography	Oceans Hamilton Trust Planning: Oceans and Seas: Block A: Oceans and Seas of the World: Lessons 1-5 Link: Teaching about Oceans: Geographical Association	Continents and describing the key features of a place. Explain how an area has been spoilt or improved. Hamilton Trust Planning: Build on Block A.	Find where I live on a map, name the major U.K cities, explain the facilities needed in towns and villages, and describe the features of an island. Geographical Association Link: Teaching with maps. Article 7: I have a right to a name and to belong to a country.
Art	ART: Ongoing: Sketchbooks, Self-portraits Featured artist: Turner- fire paintings, Charcoal, pastels Kapow Primary Art Planning: Yr2: Formal elements of Art Lessons 1 – 5 (Pattern, texture, tone) Article 29 – I have the right to an education which develops my personality and respect for the environment, Art 31(leisure, play & culture)	ART: Ongoing: Sketchbooks, Self-portraits Kapow Primary Art Planning: Yr2:Art& Design Skills Lessons 1 – 6 Drawing for fun; 2. Shading; 3.Craft:Clay; 4. Design; Clarice Cliff; 5. Craft:Weaving; 6. Painting skills Article 29 – I have the right to an education which develops my personality and respect for the environment, Art 31(leisure, play & culture)	ART: Ongoing: Sketchbooks, Self-portraits Kapow Primary Art Planning: Yr2: Human Form; Sculpture & Mixed Media. Focus on Architecture and Sculptures found in Birmingham: Iron Man Sculpture – Antony Gormley Article 29 – I have the right to an education which develops my personality and respect for the environment, Art 31(leisure, play & culture)
Design and Technology	DT: Puppets – linked to Christmas enterprise Article 31 – I have the right to play, relax and join in with a range of cultural, artistic and other recreational activities.	DT: Vehicles Article 31 – I have the right to play, relax and join in with a range of cultural, artistic and other recreational activities.	DT: Healthy eating – making pizzas Article 24 – I have the right to nutritious food
Cross Curricular English	Writing an diary extract – Samuel Peyps – History Writing an account of Mary Seacole's life and Rosa Parks – Black History Non – fiction fact file about their class creature. Creating a diary about the life cycle of a chick – Science	Newspaper article and persuasive leaflet – How has an area been improved? Geography Writing a postcard – Geography Writing instructions for Beebots – Maths/ICT – positional language	Recipe for pizza! Write a description about our local area – Geography A chronological report about our visit to Cadbury's world. Write a description about what plants you can find in the garden



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Cross Curricular Maths	Measuring in science – temperature of incubator, reading scales. Measuring growth of the chicks over a period of 2 weeks. Navigating a map of London – “How do I get out of here?!” History - Great Fire of London, position and direction. P.E - Dance – counting in beats of 8, 4, 2 , links to positional language				Data – How far does the car travel? DT, measuring in cms and presenting information. Capacity – measuring water for plants. Science Measuring – How high does the ball bounce? Calculate the difference between results and analyse. Data – create a bar chart				Measuring ingredients – grams and kilograms. DT Reading scales – temperature - DT Facts about time – History, time problems to solve P.E - Games – links to fluency. Can you do 5 jumps? What is 10 more?			
Author Focus During RFP	Dick King – Smith Roald Dahl				Anne Fine Michael Rosen				Enid Blyton Michael Moporgo			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Poetry/Description (3 wks)	Fiction (3 wks)	Non Fiction (3 wks)	Fiction (3 wks)	Poetry/Description (3 wks)	Fiction (3 Wks)	Non Fiction (3 wks)	Fiction (3 wks)	Poetry/Description (2wks)	Fiction (2wks)	Non Fiction (3wks)	Fiction (3wks)
English	Text <i>Tell me a dragon</i> Genre Poetry Focus Description	Text <i>The Dragon Machine</i> Genre Overcoming a monster Focus Settings/ Openings And endings	Text <i>How to wash a woolly mammoth</i> Genre Instructions	Text <i>Hansel and Gretel</i> Genre Traditional tales Focus Characterisation	Text <i>A First Poetry Book – Pie Corbett</i> Genre Poetry Focus Description	Text <i>Orion and The Dark</i> Genre Overcoming Fear Focus Settings/ Openings and Ending	Text Local area Genre Non chronological report	Text Traditional Dick Whittington Genre Traditional tales Focus Settings Characterisation	Text <i>A First Poetry Book – Pie Corbett</i> <i>Hey little bug</i> Genre Poetry Focus Description	Text Genre Disgusting Sandwich Genre Finding/losing tale Focus Events/ Description	Text <i>Dino-Dinner s</i> Genre Reports	Text <i>The Boy Who Cried Ninja</i> Genre Journey Tale Focus Characterisation Dialogue
Maths	Number: Place value Number: 3 wks Rotating units (1 wk) Measurement: Length and Height Measurement: Time Measurement: Position and direction Addition and Subtraction- 4 wks Rotating units (2 wk) Measurement: Money Measurement: Mass, Capacity and Temperature Investigations				Number: Multiplication and Division - 2 wks Rotating units (1 wk) Measurement: Length and Height Measurement: Time Measurement: Position and direction Rotating units (2 wk) Measurement: Money Measurement: Mass, Capacity and Temperature Investigations Geometry: Properties of Shape				SATS Number: Problem solving and efficient methods- 3 wks Consolidation of units			



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	Geometry: Properties of Shape Number: Multiplication and Division 2 wks Statistics- 1 Wk	Number: Fractions- 3 wks Addition and Subtraction- 2 wks				
Science	<p style="text-align: center;">Animals including humans</p> <p>Science Scenario All baby animals are lost and need to find mothers. Stranded in the forest – Basic needs What is the best exercise to keep fit?</p> <p>Working Scientifically Skills</p> <ul style="list-style-type: none"> Make and record observations and simple comparisons Using their observations and ideas to suggest answers to questions 	<p style="text-align: center;">Uses of everyday materials</p> <p>Science Scenario Best paper towel to mop up spillage from cat pushing over drinks. Sending a secret message to a friend – Wax resist Inspector gadget needs to bounce to the tallest building – which ball would be the best.</p> <p>Working Scientifically Skills</p> <ul style="list-style-type: none"> Performing simple tests Use scientific language Identifying and classifying 	<p style="text-align: center;">Plants</p> <p>Science Scenario Letter from nature centre asking them to investigate snail snacks - <i>Which plants do snails like best</i></p> <p>Working Scientifically Skills</p> <ul style="list-style-type: none"> Observing closely, using simple equipment Using their observations and ideas to suggest answers to questions. Identifying and classifying. Performing simple tests. 	<p style="text-align: center;">Living things and their habitats</p> <p>Science Scenario <i>Or which plants to plant in a new area of their park.</i> Do different plants prefer to live in different places?</p> <p>Working scientifically</p> <ul style="list-style-type: none"> Observing closely, using simple equipment e.g. ice activities. Identify and classify things. Gather and collect and record data to help answer questions. <p style="color: #00AEEF;">Article 24 (health and health services)</p>		
PSHE	Establish class charters and positive classroom environment What makes a good friend?	What is bullying?	What jobs do people do?	What helps us keep safe?	What helps us grow and stay healthy? Article 24 (health and health services)	How do we recognise our feelings?
UNICEF	<p style="color: #00AEEF;"><u>First Steps to Rights:</u> Unit 1: Introducing Basic Rights & Class Charters Unit 4: Food – Have you got enough to eat? Unit 5: Water – make links between own lives and lives of others</p>		<p style="color: #00AEEF;"><u>First Steps to Rights:</u> Unit 3: Homes – What makes a home? Unit 6: Play – Play around the world – recognise similarities and differences between own lives and lives of others Unit 9: Safety – Who is safe? – compare own experiences to those of others</p>		<p style="color: #00AEEF;"><u>First Steps to Rights:</u> Unit 2: Family – Give and take Unit 7: Cooperation – A traditional story Unit 8: Diversity – Is it fair?</p>	
Computing	<p style="text-align: center;">Purple Mash</p> 2 weeks - Transition period from Year 1 to Year 2. Using the laptops, logging on and switching off. (art.16 – keeping things private) Using paint to create class characters. (art.13 – find out information) Unit 1 – Coding (5 weeks) (art.16 – keeping things private)	<p style="text-align: center;">Purple Mash</p> Unit 2 – Online Safety (2 weeks) (art.12 – being taken seriously) (art.16 – keeping things private) (art.19 – protected from harm) (art.29 – teaching respect) (art.34 – sexual abuse) Unit 3 – Spreadsheets (4 weeks) (art.16 – keeping things private)	<p style="text-align: center;">Purple Mash</p> Unit 4 – Questioning (5 weeks) (art.12 – being taken seriously) (art.13 – find out information) (art.16 – keeping things private)	<p style="text-align: center;">Purple Mash</p> Unit 5 – Effective Searching (3 weeks) (art.12 – being taken seriously) (art.13 – find out information) (art.16 – keeping things private) (art.17 – right to get information safely) (art.19 – protected from harm) (art.29 – teaching respect) (art.34 – sexual abuse) Managing Online Information	<p style="text-align: center;">Purple Mash</p> Unit 6 Creating Pictures (lessons 3-5) (art.16 – keeping things private) (art.28 – right to an education) Online Bullying Unit 7 – Making Music (3 lessons) (art.16 – keeping things private) (art.17 – right to get information safely)	<p style="text-align: center;">Purple Mash</p> Unit 8 – Presenting Ideas (4 weeks) (art.16 – keeping things private) (art.17 – right to get information safely) (art.28 – right to an education) Managing Online Information



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	(art.28 – right to an education) (art.17 – right to get information)	(art.28 – right to an education) (art.17 – right to get information) Self-image and self-identity Online Relationships Online Reputation Privacy and Security	private) (art 17 – right to get information safely) (art.28 – right to an education) Health, well-being and lifestyle Safer Internet Day – 9 th February Self-image and self-identity Online Relationships Online Reputation Privacy and Security Copyright and ownership	Unit 6 Creating Pictures (lessons 1-2) (art.16 – keepings things private) (art.28 – right to an education) Online Bullying	(art.28 – right to an education)	
PE	Gymnastics Art 31 (leisure, play & culture) Article 15 (freedom of association) Transitioning and linking gymnastic elements. Perform with control and consistency at different speeds and levels. Develop strength and flexibility. Create and perform a simple sequence.	Gymnastics Art 31 (leisure, play & culture) Article 15 (freedom of association) Floor exercises. Use core strength to link gymnastic elements. Attempt to use rhythm when performing a sequence	Dance Art 31 (leisure, play & culture) Article 15 (freedom of association) Transitioning and linking shapes and balances. Perform with control and consistency at different speeds and levels. Move imaginatively responding to music. Work as a group to perform short movement sequences to music.	Dance Art 31 (leisure, play & culture) Article 15 (freedom of association) Perform using more sophisticated formations. Explore relationships through different dance formations. Explain the importance of emotion and feeling in dance. Use stimuli to copy, repeat and create dance actions.	Games and Athletics Hit Catch Run Art 31 (leisure, play & culture) Article 15 (freedom of association) Develop sending and receiving skills. Introduction of simple tactics. Develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.	Games and Athletics Attack Defend Shoot Art 31 (leisure, play & culture) Article 15 (freedom of association) Follow and apply rules in competitive and cooperative games. Use and apply simple strategies for invasion games. Send and receive a ball using feet. Recall and link combinations of skills e.g. dribbling and passing.
RE	Dispositions: Living by rules / Being temperate, exercising self-discipline and cultivating serene contentment Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups) Article 31 (leisure, play and culture)	Dispositions: Being regardful of suffering / Sharing and becoming generous Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups) Article 31 (leisure, play and	Dispositions: Creating unity and harmony / Participating and being willing to lead Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups) Article 31 (leisure, play and culture)	Dispositions: Caring for others, animals and the environment / Being Merciful and Forgiving Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups) Article 31 (leisure, play and culture)	Dispositions: Being silent and attentive to, and cultivating a sense for, the sacred and transcendence / Being reflective and self-critical Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups)	Dispositions: Being imaginative and explorative / Appreciating beauty Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups) Article 31 (leisure, play and culture)



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		culture)			Article 31 (leisure, play and culture)	
Music (Charanga)	Hands, feet, heart (World) This unit of work is based on a range of styles and genres and musically draws together listening/appraising, composing/improvising and performing skills. Style: South African styles South African music and Freedom Songs. Children will learn to play parts of this song on the glockenspiel and recorder. Article 13 (freedom of expression)		I Wanna Play in a Band - This is a Rock song written especially for children. In this song children learn about singing and playing together in an ensemble. Children will learn to play parts of this song on the glockenspiel and recorder. Article 13 (freedom of expression)		Friendship Song - This is a six-week Unit of Work. All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. Article 13 (freedom of expression)	