Year 2 Curriculum Map

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic Title | Time Travellers | Dungeons and Dragons | Roll-up Roll-up | Near and Faraway Lands | Rainforest Explorers | Whole School Topic |
| History | Explore the decisions that rulers had to make in the past.  Finding out about a famous explorer using maps and role play.  Comparing a nurse from the past to a modern day nurse.   * Comparing what life was like at different times in the past. | About castles from the past.  How to decide if a castle is new or old.  How to create our castle.  How we can learn about the past in different ways.  About some of the people who lived in castles. |  |  |  |  |
| Art and Design | Exploring portraits of famous people from the past.  To explore tone using a range of media.  To explore shading. | Sculptures of dragons/castles |  | Create their own red door – using printing – based on the book ‘The Journey’. | * Create art in the style of Rousseau using collage techniques.   . |  |
| Science | * Describe the importance of exercise and eating the right amount of food. Asking simple questioned recognise they can be answered in different ways. To be able to use simple equipment to perform simple tests. Use observations and ideas to answer questions. Gather and record data to help answer questions. |  | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants.  Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.   * About plants and animals that live in other habitats. | * About the plants and animals living in forests. * About how living things depend on each other. * About different types of trees. * How to sort living things into different groups. * What a micro-habitat is and what creatures live there. * How animals are adapted to their environment.   Notice that animals, including humans, have offspring which grow into adults and find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  Observe and describe how seeds and bulbs grow into mature plants. They can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. |  |
| Physical Education | **Games**  Develop fundamental movement skills. Master basic movements, running, umping, throwing, catching, agility and co-ordination. Play team games, simple tactics defend and attack. Competition.  **Gymnastics**  Develop fundamental movement skills, extend their agility, balance, co-ordination Competition | **Dance**  Balance, agility,  co-ordination, perform dances using simple movement and patterns  **Games**  Develop fundamental movement skills. Master basic movements, running, umping, throwing, catching, agility and co-ordination. Play team games, simple tactics defend and attack. Competition.  *(hockey)* | **Gymnastics**  Develop fundamental movement skills, extend their agility, balance, co-ordination Competition  **Dance**  Balance, agility,  co-ordination, perform dances using simple movement and patterns | **Swimming skills**  **Games**  Develop fundamental movement skills. Master basic movements, running, umping, throwing, catching, agility and co-ordination. Play team games, simple tactics defend and attack. Competition.  *(hockey)* | **Swimming skills**  **Athletics**  Running, jumping, throwing, competition, technique, compare performances and improve PB. | **Swimming skills**  **Athletics**  Running, jumping, throwing, competition, technique, compare performances and improve PB. |
| Design and Technology |  |  | Designing and create a circus tent. | Plant in the allotment food to be harvested and cooked in Summer 2. |  | * Harvest food from allotment to cook. |
| PSHE/SMSC | School rules and expectations, feelings, goals and aspirations  Time Travellers  Exploring decisions made by famous people from the past. Children reflected on right and wrong actions and the consequences of decisions made.  Florence visiting school – sense of enjoyment and fascination.  Healthy living  Respecting different cultures – way of life.  Beliefs/values of different community/opinions. Children to reflect on their own beliefs – relating to moral.  Looking at ways of life – communities  Friendship | Friendship and anti-bullying  Differences between generations –castles.  Visit to Leeds Castle. | E-safety | Drug education | Financial capability  Reflection of right and wrong – treating the environment in a certain way.  Amazon rainforest – damaging other country environments.  Cutting down trees – debating and reflecting on own views.  Collecting evidence and making decisions based on this.  Right and wrong – looking after decisions. Understanding the consequences of our actions.  The way that different cultures engage with the environment. | SRE |
| Computing | * To write algorithms and find and fix bugs in simple programmes using rapid router, lightbot and scratch. | Use chatterkids to take a photo of their made up dragon and animate with speech and add text and stickers. | * Use publisher to create an invitation for parents to circus assembly. | Use word to create a fact sheet about their topic. | Use given websites to find information and make notes on one note so others can view my work. |  |
| Online Safety | Children will be taught how to:   * Use technology safely and respectfully, keeping personal information private. * Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | | | | | |
| Geography | * Florence Nightingale and her travels to the Crimea based on world map work.   Christopher Columbus and his travels and discoveries using old and new maps to compare. |  |  | Be able to understand geographical similarities and differences through studying human and physical geography.  Use basic geographical language.  To know and locate the world’s seven continents and five oceans.  Be able to use simple compass directions and locational and directional language.  Be able to use world maps and atlases to identify the United Kingdom and other countries, including the continents and oceans studied.  Be able to draw objects to scale.  Understand that maps need a title.    To make comparisons. |  |  |
| Music – not taught every half term | Looking at composers linked to the significant people the children are learning about in class- e.g. Chopin and Beethoven, both composers at the time of Florence Nightingale.  Time Travellers Song- learn and perform with actions. | *The Dragon Song* - (Charanga Unit)  This is a song about kindness, respect, friendship, acceptance and happiness. It is an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. | *Glockenspiel, Stage 1* - This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel or chime bars | *Rock - I Wanna Play In A Band*. The material presents an integrated approach to music where games, the interrelated dimensions of music, singing and playing instruments are all linked | *Zoo time – Reggae*  Ensemble singing with chime bar/bell accompaniment on C and D  Percussion instruments on the beat.  Focus on Classical and 1970s music. | Reflect, rewind and replay - learning about performance, a context for the History of Music and the Language of Music |
| RE | What do Christians believe God is like?  Why is the bible important to Christians? | What does the Christmas story tell Christians about Jesus? | What is important for Muslim families? | Why is Easter important to Christians? | Why do Jewish families celebrate Shabbat? | Is prayer important for everyone?  Is the world a fair place? |