



Year 2 Curriculum Map

'We will provide a broad and balanced curriculum and support every child to be the best they can be'

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'	India	Charlie and the chocolate factory.
<u>Geography</u>	<p><u>Locational Knowledge: Name and locate the worlds seven continents and five oceans.</u></p> <p>Use a range of resources to locate, name and research these geographical areas. Compile a class map of different cultures and facts about these continents. Communicate geographical information in a variety of ways, including writing at length.</p> <p style="color: green;">Hamilton Trust Planning: Oceans and Seas: Block A: Oceans and Seas of the World: Lessons 1-5</p> <p style="color: green;">Core Knowledge Planning: The Seven Continents: Lessons 1-7.</p> <p><u>Geographical skills and fieldwork: Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</u></p> <p>Re-visit their immediate locality and where they live. Build on earlier map work by using the compass and mapping key physical and human features.</p>	<p><u>Place Knowledge: Understand the 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.</u></p> <p>Use maps, atlases, aerial photographs and globes to compare these regions.</p> <p>Locate the UK and India on a world map and identify the main regions and cities. Compare the UK to India, discussing similarities and differences such as scale, climate, physical and human features.</p>	<p><u>Human and Physical 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. Key Human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</u></p> <p>Name the major U.K cities, explain the facilities needed in towns and villages, and describe the features of an island.</p> <p>Research and compare different UK cities. Name and map a range of islands. Compare the features of different islands and why these may differ.</p> <p style="color: #00AEEF;">Article 7: I have a right to a name and to belong to a country.</p> <p><u>Earth Day – 22nd April.</u> Awareness of Climate change, protecting our planet.</p> <p><u>World Oceans Day – June 8th.</u> Different focus each year.</p>
<u>Geography Fieldwork Opportunities</u>	<ul style="list-style-type: none"> Local area walk to map where they live. Practise following maps in the outdoor area. Take the compasses outside to explore their use. Take photos, draw and record physical and human features in their immediate environment. 	<ul style="list-style-type: none"> Local walk to look for features: hills, rocks etc of different scales. 	<ul style="list-style-type: none"> Local walk to look for examples of islands: forest school, park.
TOPIC History	<u>Events beyond living memory that are relevant nationally or globally. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</u>	<u>The lives of significant individuals in the past who have contributed to national and international achievements.</u>	<u>Significant historical events – People and Places in our own Locality.</u>



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	<p style="text-align: center;">The Great Fire of London Hamilton Trust The Great Fire of London: Block A: Story of the Great Fire of London Lessons 1-3. Hamilton Trust The Great Fire of London: Block B: London of 1666 Lessons 1-5. Hamilton Trust The Great Fire of London Block E: Fire Safety Then and Now Lessons 1-3.</p> <p style="text-align: center;">Explorers- Antarctic Past and Present Hamilton Trust Famous for More than Five Minutes: Block J: Ice Explorers Lessons 1-5</p> <p>Article 24: I have the right to good quality health care, to clean water and good food.</p> <p><u>Guy Fawkes Day</u> – November 5th <u>Remembrance Sunday</u> - November 10th <u>Black History Month</u> - October</p>	<p>Discuss the key figure of Mother Theresa. Make links with Florence Nightingale covered in year one. Look at how things improved. Discuss the reasons why these changes happened. Explore how this was an achievement for India. Map the changes on a timeline.</p> <p>Article 17: I have the right to get information in lots of ways, so long as it's safe.</p>	<p>Look at the development of Bourneville town. Discuss the factory and its contribution to the development of the town. Discuss the Cadbury brothers and their involvement in the development of Cadbury chocolate. Compare old and new chocolate and how the factory has developed.</p> <p>Article 13: I have the right to find out and share information.</p> <p><u>Local Community and History Month</u> – May. Increase awareness of local history. Links to Cadbury World and the development of Bourneville.</p> <p><u>Trip Links</u>: Cadbury World.</p>
	<p><u>Significant Individuals</u></p> <ul style="list-style-type: none"> Robert Falcon Scott (First British Explorer to reach the South Pole and explore Antarctica) Ernest Shackleton (Led four expeditions to the Antarctic) Josephine Reynolds and Sue Batten. (First British female firefighters) 	<p><u>Significant Individuals</u></p> <ul style="list-style-type: none"> Mother Theresa. 	<p><u>Significant Individuals</u></p> <ul style="list-style-type: none"> George Cadbury. John Cadbury.
	<p><u>Black History Links</u></p> <ul style="list-style-type: none"> Matthew Henson (Polar Explorer- Seven voyages to the Arctic) Namira Salim (First Pakistani woman to reach the north and south pole) Hong Sung Taek (Korean explorer and the first in the world to reach all 5 poles. E. Dongchen (Chinese polar explorer who took part in 11 polar expeditions) London Fire Brigade Firefighters Website: Tiarna-Ann Pearce, Rosale Jones (Jamaican) Emmanuel Williams. 	<p><u>Black History Links</u></p>	<p><u>Black History Links</u></p> <ul style="list-style-type: none"> Bo San Cheung (Creator of Beau Cacao chocolate. Chinese heritage, operates in London)
Art	<p>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)</p> <p>Article 29 – I have the right to an education which develops my personality and respect for the environment, Art 31(leisure, play & culture)</p>	<p>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</p> <p>Article 29 – I have the right to an education which develops my personality and respect for the environment, Art 31(leisure, play & culture)</p>	<p>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</p> <p>Article 29 – I have the right to an education which develops my personality and respect for the environment, Art 31(leisure, play & culture)</p>



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Design and Technology	DT: Puppets – linked to Christmas enterprise <i>Article 31 – I have the right to play, relax and join in with a range of cultural, artistic and other recreational activities.</i>	DT: Vehicles <i>Article 31 – I have the right to play, relax and join in with a range of cultural, artistic and other recreational activities.</i>	DT: Healthy eating – making pizzas <i>Article 24 – I have the right to nutritious food</i>
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
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)
	Non Fiction (3 wks)	Fiction (3 wks)	Poetry/ Description (3 wks)
	Non Fiction (3 wks)	Fiction (3 wks)	Non Fiction (3 wks)
	Poetry/ Description (2wks)	Fiction (2wks)	Non Fiction (3wks)
	Poetry/ Description (2wks)	Fiction (2wks)	Fiction (3wks)



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English	<p style="text-align: center;">Text <i>Tell me a dragon</i></p> <p style="text-align: center;">Genre Poetry</p> <p style="text-align: center;">Focus Description</p>	<p style="text-align: center;">Text <i>The Dragon Machine</i></p> <p style="text-align: center;">Genre Overcoming a monster</p> <p style="text-align: center;">Focus Settings/ Openings And endings</p>	<p style="text-align: center;">Text <i>How to wash a woolly mammoth</i></p> <p style="text-align: center;">Genre Instructions</p>	<p style="text-align: center;">Text <i>Hansel and Gretel</i></p> <p style="text-align: center;">Genre Traditional tales</p> <p style="text-align: center;">Focus Characterisation</p>	<p style="text-align: center;">Text <i>A First Poetry Book – Pie Corbett</i></p> <p style="text-align: center;">Genre Poetry</p> <p style="text-align: center;">Focus Description</p>	<p style="text-align: center;">Text <i>Orion and The Dark</i></p> <p style="text-align: center;">Genre Overcoming Fear</p> <p style="text-align: center;">Focus Settings/ Openings and Ending</p>	<p style="text-align: center;">Text Local area</p> <p style="text-align: center;">Genre</p> <p style="text-align: center;">Non chronological report</p>	<p style="text-align: center;">Text Traditional Dick Whittington</p> <p style="text-align: center;">Genre Traditional tales</p> <p style="text-align: center;">Focus Settings Characterisation</p>	<p style="text-align: center;">Text <i>A First Poetry Book – Pie Corbett Hey little bug</i></p> <p style="text-align: center;">Genre Poetry</p> <p style="text-align: center;">Focus Description</p>	<p style="text-align: center;">Text Genre Disgusting Sandwich</p> <p style="text-align: center;">Genre Finding/losing tale</p> <p style="text-align: center;">Focus Events/ Description</p>	<p style="text-align: center;">Text <i>Dino-Dinners</i></p> <p style="text-align: center;">Genre</p> <p style="text-align: center;">Reports</p>	<p style="text-align: center;">Text <i>The Boy Who Cried Ninja</i></p> <p style="text-align: center;">Genre Journey Tale</p> <p style="text-align: center;">Focus Characterisation Dialogue</p>	
Maths	<p>Number: Place value Rotating units (2 wks) Measurement: Capacity, Mass & Temperature Measurement: Time Measurement: Money Addition and Subtraction- 3 wks Rotating units (2 wk) Measurement: Capacity, Mass & Temperature Measurement: Time Measurement: Money</p>				<p>Number: Multiplication and Division- 4 wks Statistics- 2 Wk Rotating units (1 wk) Measurement: Length and Height Measurement: Position and direction Geometry: Properties of Shape 3 wks Number: Fractions 3 wks Rotating units (1 wk) Measurement: Length and Height Measurement: Position and direction</p>				<p>Consolidation of the four operations</p> <p>Problem solving and efficient methods</p>				
Science	<p>Animals including humans</p> <p><u>Science Scenario</u> 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><u>Working Scientifically Skills</u></p> <ul style="list-style-type: none"> • Make and record observations and simple comparisons 	<p>Uses of everyday materials</p> <p><u>Science Scenario</u> 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><u>Working Scientifically Skills</u></p> <ul style="list-style-type: none"> • Performing simple tests • Use scientific language 				<p>Plants</p> <p><u>Science Scenario</u> Letter from nature centre asking them to investigate snail snacks - <i>Which plants do snails like best</i></p> <p><u>Working Scientifically Skills</u></p> <ul style="list-style-type: none"> • Observing closely, using simple equipment • Using their observations and ideas to suggest answers to questions. 				<p>Living things and their habitats</p> <p><u>Science Scenario</u> <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><u>Working scientifically</u></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; font-size: small;">Article 24 (health and health services)</p>			



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	<ul style="list-style-type: none"> Using their observations and ideas to suggest answers to questions 	<ul style="list-style-type: none"> Identifying and classifying 	<ul style="list-style-type: none"> Identifying and classifying. Performing simple tests. 			
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	<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		<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		<u>First Steps to Rights:</u> Unit 2: Family – Give and take Unit 7: Cooperation – A traditional story Unit 8: Diversity – Is it fair?	
Computing	<p>Purple Mash</p> <p>2 weeks - Transition period from Year 1 to Year 2. Using the laptops, logging on and switching off. (art.16 – keeping thing private)</p> <p>Using paint to create class characters. (art.13 – find out information)</p> <p>Unit 1 – Coding (5 weeks) (art.16 – keepings things private) (art.28 – right to an education) (art.17 – right to get information)</p>	<p>Purple Mash</p> <p>Unit 2 – Online Safety (2 weeks) (art.12 – being taken seriously) (art.16 – keepings things private) (art.19 – protected from harm) (art.29 – teaching respect) (art.34 – sexual abuse)</p> <p>Unit 3 – Spreadsheets (4 weeks) (art.16 – keepings things private) (art.28 – right to an education) (art.17 – right to get information)</p> <p>Self-image and self-identity Online Relationships Online Reputation Privacy and Security</p>	<p>Purple Mash</p> <p>Unit 4 – Questioning (5 weeks) (art.12 – being taken seriously) (art.13 – find out information) (art.16 – keepings things private) (art.17 – right to get information safely) (art.28 – right to an education)</p> <p>Health, well-being and lifestyle</p> <p>Safer Internet Day – 9th February Self-image and self-identity Online Relationships Online Reputation</p>	<p>Purple Mash</p> <p>Unit 5 – Effective Searching (3 weeks) (art.12 – being taken seriously) (art.13 – find out information) (art.16 – keepings things private) (art.17 – right to get information safely) (art.19 – protected from harm) (art.29 – teaching respect) (art.34 – sexual abuse)</p> <p>Managing Online Information</p> <p>Unit 6 Creating Pictures (lessons 1-2) (art.16 – keepings things private) (art.28 – right to an education)</p> <p>Online Bullying</p>	<p>Purple Mash</p> <p>Unit 6 Creating Pictures (lessons 3-5) (art.16 – keepings things private) (art.28 – right to an education)</p> <p>Online Bullying</p> <p>Unit 7 – Making Music (3 lessons) (art.16 – keepings things private) (art.17 – right to get information safely) (art.28 – right to an education)</p>	<p>Purple Mash</p> <p>Unit 8 – Presenting Ideas (4 weeks) (art.16 – keepings things private) (art.17 – right to get information safely) (art.28 – right to an education)</p> <p>Managing Online Information</p>



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			Privacy and Security Copyright and ownership			
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 culture)	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) Article 31 (leisure, play and culture)	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)
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)	