

Year 2 Curriculum Map

	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	<p>Explore the decisions that rulers had to make in the past.</p> <p>Finding out about a famous explorer using maps and role play.</p> <p>Comparing a nurse from the past to a modern day nurse.</p> <p>Comparing what life was like at different times in the past.</p>	<p>About castles from the past.</p> <p>How to decide if a castle is new or old.</p> <p>How to create our castle.</p> <p>How we can learn about the past in different ways.</p>	<p>What circuses were like in the past.</p> <p>About some of the people who made circuses famous.</p> <p>How circuses have changed over the years.</p>			
Art and Design	<p>Exploring portraits of famous people from the past.</p> <p>To explore tone using a range of media.</p> <p>To explore shading.</p>	<p>How to sew to create a Christmas tree decoration to sell at the Christmas fair.</p>	<p>About the work of artists who have painted pictures about the circus.</p>	<p>Create their own red door - using collage - based on the book 'The Journey'.</p> <p>Creating a kite to fly.</p>	<p>How to create a rainforest collage in the style of Rousseau.</p>	
Science		<p>What materials are best for protecting an egg.</p>		<p>Describe the importance of exercise and eating the right amount of food.</p> <p>Asking simple questioned recognise they can be answered in different ways. To be able to use simple equipment to perform simple tests.</p> <p>Use observations and ideas to answer questions. Gather and record data to help answer questions.</p>	<p>About the plants and animals living in forests.</p> <p>About different types of trees.</p> <p>About plants and animals that live in other habitats.</p> <p>How to sort living things into different groups.</p> <p>What a micro-habitat is and what creatures live there.</p>	

					How animals are adapted to their environment. How living things depend on each other.	
Physical Education	<p>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.</p> <p>Gymnastics Develop fundamental movement skills, extend their agility, balance, co-ordination Competition</p>	<p>Dance Balance, agility, co-ordination, perform dances using simple movement and patterns</p> <p>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)</p>	<p>Gymnastics Develop fundamental movement skills, extend their agility, balance, co-ordination Competition</p> <p>Dance Balance, agility, co-ordination, perform dances using simple movement and patterns</p>	<p>Swimming skills</p> <p>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)</p>	<p>Swimming skills</p> <p>Athletics Running, jumping, throwing, competition, technique, compare performances and improve PB.</p>	<p>Swimming skills</p> <p>Athletics Running, jumping, throwing, competition, technique, compare performances and improve PB.</p>
Design and Technology		Design a box to transport an egg	Designing and create a circus tent.			
PSHE/SMSC	<p>School rules and expectations, feelings, goals and aspirations</p> <p>Time Travellers Exploring decisions made by famous people from the past. Children reflected on right and wrong actions and the consequences of decisions made.</p> <p>Florence visiting school - sense of enjoyment and fascination.</p>	<p>Friendship and anti-bullying</p> <p>Differences between generations -castles.</p> <p>Visit to Leeds Castle.</p>	e-safety	<p>Drug education</p> <p>Healthy living</p> <p>Reflection of right and wrong - treating the environment in a certain way.</p> <p>Cutting down trees - debating and reflecting on own views.</p> <p>Collecting evidence and making decisions based on this.</p>	Financial capability	SRE

	<p>Respecting different cultures - way of life.</p> <p>Beliefs/values of different community/opinions. Children to reflect on their own beliefs - relating to moral.</p> <p>Looking at ways of life - communities</p> <p>Friendship</p>			<p>Right and wrong - looking after decisions. Understanding the consequences of our actions.</p> <p>The way that different cultures engage with the environment.</p> <p>Amazon rainforest - damaging other country environments.</p>		
Computing	<p>To make algorithms and find and fix bugs in simple programmes.</p> <p>To make predictions based on an algorithm.</p>	<p>I can add a text box and text</p> <p>I can insert a shape, change the font colour and size.</p> <p>I can edit my work based on feedback.</p>	<p>To use Scratch to debug a program.</p> <p>To create simple algorithms.</p>	<p>To collect and present information that they have gathered.</p>	<p>To make decisions about their work and can manipulate (edit) it to be the way they want it.</p> <p>To be able to organise their work sensibly so that they can retrieve it.</p> <p>To be able to format including text boxes and shapes .</p>	
Internet Safety	<p>Children will be taught how to:</p> <ul style="list-style-type: none"> • 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	<p>Florence Nightingale and her travels to the Crimea based on world map work</p> <p>Christopher Columbus and his travels and discoveries using old and new maps to compare.</p>		<p>How to use maps and atlases to find out about the countries some circus animals come from.</p>	<p>Be able to understand geographical similarities and differences through studying human and physical geography.</p> <p>Use basic geographical language.</p> <p>To know and locate the world's seven continents and five oceans.</p> <p>Be able to use simple compass directions and locational and directional language.</p>		

				<p>Be able to use world maps and atlases to identify the United Kingdom and other countries, including the continents and oceans studied.</p> <p>Be able to draw objects to scale.</p> <p>Understand that maps need a title.</p> <p>To make comparisons.</p>		
Music - not taught every half term	<p>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.</p> <p>Time Travellers Song- learn and perform with actions.</p>	<p><i>The Dragon Song - (Charanga Unit)</i></p> <p>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.</p>	<p><i>Glockenspiel, Stage 1 -</i> 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</p>	<p><i>Rock - I Wanna Play In A Band.</i> The material presents an integrated approach to music where games, the interrelated dimensions of music, singing and playing instruments are all linked</p>	<p><i>Zoo time - Reggae</i></p> <p>Ensemble singing with chime bar/bell accompaniment on C and D</p> <p>Percussion instruments on the beat.</p> <p>Focus on Classical and 1970s music.</p>	<p>Reflect, rewind and replay - learning about performance, a context for the History of Music and the Language of Music</p>
International	<p>Exploring the idea of 'fairness'.</p> <p>Finding out why some people in the past wanted to make change.</p> <p>Qualities of a leader to encourage change.</p>		<p>What different people think about using animals in the circus.</p> <p>What the circus of the future might look like.</p>		<p>About the loss of the world's forest habitats.</p>	
RE	<p>What do Christians believe God is like?</p> <p>Why is the bible important to Christians?</p>	<p>What does the Christmas story tell Christians about Jesus?</p>	<p>What is important for Muslim families?</p>	<p>Why is Easter important to Christians?</p>	<p>Why do Jewish families celebrate Shabbat?</p>	<p>Is prayer important for everyone?</p> <p>Is the world a fair place?</p>