



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
Enhancing Experience	Black county museum	ThinkTank	Mosque
Geography	<p style="text-align: center;">Would you prefer to live in a hot or cold place?</p> <p>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents</p> <p style="text-align: center;">Article 7: I have a right to a name and to belong to a country</p>	<p style="text-align: center;">Why is our world wonderful?</p> <p>Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.</p> <p style="text-align: center;">Article 17: I have the right to get information in lots of ways, so long as it's safe.</p>	<p style="text-align: center;">What is it like to live by the coast?</p> <p>Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.</p> <p style="text-align: center;">Article 13: I have the right to find out and share information.</p>
TOPIC History Kapow	<p style="text-align: center;">How was school different in the past?</p> <p>Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p> <p style="text-align: center;">Article 13: I have the right to find out and share information.</p>	<p style="text-align: center;">How did we learn to fly?</p> <p>Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight</p> <p style="text-align: center;">Article 17: I have the right to get information in lots of ways, so long as it's safe.</p>	<p style="text-align: center;">What is a monarch?</p> <p>Finding out the role of a monarch, children investigate how William the Conqueror became King and learn how he used castles to rule. They learn about different types of castles and how these evolved.</p> <p style="text-align: center;">Article 13: I have the right to find out and share information.</p>
Art Kapow	Self-Portraits termly		



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	Sculpture and 3D:Clay Clay Houses Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response. Artist Ranti Bam-clay ceramic Rachel Whitbread-sculpture Formal elements-Form Article 29 – I have the right to an education which develops my personality and respect for the environment, Art 31(leisure, play & culture)				Drawing -Tell a Story Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings. Artist: Quentin Blake-Cartoonist Formal elements- line, pattern, tone Article 29 – I have the right to an education which develops my personality and respect for the environment, Art 31(leisure, play & culture)				Painting and Mixed Media Life in Colour Taking inspiration from collage work of Artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork. Artist: Romare Bearden-Collages Formal elements-Colour, textures 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	Non – fiction fact file about their class creature. Writing a postcard to children in Kenya – Geography				Newspaper article and persuasive leaflet – How has an area been improved? Geography				Recipe for pizza! - DT			
Cross Curricular Maths	Shape – exploring properties in art project				Measuring – How high does the ball bounce? Calculate the difference between results and analyse – link to length and height Capacity – measuring water for plants. Science				Fractions – linked to pizzas			
Author Focus During RFP	Dick King – Smith Roald Dahl Michael Rosen – poems Rotates half termly between classes						Enid Blyton Michael Morporgo Anne Fine Pie Corbett – Animal poems Rotated half termly between classes					
	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)	Fiction (2wks)	Fiction (2wks)	Non Fiction (3wks)	Fiction (3wks)



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English	<p>Text <i>Tell me a dragon</i></p> <p>Genre Poetry</p>	<p>Text <i>The Dragon Machine</i></p> <p>Genre Overcoming a monster</p>	<p>Text <i>How to wash a woolly mammoth</i></p> <p>Genre Instructions</p>	<p>Text <i>Hansel and Gretel</i></p> <p>Genre Traditional tales</p>	<p>Text <i>A First Poetry Book – Pie Corbett</i></p> <p>Genre Poetry</p>	<p>Text <i>Orion and The Dark</i></p> <p>Genre Overcoming Fear</p>	<p>Text My Day at the Zoo</p> <p>Genre Non chronological report</p>	<p>Text The Disgusting Sandwich</p> <p>Genre Finding/losing tale</p>	<p>Text Stella and the Seagul</p> <p>Genre Pesruasive writing</p>	<p>Text Stuck</p> <p>Genre Finding/losing tale</p>	<p>Text Hidden World – Ocean</p> <p>Genre Non-Chronological Report</p>	<p>Text <i>The Boy Who Cried Ninja</i></p> <p>Genre Journey Tale</p>
Maths	<p>Number: Place value Number: 4 wks Addition and Subtraction- 5 wks Shape – 3 wks Rotating unit Length and height – 2 wks Mass, capacity and temperature Position and direction</p>				<p>Multiplication and division – 5 wks Rotating unit Length and height – 2 wks Mass, capacity and temperature Position and direction Money – 2 wks Problem Solving and efficient methods-1wk</p>				<p>Fraction – 3 wks Time – 3 wks Problem solving and efficient methods 2 wks Statistics – 2 wks Rotating unit Length and height – 2 wks Mass, capacity and temperature Position and direction</p>			
Science	<p style="text-align: center;">Habitats</p> <p>Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. Pupils explore global habitats, naming plants and animals that can be found there. They learn how a range of different living things depend on each other for food or shelter. Pupils explore this further by creating food chains to show the sequence that living things eat each other for energy to grow and stay healthy.</p> <p style="color: #00AEEF;">Article 24 (health and health services)</p>				<p style="text-align: center;">Microhabitats</p> <p>Exploring local and global examples of habitats of all scales, pupils create their own microhabitats. They begin to describe interdependence through food chains and develop their hypothesising and data collection skills to investigate which conditions woodlice prefer. Through the eyes of scientists working in different habitats, pupils practise their knowledge and skills considering what different jobs entail.</p> <p style="color: #00AEEF;">Article 13 (find things out)</p>	<p style="text-align: center;">Uses of Everyday Materials</p> <p>Reflecting on their knowledge of different materials, children begin to explain why materials are used in certain contexts. They develop enquiry skills to investigate the properties of materials and explore the science of inventing new ones.</p> <p style="color: #00AEEF;">Article 13 (find things out)</p>	<p style="text-align: center;">Plants Growth</p> <p>Using their prior knowledge of important plant structures, children explain what factors are needed for successful growth and compare how those needs vary across different plants. They grow plants from seeds and bulbs to ascertain the needs for initial development and compare this to the survival needs of plants in later growth phases. Pupils take their own measurements and reflect on historical examples to understand how conclusions</p>		<p style="text-align: center;">Life cycles and health</p> <p>Studying the life cycles of various animals, children learn what animals need to survive and how they change over time. Pupils collect data that allows them to observe changes in their peers, while also developing their ability to take measurements and record data. They consider the role of expert scientific knowledge in careers that inform people to make healthy choices.</p> <p style="color: #00AEEF;">Article 24 (health and health services)</p>			



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					can be drawn. Article 13 (find things out)	
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?
	My Happy Mind Meet your Brain Understanding my emotions Understanding others' emotions	My Happy Mind Celebrate Celebrating who I am Building self-esteem in others	My Happy Mind Appreciate Appreciate me Appreciating other	My Happy Mind Relate Building my relationships Relating to others	My Happy Mind Engage Pursuing my dreams Facilitating others' dreams	
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	Purple Mash 2 weeks - Transition period from Year 1 to Year 2. Using the laptops, logging on and switching off. Cross curricular computing Unit 2.2 – Online Safety (2 weeks) Project Evolve Take project evolve quiz Project Evolve: Self Image and Identify (2 weeks) Art 16 – keeping things private.	Purple Mash Unit 2.5 – Effective Searching (3 weeks) Art.13 – find out information. Project Evolve Anti-Bullying week Project Evolve: 1 lesson on Online Bullying	Purple Mash Unit 2.1 – Coding (5 weeks) Project Evolve Project Evolve: 2 lessons on Managing Online Information. Safer Internet Day	Purple Mash Unit 2.1 – Coding (5 weeks) Project Evolve Project Evolve: 3 lessons on Online Relationships Art 19 – Protected from harm	Purple Mash Unit 2.6 Creating Pictures (lessons 1-5) Art 28 – right to an education Project Evolve Project Evolve: Online Reputation (2 lessons) Project Evolve: 1 lesson on Health, Wellbeing and Lifestyle	Purple Mash Unit 2.8-Presenting ideas (4 weeks) Project Evolve Project Evolve: 1 lesson on Copyright and Ownership Project Evolve: 2 lessons on Privacy and Security



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PE The PE Hub	<p style="text-align: center;"><u>Gymnastics</u></p> <p style="text-align: center;">Art 31 (leisure, play & culture)</p> <p style="text-align: center;"><u>Unit Focus</u></p> <p>Describe and explain how performers can transition and link elements.</p> <p>Perform with control and consistent basic actions.</p> <p>Create and perform a simple sequence.</p>	<p style="text-align: center;"><u>Dance</u></p> <p style="text-align: center;">Art 31 (leisure, play & culture)</p> <p style="text-align: center;"><u>Unit Focus</u></p> <p>Describe and explain how performers can transition from shapes and balances.</p> <p>Challenge themselves to move imaginatively responding to music.</p> <p>Work as part of a group to create and perform</p>	<p style="text-align: center;"><u>Gymnastics</u></p> <p style="text-align: center;">Article 15 (freedom of association)</p> <p style="text-align: center;"><u>Unit Focus</u></p> <p>Develop body management through a range of floor exercises.</p> <p>Use core strength to link recognised gymnastic elements.</p> <p>Attempt to use rhythm while performing a s sequence.</p>	<p style="text-align: center;"><u>Dance</u></p> <p style="text-align: center;">Article 15 (freedom of association)</p> <p style="text-align: center;"><u>Unit Focus</u></p> <p>Perform using more sophisticated formations as well as an individual.</p> <p>Use the stimuli to copy repeat and create dance actions and motives.</p>	<p style="text-align: center;"><u>Games and Athletics</u></p> <p style="text-align: center;"><u>Hit Catch Run</u></p> <p style="text-align: center;">Art 31 (leisure, play & culture)</p> <p style="text-align: center;"><u>Unit Focus</u></p> <p>To develop hitting skills with a variety of bats.</p> <p>Practice feeding/bowling skills.</p> <p>Hit and run to score points in games.</p>	<p style="text-align: center;"><u>Games and Athletics</u></p> <p style="text-align: center;"><u>Attack Defend Shoot</u></p> <p style="text-align: center;">Article 15 (freedom of association)</p> <p style="text-align: center;"><u>Unit Focus</u></p> <p>Send a ball using feet and can receive a ball using feet.</p> <p>Refine ways to control bodies and a range of equipment</p> <p>Recall and link combinations of skills eg dribbling and passing</p>
RE B'ham Agreed Syllabus Sept 2022	<p>Autumn 1 Dispositions:</p> <p>Living by rules</p> <p>Being temperate, exercising self-discipline and cultivating serene contentment</p> <p>Article 14 (freedom of thought, belief, and religion)</p>	<p>Autumn 2 Dispositions:</p> <p>Responding to suffering</p> <p>Sharing and being generous</p> <p>Article 14 (freedom of thought, belief, and religion)</p>	<p>Spring 1 Dispositions:</p> <p>Creating unity and harmony</p> <p>Participating and willing to lead</p> <p>Article 14 (freedom of thought, belief, and religion)</p>	<p>Spring 2 Dispositions:</p> <p>Caring for others, animals and the environment</p> <p>Being Merciful and Forgiving</p> <p>Article 30 (children from minority, indigenous groups)</p>	<p>Summer 1 Dispositions:</p> <p>Being attentive to the sacred as well as the precious</p> <p>Being reflective and self-critical</p> <p>Article 14 (freedom of thought, belief, and religion)</p>	<p>Summer 2 Dispositions:</p> <p>Being imaginative and exploratory</p> <p>Appreciating beauty</p> <p>Article 30 (children from minority, indigenous groups)</p>
Music Charanga	<p>Autumn 1</p> <p><u>Musical Theme</u> Exploring simple patterns</p> <p><u>Social Theme</u> How does music help us to make friends?</p>	<p>Autumn 2</p> <p><u>Musical Theme</u> Focus on Dynamics and Tempo</p> <p><u>Social Theme</u></p>	<p>Spring 1</p> <p><u>Musical Theme</u> Exploring feelings through music</p> <p><u>Social Theme</u> How does music make the world a better place?</p>	<p>Spring 2</p> <p><u>Musical Theme</u> Inventing a musical story</p> <p><u>Social Theme</u></p>	<p>Summer 1</p> <p><u>Musical Theme</u> Music that makes you dance</p> <p><u>Social Theme</u> How does music shape our way of life?</p>	<p>Summer 2</p> <p><u>Musical Theme</u> Exploring improvisation</p> <p><u>Social Theme</u> How does music connect us with the environment?</p>



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		How does music teach us about the past? Article 13 (freedom of expression)		How does music teach us about our neighbourhood? Article 13 (freedom of expression)		Article 13 (freedom of expression)
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