

Year 2 Curriculum Map

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Theme	Why do we love to be beside the seaside?	The Great War – whole school	London's Burning	Pioneers	Indian Spice	Wonder Women
Literacy	<p>Stories in familiar settings <i>Winnie At the Seaside</i> <i>The Lighthouse Keeper's Lunch</i></p> <p>Instructions</p> <p>Formal Letter writing</p>	<p>Poetry-reading and reciting Autumn poems</p> <p>Non-chronological reports:</p> <p>Narrative: World War 1 War Stories.</p> <p>Informal Letter Writing</p>	<p>Recounts</p> <p>Explanation texts</p> <p>Traditional Tales- <i>The Gingerbread Man</i></p> <p>Poetry inspired by theme of fire</p>	<p>Narrative- Stories in fantasy settings, time machines, space stories! <i>Beegu, The Man on the Moon</i></p> <p>Information texts: <i>Dr Xargles Earthlets</i></p> <p>Explanation Texts: Living in Space</p>	<p>Narrative- stories from another culture. Stories from fantasy settings.</p> <p>Poetry</p> <p>Instructions</p>	<p>Fairytales Tales- <i>Little Red Riding Hood</i></p> <p>Different stories by significant authors: Roald Dahl</p>
Literacy Cross-Curricular	<p>Children will write a report about the natural and man-made features of the seaside.</p> <p>Children will read and follow instructions and recipes for making healthy picnic food.</p> <p>Children will write a letter to a member of the RNLI to find out about coast guard rescues.</p>	<p>Children create factfiles about themselves.</p> <p>Children create an information booklet all about poppies and their meaning in relation to WW1</p> <p>Writing letters home from the trenches</p>	<p>Write a diary account about an event that children have all experienced.</p> <p>Write a set of instructions for baking bread</p> <p>Cross-curricular reading to research why the fire spread so quickly</p> <p>Writing information texts to teach another class about the Great Fire of London.</p> <p>Write news reports about the Great Fire of London and how it spread.</p>	<p>Create a non-fiction 'Big Book' based on facts about Space.</p> <p>Create non-fiction fact files based on the pioneers studied within the topic.</p> <p>Write questions for an interview with an astronaut.</p> <p>Create a persuasive poster about the benefits of travelling by train.</p>	<p>Children will write descriptions about people, experiences and places in India.</p> <p>Children will make written comparisons between locations.</p> <p>Children will write instructions for cooking Indian recipes.</p>	<p>To read and understand the layout of non-fiction books.</p> <p>To write recounts, diaries, make information texts.</p> <p>Use some of the characteristic features of the type of writing used.</p> <p>Write, review and improve.</p> <p>To present work using speaking and listening skills.</p> <p>Children read for information and will produce writing in a variety of genres including diaries, recounts, information / explanation texts, slogans</p>
Maths	<p>Number and place value</p> <p>Length and mass</p> <p>Addition and subtraction</p> <p>2D and 3D shape</p>	<p>Counting, multiplication and sorting</p> <p>Statistics</p> <p>Fractions</p> <p>Capacity and volume</p> <p>Money</p> <p>Time</p>	<p>Number and Place value</p> <p>Mass/weight</p> <p>2-D and 3-D Shape</p> <p>Counting and money</p> <p>Multiplication</p> <p>Division</p>	<p>Length, mass and weight</p> <p>Addition and subtraction</p> <p>Fractions</p> <p>Position and direction</p> <p>Time</p>	<p>Number, place value and statistics</p> <p>Addition and subtraction</p> <p>Capacity, volume and temperature</p> <p>Fractions</p> <p>Position and direction</p>	<p>Time</p> <p>Multiplication and division</p> <p>Statistics including finding the difference</p> <p>Measurement</p> <p>Sorting</p>

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					Time	
Maths Cross-Curricular	<p>Children use measuring skills to design and build a model lighthouse.</p> <p>Use knowledge of 2D and 3D shapes to design and build a model lighthouse.</p> <p>Children use measurement skills to weight out ingredients needed to make healthy picnic food.</p>	<p>Children practise counting with money then sell poppies to the school and calculate the amount of money that has been raised.</p> <p>Solve simple maths problems related to money and fundraising - How many different ways could a child donate 20p to pay for a poppy?</p>	<p>Explore symmetry in design of London houses.</p> <p>Number and calculation challenges focused on timelines and key dates.</p> <p>Research children’s favourite types of bread and record using bar charts.</p>	<p>Compare, describe and solve practical problems for lengths and heights, mass/weight, capacity, volume and time.</p>	<p>2D & 3D shapes</p> <p>Children will make simple measurements of time, capacity and weight through cooking.</p> <p>Pupils will collect, record and organize data about temperature.</p> <p>Children to investigate lines of symmetry to make effective Rangoli patterns.</p>	<p>Children will show that they can order dates to create simple timelines.</p> <p>They will read and produce tables and simple graphs to present their work.</p>
Science	<p>Children will explore different types of circuits and build a circuit to light up a bulb.</p> <p>Children will investigate different types of circuits and find out what happen if they add an extra bulb or a battery to a circuit.</p> <p>Children will learn about the importance of a healthy diet and exercise for humans to stay healthy.</p>	<p>Investigation- which materials will be waterproof?</p>	<p>Children can identify what materials would be the best for a building using their knowledge of properties.</p> <p>Children show an understanding of how materials react when heated.</p>	<p>Investigate and describe the basic needs of animals, including humans for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Identify and compare uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard.</p>	<p>Make accurate measurements using standard units and a range of equipment. E.g. thermometers and data loggers.</p> <p>Describe how different habitats provide for the basic needs of different kinds of animals and plants.</p>	N/A
Science Cross-Curricular	<p>Children will use their knowledge of circuits to deign and build a working model of a lighthouse.</p> <p>Children will use their research into healthy eating to design a healthy picnic for Mr Grinling from <i>The Lighthouse Keeper’s Lunch</i></p>	<p>Children investigate different materials to decide which materials would be best for a poppy wreath—waterproof, able to be cut etc. and which materials would be suitable for a medal?</p>	<p>Sorting materials into man-made and natural.</p> <p>Investigating what happens when we heat and cool materials.</p>	<p>Use understanding of the basic needs of humans to explain why the moon would be an unsuitable place for humans to live.</p> <p>Evaluate the properties of different materials and choose a material that would be suitable for clothing</p>	<p>Children will investigate different habitats and compare the different animals and plants that grow/live there.</p> <p>Children will collect climate data using thermometers and data loggers.</p>	N/A

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				for an astronaut.		
Computing	To use word processing skills To save work and open work from a saved file	To explore a website to find information. To use online resources independently, safely and responsibly. To use animation software to create a short film, including music and illustrations.	Using animation software	Use a range of applications and devices in order to communicate ideas work and messages. Communication: e-mails and e-safety Using ICT to create slide-show presentations, Microsoft Powerpoint.	Can demonstrate understanding of online search engines and how to use them effectively and safely to find and retrieve information. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use the online resources and websites for research topics and locations.	Use a range of applications and devices in order to communicate ideas, work and messages throughout the topic.
Computing Cross-Curricular	Use ICT to navigate a website and research the work of the RNLI. Children use ICT to publish letters to the RNLI.	Children use ICT to support research and to present and publish their work.	Using the internet to research the Great Fire of London Using animation software to re-create the spreading of the fire.	Send e-mails to Jodrell bank to research space. Powerpoint presentations about life in space.	Pupils will search for and use information from a range of sources and make decisions about the usefulness of that information.	
History Cross-Curricular	N/A	Children research their own past and memories and use to create a timeline of events within their own lives. Children find out what life would have been like for a child living in WW1 and compare with their own lives today. Find out about Princess Mary's Christmas Boxes that were sent to the troops in WW1. Find out about the Christmas Truce of 1914.	Using different sources to research accounts of how the fire started. Using Samuel Pepys diary extracts to find out about life in London and the start of the fire. Compare different sources, John Evelyn's diary v.s Samuel Pepys. Investigate the reasons why the fire spread so quickly.	Children will use evidence to answer questions about things that happened in the past. They will use artefacts, pictures, stories, the Internet and databases to investigate the past. Children will identify some of the different ways in which the past has been represented and understand that their life is different from the lives of people in the past. Children will place events and objects in order on a time line and describe topics, events and people they have studied. Children will place people and periods they have studied into different periods of time.	N/A	Describe historical events, such as Emily Davidson at the Derby in 1913. Describe significant people from the past such as Queen Elizabeth 1 and Queen Victoria. Recognise that there are reasons why people in the past acted as they did.—children will discuss fairness Observe or handle evidence to ask questions and find answers to questions about the past when artefacts arrive in their castle.
Geography Cross-Curricular	Children will use geographical language to describe the natural and man-made features of the seaside. Children will use maps, atlases,	Children use maps to identify continents, oceans and key countries involved in the First World War.	Use maps and atlases to identify London and Pinvin. Compare the differences in size between London in 1666 and London today.	Use a map to identify the key geographical features of the moon and identify why it would not be suitable for human habitation.	To share prior knowledge and understanding of a country and ask questions to deepen understanding.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

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	textbook and website to research seaside locations around the U.K				Describe geographical similarities and differences between countries. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. To ask and answer geographical questions about the physical and human characteristics of a location. Describe and understand key aspect of physical geography, including climate zones and weather.	Children will identify the areas where Queen Victoria ruled
Art and Design Cross-Curricular	Children design and build model lighthouses. Children use collage techniques to produce seaside scene collages. Children explore the work of Arcimboldo through healthy eating. Create their own Arcimboldo style artwork.	Children design and make their own medals for bravery. Children use a range of materials to create their own poppy wreathes.	Baking bread to re-create start of the fire in Pudding Lane Explore art work that informs us about the fire. Class produce a collaborative piece of fire artwork. Design and build their own fire monument to recall the great fire of London.	Children will design a simple wheeled vehicle and say where their model needs improvements. Children will be able to identify problems and improve their model. They will work with a range of tools, materials, components and processes.	Children will use symmetry to create traditional Rangoli Patterns. Pupils will use line and shadow to create accurate drawings. Children will develop their own ideas and use a range of materials. Pupils will design, amend and evaluate their own ideas and products. Pupils will explore the work of Henri Rousseau to produce artwork including jungle animals and tigers.	Use some of the ideas of artists studied to create pieces. Based on Beatrice Potter's illustrations Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Design and create their own model of Crystal Palace.
PE	<p>Locomotion</p> <p>Physical Me</p> <p>To develop a wide range of movement skills / physical literacy skills To develop jumping skills To develop travelling skills</p> <ul style="list-style-type: none"> To develop right brain / left brain connectivity 		<p>Object control</p> <ul style="list-style-type: none"> To send and receive a range of objects with increased accuracy, control and purpose <p>Social Me</p>		<p>Stability</p> <p>Physical Me</p> <ul style="list-style-type: none"> To develop dynamic and static balance and link with other actions 	

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	<p>Thinking Me</p> <ul style="list-style-type: none"> Plan Predict Explore Evaluate 	<ul style="list-style-type: none"> Communicate Take turns Collaborate Praise <p>Healthy Me</p> <ul style="list-style-type: none"> Understand the effective use of exercise on breathing Understand how to warm up Understand the importance of warming up Cope with success and failure 	<p>Thinking Me</p> <ul style="list-style-type: none"> Plan Predict Explore Evaluate <p>Healthy Me</p> <ul style="list-style-type: none"> Understand the effective use of exercise on breathing Understand how to warm up Understand the importance of warming up Cope with success and failure 			
<p>PE Cross-Curricular</p>	<p>Children will explore different ways of moving to re-create Mr Grinling's journey in <i>The Lighthouse Keeper's Lunch</i>.</p>	<p>Create short dance phrases to share at the Armistice celebration.</p>			<p>Children will learn simple traditional dance moves from another culture.</p> <p>Children will learn the rules of cricket and apply them in the context of a team game.</p>	
<p>Music</p>	<p>Music Express: The long and the short of it- Exploring duration</p> <p><u>Main Objectives:</u> Can I sing accurately, following a melody, when given a pitch?</p> <p>Can I explain the difference between long and short sounds?</p> <p>Can I listen for particular things when listening to music?</p> <p>Can I perform with others?</p>	<p>Music Express Feel the Pulse- Exploring Pulse and Rhythm</p> <p><u>Main Objectives:</u> Can I sing accurately, following a melody, when given a pitch?</p> <p>Do I have some understanding of the difference between pulse/ beat and rhythm?</p> <p>Can I clap the beat/ pulse of a variety of songs?</p> <p>Can I perform simple patterns/ accompaniments keeping a steady pulse?</p> <p>Can I create music in response to different starting points?</p> <p>Can I perform with others?</p>	<p>Music Express Taking Off- Exploring Pitch</p> <p><u>Main Objectives:</u> Can I sing accurately, following a melody, when given a pitch?</p> <p>Do I know where to breathe when singing? (HA)</p> <p>Can I create music in response to different starting points?</p> <p>Do I understand the difference between high and low pitches?</p> <p>Can I hear and describe runs and jumps in music?</p>	<p>Music Express: What's the Score? Exploring instruments and symbols</p> <p><u>Main Objectives:</u> Can I group instruments by both how they are made and their sounds?</p> <p>Can I begin to match drawings/ notations to those sounds?</p> <p>Can I order sounds to create a beginning, middle and end?</p> <p>Can I choose sounds which create an effect?</p> <p>Can I create music in response to different starting points?</p> <p>Can I perform with others?</p> <p>Can I make a connection between notations and musical sounds?</p>	<p>Music Express: Rain rain go away- Exploring timbre, tempo and dynamics</p> <p><u>Main Objectives:</u> Can I explain what timbre is?</p> <p>Can I distinguish between the sound of two different instruments? (e.g. a drum and a triangle or a flute and a violin)</p> <p>Can I use simple structures in a piece of music?</p> <p>Can I explain what tempo is? (fast or slow)</p> <p>Can I explain what dynamics are? (loud or soft)</p> <p>Can I improve my own work?</p> <p>Can I create music in response</p>	<p>Music Express: Sounds Interesting- Exploring Sounds</p> <p><u>Main Objectives:</u> Can I identify sounds around me?</p> <p>Can I identify sounds I hear and sounds I make?</p> <p>Can I make sounds with things other than instruments? (e.g. voices, pencils, water bottles)</p> <p>Can I create music in response to different starting points?</p> <p>Can I choose sounds which create an effect?</p> <p>Can I use simple structures in a piece of music?</p> <p>Can I improve my own work?</p>

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					to different starting points? Can I choose sounds which create an effect? Can I perform with others?	
Music Cross-Curricular	Children will learn to perform together to sing <i>We do like to be beside the seaside</i> and <i>Under the sea</i> .	Children share some of their favourite music from today— what do they like about it? Compare to popular music from 1910s—how is it different and why?	Listening to and evaluating music that has been inspired by fire. e.g. Carl Davis “Fire and Ice” Stravinsky “The Fire”	Children will use percussion instruments to develop their skills in composition. They experiment with tempo, rhythm and crescendo to create a piece of music to match a selection of images. Some children will be able to evaluate and improve their composition.	Children will play a range of different rhythms on a drum and use it to accompany music and singing	Take part in singing, accurately following the melody in Elizabethan music. Use symbols to represent a composition and use them to help with a performance
SMSC	Children will work together collaboratively when designing and making their lighthouses. Children will learn about the importance of a healthy diet and exercise as part of a healthy life style.	Children reflect on why it is important to remember things in the past and think about how people in the future could remember us. Children reflect on the idea of bravery. What is bravery and what does it mean to be brave? Find out about acts of bravery in WW1 Children visit a local war memorial and lay the poppy wreathes that they have made in their design technology work. Children find out about children in other countries who are affected by war today. Children make Christmas boxes to send abroad.	Explore fire stations in local area, fire safety training visit from the fire brigade. Express their feelings about the Great Fire. Discuss their values and personal opinions. Children discuss what they would save from a fire. Children understand and are reassured about how we are protected from fire today. Children will work collaboratively. To understand how to respond in the event of a fire. Children explore how the fire altered many important aspects of life and culture in Britain.	Children will consider whether choices made by people in the past were influenced by their spiritual beliefs. Children will ask their own questions about dealing with changing feelings and emotions. Children will work collaboratively. They will communicate and negotiate with others through making shared ‘Big Books’ Children will learn to think about the impact that people in the past have had on their lives. They will consider how lives changed as people moved from the countryside to towns to work in factories. How have our own experiences of leisure time been influenced by ease of transportation?	Children will be introduced to the idea that different societies have different beliefs and that these can be affected by the environments they live in. Children will be taught to think of others, listen well to others points of view and try to imagine others’ points of view, especially those who live in difficult circumstances. Children will work together collaboratively when designing, making and performing. Children will communicate findings to others and showcase their learning our celebration event. Pupils will consider how communities adapt to hot or cold environments.	Ask questions about puzzling aspects of life. Explain how actions affect others. Try new things with the help of others. Talk about some things of personal interest. Join in with familiar activities. Show an understanding that one’s own behaviour affects other people. Identify some of the different ways the past has been represented. . Be introduced to concepts such as women’s’ rights and the social rights movement.

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					Children will investigate differences in housing, food, and clothing and say how these are influenced by where they live.	
External visitors, trips and themed days	<p>Visit from a member of the RNLI</p> <p>Visit to the man-made beach at the Cotswolds Water Park</p> <p>Visit from a chef to help pupils make their healthy picnics</p>	<p>Take part in a whole school WW1 Armistice celebration event/party with music and songs from WW1, food, dances</p> <p>Children set up a gallery/museum to showcase the work that they have completed as part of their project. Invite parents into school, show photographs, share theme books.</p>	<p>Visit from the fire brigade and fire safety training.</p> <p>Take children on a visit to Friar Street in Worcester to explore timbered houses and building materials.</p>	<p>Visit from Professor McGinty to learn about the Victorians and explore time machines!</p>	<p>Take Children on a trip to a local Temple or Mosque.</p> <p>Invite Indian family members and/or local residents into school to celebrate and learn about Indian traditions.</p>	<p>Invite parents and carers in to celebrate end of topic with a “Great Exhibition”</p> <p>Hold an Elizabethan banquet.</p> <p>Visit to an Elizabethan house OR Hartlebury museum box of artefacts.</p>