



CURRICULUM MAP

YEAR 2

Autumn	Spring	Summer
Topic		
Fire & Ice! My Local Area	What a Load of Rubbish Growing Together Going to the Moon	In the Deep Staying Alive
Science		
<p>Scientific skills <i>'Observing changes over time' is a type of scientific enquiry. Take a series of pictures of children over the year from September onwards. This could be a monthly class photo. This would be helpful for the growing together work. Children need to ask lots of simple questions. Observing closely using simple equipment (eg lenses) is important, whereas measuring accurately is less so. They can gather and record data to help in answering their questions, along with performing simple tests. They can then use this to suggest answers to their questions (before and after testing), however formal recording using scientific language, labelled diagrams etc is to be avoided. Children should classify and find a variety of ways to group objects, considering their properties and also look for patterns. WATC could involve descriptive writing of what they see.</i></p>		
<p>Autumn subject foci: History Geography</p>	<p><u>Spring 1 - Uses of Everyday Materials</u> <i>(Materials was home learning in Y1)</i></p> <p>What's the best material? Which materials can I find? (and why were they used?) How can I change this material? What's the best material? Which materials can I find? (and why were they used?) How can I change this material?</p> <p><u>Animals Including Humans</u> How can I stay healthy? What do humans need? What is healthy eating? How does exercise help?</p> <p><u>Growing Plants</u> What do plants need to grow? Fair test comparing different combinations of water, light and temperature. Accurate observations and some measurements. How do seeds grow? Accurate observations and some measurements of a growing seed (eg bean / tomato) through to maturity. You could do the experiment with cress seeds on paper towels as a class. The results will be obvious. The children could then be given a choice of seeds to grow, nurture and enjoy.</p>	<p><u>Summer 1 - Living Things and Their Habitats</u> What do all creatures need? Living things and their habitats Is it alive? <i>Sorting and classifying a wide range of things (creativity) according to whether alive, dead or never alive. Record findings with charts.</i> Can I find and name plants and creatures? <i>Risk assess searching! If we can't find them, does that mean they're definitely not there?</i></p> <p>Where do creatures like to live? Include habitat and micro-habitat Where do animals get their food from? <i>Use the idea of a simple food chain, to show the links between plants and animals. Extend to including the idea that it all starts from the sun.</i></p> <p><u>Summer 2 - Staying Alive</u> How can I stay healthy? What do humans need? What is healthy eating? How does exercise help? <i>(recap and extend from spring term)</i></p>



		Possible challenge: grow a salad.	
History			
<p><u>Autumn 1 - Fire and Ice</u> How did the Great Fire of London change the city? What do we already know about London? How have landmarks changed over time? Can I identify key facts about the Great Fire of London? Who is Samuel Pepys? Why was he important? What caused the fire?</p> <p>How did Scott get to the South Pole? What happened then? Who was Scott? What did he do? How did he do it? What were the dangers he faced? How did he overcome them? What were his achievements?</p> <p><u>Autumn 1 - Bob Marley</u> Who was Bob Marley? Where did he live? What is he known for?</p>		<p><u>Spring 2 - Going to the Moon</u> Why was 1969 a significant year in history? What do we already know about the moon? How did the astronaut's get there? Why was this a significant part of history? When did we land on the moon? What was the 'Space race'?</p> <p>Who is Neil Armstrong? What was Neil Armstrong's achievement? How did his achievement impact internationally? Where did it all start? (study of his life) What challenges did he come up against?</p>	<p>Summer subject foci: Science</p>
Geography			
<p><u>Autumn 1 - Fire & Ice</u> Where is London? What is the equator? Why is it cold in the north and south poles?</p> <p>Where is Jamaica?</p> <p><u>Autumn 2 - My Local Area</u> Where is Springfield? What are the four capital cities in the UK? Which continent? Which seas/oceans are around the UK? Where is Springfield in the UK? Can I make a map of our school? Why do I need a key for a map?</p>		<p>Spring subject foci: Science History</p>	<p>Summer subject foci: Science</p>
Computing			
<p><u>Autumn 1 - E-safety and Storing Digital Documents</u> How can I stay safe online? How can I keep my information private? How does technology impact my</p>		<p><u>Spring 1 - Data and Online Privacy</u> J2e - branching question trees Can I organise and present data? What is a question tree? In which ways could I group objects? How can I present grouped data?</p>	<p><u>Summer 1 – Coding</u> Code.org (Course B) – loops, sequences, digital footprints Can I code using sequences and loops? What is my digital footprint?</p>



<p>mood? How can I use technology in a positive way? How can I deal with any negative impacts of using online technology? How can computer technology help people in real life? (Code.org lesson 10) How can I store information on computers? Can I save a document? How do I find saved documents? Can I edit and improve documents? How can I format my work?</p> <p><u>Autumn 2 - PowerPoint</u> Can I present information effectively? How do I find information on the internet? How do I add a design and title in PowerPoint? How can I add slides to a PowerPoint presentation? Can I use copy and paste? How do I present information?</p>	<p>How can I keep my information safe online? What is online privacy? How can I keep my information safe online?</p> <p><u>Spring 2 - Data</u> <i>Revisiting and developing learning</i> J2e – branching question trees Can I organise and present data? What is a question tree? In which ways could I group objects? How can I present grouped data? What is a pictogram? Can I interpret pictograms?</p>	<p>Can I sequence information? Can I program a sequence of instructions? What are loops? Can I use loops when programming?</p> <p><u>Summer 2 - Coding</u> Coding – Code.org (course B), Scratch Jr Can I code algorithms in Scratch Jr? What is Scratch Jr? Can I apply my coding knowledge? Can I create a short animation? Can I research a topic? How can I find information online? How can I organise information?</p>
<p style="text-align: center;">RE</p>		
<p><u>Autumn 1 - Special People-Local Community</u> What is special to the people in my community? What people are special in my community? What makes a person inspirational? What special ceremonies are there in Christianity? What special ceremonies are there in Hinduism? What matters most for community cohesion?</p> <p><u>Autumn 2 - Special Words and Stories</u> How is victory over evil celebrated in religion? What special stories do I know? (Look at the stories of Rama and Sita, Holi and Durga Puja) What is the importance of Lakshmi Puja in the Diwali celebration? What is the significance of the Diwali festival?</p> <p>Why does Christmas matter to Christians? What does Christmas make you think of?</p>	<p><u>Spring 1 - Special Places - Places of Worship in Different Religions</u> What are special places within the community? What makes a place special? Where is my special place? What places are special in my community? Why is the church a special place for Christians? How do Hindus worship at home and in the Mandir? Why do Hindus worship both at home and in the Mandir?</p> <p><u>Spring 2 - Special Ways of Living</u> How does special food and fasting help people in their faith? What is temptation? What religions take part in fasting? What is lent and why is lent important for Christians? What do Muslims believe about fasting? What are the similarities and differences between religious beliefs on fasting? How can I compare my beliefs to other religious views on special food and fasting?</p>	<p><u>Summer 1 - Special Symbols and Objects</u> What do Sikh symbols and sayings tell us about Sikh beliefs? What is a symbol? What symbols are there in my life? What special symbols are there in Sikhism? How do special symbols in Sikhism guide a Sikh through their life? How is the Sikh holy book treated? What symbol would I create for myself to show my beliefs?</p> <p><u>Summer 2 - Special Things in Nature</u> How can we look after our world? What is special about our world? Why do we need to look after our world? What do Christians believe about how the world was created? Why is Saint Francis of Assisi important for Christian belief about looking after the natural world? Why do Hindus have nature Gods? Why do Hindus worship a god of destruction?</p>



<p>How can you identify the Christian symbols of Christmas? What happens in a church during advent? <i>How can I show the journey leading to the birth of Jesus?</i></p>		
<p>Life Skills</p>		
<p><u>Autumn 1 - Rights, Rules and Responsibilities</u> What are my rights and responsibilities?</p> <ol style="list-style-type: none"> How do rules and conventions help me to feel happy and safe? How do I take part in making rules? Who looks after me and what are their responsibilities? What jobs and responsibilities do I have in school and at home? Can I listen to other people, share my views and take turns? Can I take part in discussions and decisions in class? (Diversity and Communities unit) How can I help look after my school? (Diversity and Communities unit) How do we care for animals and plants? (Diversity and Communities unit) <p><u>Autumn 2 – My Emotions</u> How can I manage my emotions?</p> <ol style="list-style-type: none"> Can I describe situations in which I might feel happy, sad, cross etc? How do I manage some of my emotions and associated behaviours? What are the different ways people might relax and what helps me to feel relaxed? Who do I share my feelings with? <p><u>Anti-Bullying Day</u></p> <ol style="list-style-type: none"> Can I describe what bullying is? Do I understand some of the reasons why people bully others? How might people feel if they are being bullied? How can I be assertive? How do people help me to build positive and safe relationships? 	<p><u>Spring 1 – Diversity and Communities</u> Who are the people around me?</p> <ol style="list-style-type: none"> What makes me 'me', what makes you 'you'? Do all boys and all girls like the same things? What is my family like and how are other families different? What different groups do we belong to? What does 'my community' mean and how does it feel to be part of it? What is a stereotype and can I give some examples? <p><u>Spring 2 – Financial Capability</u> What is money used for?</p> <ol style="list-style-type: none"> Where does money come from and where does it go when we 'use' it? How might I get money and what can I do with it? How do we pay for things? What does it mean to have more or less money than you need? How do my choices affect me, my family, others? What is a charity? 	<p><u>Summer 1 – Personal Safety & Drug Education</u> How can I keep myself safe?</p> <ol style="list-style-type: none"> Can I name my own Early Warning Signs? Can I identify private body parts and say 'no' to unwanted touch? What could I do if I feel worried about a secret? <p><u>What are medicines used for?</u></p> <ol style="list-style-type: none"> What are medicines and why do some people use them? When and why do people have an injection from a doctor or a nurse? Who is in charge of what medicine I take? What different things can help me feel better if I am poorly? How can I keep safe with medicines and substances at home and at school? <p><u>Summer 2 – RSE/Managing Change</u> How do we change as we grow up?</p> <ol style="list-style-type: none"> How do babies change and grow from a bump to a toddler? How have I changed since I was a baby? What do babies and children need from their families? Which stable, caring relationships are at the heart of families I know? What are my responsibilities now I am growing up? <p><u>How can I cope with change?</u></p> <ol style="list-style-type: none"> How do friendships change? What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? When can I make choices about changes?



Art		
<p>How do I build an image? How can I create an image using line and shape? How do I use sketching pencils to create different effects?</p> <p>How do I draw a face? How do I accurately draw features of a face? Can I accurately draw a face?</p>	<p>How do I create tone? Can I create different tones using white? Can I create different tones using black?</p> <p>What is monochrome? How do I create a 'hot' or 'cold' picture? Can I make a monochrome painting?</p>	<p>What is printmaking? Can I use pattern to make art? Can I create an image that can be printed? How do I create a print template? How do I print an image?</p>
Design Technology		
<p><u>Autumn 1 - Great Fire of London Houses</u> Can I build a house using card and paper? Can I cut straight lines neatly? How can I use a ruler to draw straight lines?</p> <p><u>Autumn 2 - Using materials</u> How can cut and stick paper to create a pop-up effect? How can I sew fabric using a running stitch? Can I combine materials to create effects?</p>	<p><u>Spring 1 - Wheeled products</u> How can I combine materials to create effects? What is an axle? Can I design a product using set criteria? Can I create a wheeled product? How effective is my wheeled product?</p> <p><u>Spring 2 - Growing Together</u> Which foods are grown in the ground? How are root vegetables prepared hygienically and safely? How can I prepare a healthy dish?</p>	<p><u>Summer 1 - Mock-ups</u> Can I design a mock-up of a product? What is a mock up?</p> <p><u>Summer 2 - Textiles</u> How can I cut and join textiles? How do I stitch using a needle and thread? What are embellishments? How can I attach an embellishment to a fabric?</p>
Physical Education		
<p><u>Autumn 1 - Games/Gymnastics</u> Participate in team games, developing tactics for attack and defence. Perform simple movement patterns e.g. Balances, holds and shapes.</p> <p>Key Skills - Invasion Games Develop dribbling with feet, hands and hockey stick. Develop passing to a teammate with feet. Throw a ball underarm. Move into space and show an awareness of defenders. Marking and dodging defenders.</p> <p>Key Skills - Gymnastics Perform gymnastic shapes with control and link them together. Use shapes to create balances (asymmetric/symmetric). Explore and link travelling actions, directions and levels (progress to apparatus). Demonstrate different take off and landings when performing jumps. Use shape jumps and different rolls in a simple sequence. Develop strength and take body weight</p>	<p><u>Spring 1 - Net and Wall/Multiskills</u> Participate in team games, developing tactics for attack and defence. Develop movement to include throwing/catching whilst running.</p> <p>Key Skills - Net and Wall Defend space by using the ready position. Defend space on court by using the ready position. Throw accurately at a target Develop control when handling a racket. Develop racket and ball skills. Send a ball using a racket. Play against an opponent. Play over a net.</p> <p><u>Key Skills - Multi-skills</u> Develop balancing and moving with control. Develop balance, stability and landing safely. Explore running with control at different speeds. Develop changing direction and dodging. To jump, hop and skip.</p>	<p><u>Summer 1 - Athletics/Uni-Hoc</u> Further develop movement e.g. Throwing, catching, kicking, hand/eye co-ordination. Participate in team games, developing tactics for attack and defence.</p> <p>Key Skills - Athletics Develop agility and co-ordination and technique when running and changing direction. Develop technique when jumping for distance and height. Develop balance and rhythm when travelling over obstacles. Use co-ordination and technique when throwing and pushing objects. Develop technique to throw accurately. Compete using these skills in an athletics competition.</p> <p>Key Skills - Uni-Hoc Dribble and send a ball using an open stick including a push pass. Receive and trap the ball Dribbling a ball to beat a defender including with the reverse stick (Indian dribble) Move into space after passing the ball</p>



<p>on hands. Link gymnastic actions to create a short sequence to include apparatus.</p> <p><u>Autumn 2 - Ball Skills/Benchball</u> Participate in team games, developing tactics for attack and defence. Develop hand/eye coordination</p> <p>Key Skills - Ball skills Explore different ball skills. Roll a ball to hit a target. Use co-ordination and be able to stop a rolling ball. Use technique and control when dribbling and kicking a ball with feet or hands. Throw and catch a ball with co-ordination and technique.</p> <p>Key Skills - Benchball Use co-ordination and technique when throwing and catching. Develop throwing to a teammate. Move into space and show an awareness of defenders. Develop dodging and use it to lose a defender. Stay with a player when defending. Progress with a ball towards a goal.</p>	<p>Develop coordination through French skipping. Develop skipping in an individual rope. Apply multi skills to a variety of challenges.</p> <p><u>Spring 2 - Yoga/Fitness</u> Participate in team games, developing tactics for attack and defence. Further develop movement and coordination to assist each other</p> <p>Key Skills - Yoga Develop controlled movement and flexibility. Understand what yoga is. Show strength, balance, control and co-ordination in copying yoga poses. Show control and technique in pair yoga. Show control in an animal flow. Copy and repeat an Autumn flow showing control and coordination. Copy a yoga flow, changing my breath to match the poses.</p> <p>Key Skills - Fitness Develop stamina and the ability to run for longer periods. Develop coordination through hula hoop skills. Develop long rope and individual skipping. Take part in a circuit to develop stamina and co-ordination. Complete exercises using own body weight. Develop 'ABC' agility, balance and coordination.</p>	<p>Use an open stick (block) tackle Apply defending and attacking principles and skills in a hockey tournament</p> <p><u>Summer 2 - Athletics/Dance</u> Develop throwing at a target, running at speed and distance and jumping at distance and height. Perform simple movement patterns. Develop balance and co-ordination</p> <p>Key Skills - Athletics Develop agility and co-ordination and technique when running and changing direction. Develop technique when jumping for distance and height. Develop balance and rhythm when travelling over obstacles. Use co-ordination and technique when throwing and pushing objects. Develop technique to throw accurately. Compete using these skills in an athletics competition.</p> <p>Key Skills - Dance Remember, repeat and link actions using space and movement. Use counts of 8 to keep in time with the music. Create and copy different movements. Use clear pathways, shapes and levels and facial expressions to show a character. Use individual balances, different speeds and directions. Mirror a partner and move in unison.</p>
<p><u>Autumn 1 - Fire & Ice (Rhythmic Notation)</u> What is pulse? What are minims and minim rests? What are crotchets and crotchet rests? What is rhythm? How are notes combined to make music? What does improvise mean? What have we learned about music this half term?</p> <p><u>Autumn 2 - My Local Area (Listening & Appraising/Vocals/Playing Tuned Instruments)</u> How songs compare to each other and can I sing along? How can I describe the song 'Ho Ho Ho'?</p>	<p><u>Spring 1 - What a Load of Rubbish/ Growing Together (Listening & Appraising/Composition)</u> Can I create music without instruments? What is stomp? How can I create music with everyday objects? What can I combine to make an instrument? Can I create a stomp style piece of music?</p> <p><u>Spring 2 - Going to the Moon (Listening & Appraising/Theory)</u> What can I hear and how does it make me feel? What instruments can I hear? What is texture?</p>	<p><u>Summer 1 - In the Deep/ Growing Together (Composition with tuned instruments)</u> What are tuned and untuned instruments? Can I create music that sounds like marching? Can I create music that reminds me of pond life? How does texture improve music? Can I compose music with texture and a clear structure? Can I perform as part of an ensemble?</p> <p><u>Summer 2 - Staying Alive (Vocals/Composition)</u> Can I create rap with a beat? What is rap? Can I write a rap that rhymes?</p>



How does 'Blame it on the Boogie' compare to 'Ho Ho Ho'? How can I describe 'Suspicious Minds' and 'Bring Him Back Home'? How can I describe 'Fly Me to the Moon'? How can I improve my singing? How can I play the song 'Ho Ho Ho' on the Glockenspiel? Can I play and sing in the correct pitch and tempo?	How do we create feelings with music? How does the music make me feel? Can I describe the mood, texture and instruments?	What is body percussion? Can I combine rap and body percussion? Can I perform my rap?
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