

Curriculum Map Year Group 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working Scientifically	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. 					
Science	<p>Materials</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/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. 	<p>Animals and Humans</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring • 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. 	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, that are dead and 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 and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • 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. 	<p>Plants</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 		

Geography	<p>The United Kingdom</p> <p>Knowledge</p> <ul style="list-style-type: none"> name & locate the world's 7 continents & 5 oceans (recap) use world maps, atlases & globes to identify the UK and its countries, as well as the countries, continents and oceans studied name, locate & identify characteristics of the four countries & capital cities of the UK and its surrounding areas identify key features of a location in order to say whether it is a city, town, village, coastal or rural area use basic geog vocab to refer to human features: city, town, village, factory, farm, house, office & shop use basic geog vocab to refer to physical features: valley, soil, vegetation <p>Skills</p> <ul style="list-style-type: none"> Use compass directions (NSEW) and locational language (near, far, left, right) to describe the location of features and routes on a map Devise a simple map; and use & construct basic symbols in a key. Use simple grid references (A1, B1) Use simple fieldwork and observational skills to study the geography of the school and the key human & physical features of its surrounding environment 	<p>Compare & Contrast UK & Japan (Tokyo Olympics)</p> <p>Knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human & physical geog of a small area of the UK and a small area of a non-European country identify seasonal & daily weather patterns in the UK and location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Skills</p> <ul style="list-style-type: none"> use basic geog vocab to refer to physical features: forest, hill, mountain, river, season, weather use basic geog vocab to refer to human features: city ask & answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) 	<p>Beach, Cliff and Coast</p> <p>Knowledge</p> <ul style="list-style-type: none"> use basic geog vocab to refer to physical features: beach, coast, cliff, sea use basic geog vocab to refer to human features: town, village, house, port, harbour, shop ask & answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) identify key features of a location in order to say whether it is a coastal area to use aerial images to recognise landmarks and basic human & physical features <p>Skills</p> <ul style="list-style-type: none"> Use compass directions (NSEW) and locational language (near, far, left, right) to describe the location of features and routes on a map Devise a simple map; and use & construct basic symbols in a key. Use simple grid references (A1, B1) Use simple fieldwork and observational skills to study the geography of the school and the key human & physical features of its surrounding environment <p>(Link to characteristics of 4 countries of UK)</p>
History	<p>Toys</p> <p>Knowledge</p> <ul style="list-style-type: none"> Changes when in living memory <p>Skills</p>	<p>Great Fire of London</p> <p>Knowledge</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally Learn about significant individuals in the past who have contributed to 	<p>History of the Seaside</p> <p>Knowledge</p> <ul style="list-style-type: none"> Learn about significant individuals in the past who have contributed to national achievements (Grace Darling) and to be used to compare aspects of

	<ul style="list-style-type: none"> Place events in order on a timeline Label timelines with words or phrases such as past, present, older, newer Use dates where appropriate Use artefacts, pictures, stories, online sources & databases to find out about the past <p style="text-align: center;">Black History Month</p> <p>Knowledge</p> <ul style="list-style-type: none"> Learn about significant individuals in the past who have contributed to national achievements and to be used to compare aspects of life in different periods 	<p>national achievements (Samuel Pepys) and to be used to compare aspects of life in different periods</p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality <p>Skills</p> <ul style="list-style-type: none"> Describe historical events Place events in order on a timeline Use dates where appropriate Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources & databases to find out about the past Identify some of the different ways the past has been represented Show an understanding of concepts such as civilisation and monarchy To identify similarities and differences between ways of life in different periods 	<p>life in different periods</p> <p>Skills</p> <ul style="list-style-type: none"> Observe and handle evidence to ask questions and find answers to questions about the past Place events and artefacts in order on a timeline Label time lines with words or phrases such as: past, present, older and newer Recount changes that have occurred in their own lives To identify similarities and differences between ways of life in different periods
Art	<p>Sculpture</p> <ul style="list-style-type: none"> Describe the work of notable artists, describing similarities and differences Use a combination of shapes Include lines & texture Use rolled up paper, straws, paper, card, clay Use techniques such as rolling, cutting, moulding & carving 	<p>Collage</p> <p>Link to animals</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products Use a combination of materials that are cut, torn and glued Sort and arrange materials Mix materials to create texture 	<p>Painting</p> <p>Seaside Art</p> <ul style="list-style-type: none"> Describe the work of notable artists, describing similarities and differences Use some of the ideas of artists studied to create pieces use thick and thin brushes Mix primary colours to make secondary Add white to colours to make tints and black to make tones Create colour wheels
DT	<p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their 		

	<p>characteristics</p> <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria 					
	<p>Mechanics</p> <ul style="list-style-type: none"> • Explore mechanisms e.g. wheels and axels in toys • Create products using wheels and axles 		<p>Tudor House Sculpture</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable • Use a combination of shapes • Include lines & texture • Use rolled up paper, straws, paper, card, clay • Use techniques such as rolling, cutting, joining & finishing 		<p>Food (design & make a healthy snack to take to the beach)</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from • Cut, peel or grate ingredients safely and hygienically • Measure of weigh using measuring cups or electronic scales • Assembly or cook ingredients 	
<p>Computing Purple Mash – see curriculum for objectives DRAFT - to be mapped out with Junior Jam</p>	<p>Unit 2.1 Coding Weeks – 5</p>	<p>Unit 2.2 Online Safety Weeks – 3</p> <p>Unit 2.3 Spreadsheets Weeks – 4</p>	<p>Unit 2.4 Questioning Weeks – 5</p>	<p>Unit 2.5 Effective Searching Weeks – 3</p>	<p>Unit 2.6 Creating Pictures Weeks – 5</p>	<p>Unit 2.8 Presenting Ideas Weeks – 4</p>
<p>Music</p>	<p>Christmas show – ‘Perform’</p> <p>Skills</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. <p>African Drumming/Samba Drumming</p> <ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 		<p>Singing</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. <p>Music theory</p> <ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. 		<p>Song writing</p> <p>Milestones</p> <ul style="list-style-type: none"> • Maintain a simple part within a group. • Perform with control and awareness of others. <p>Singing</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. 	

			<ul style="list-style-type: none"> • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Imitate changes in pitch. 	
PE	Games – Team Games <ul style="list-style-type: none"> • Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	Games - Football <ul style="list-style-type: none"> • Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	Games – Basketball <ul style="list-style-type: none"> • Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	Games – Multi-sports <ul style="list-style-type: none"> • Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	Games – Tennis <ul style="list-style-type: none"> • Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.
	Dance – Street Dance <p>Copy and remember moves and positions.</p> <ul style="list-style-type: none"> • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. 	Gymnastics <ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. 	Games – Hockey <ul style="list-style-type: none"> • Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	Gymnastics <ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to 	<p><i>(Athletic activities are combined with games in Years 1 and 2.)</i></p> Games - Athletics <ul style="list-style-type: none"> • Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.

		<ul style="list-style-type: none"> • Jump in a variety of ways and land with increasing control and balance. 	<ul style="list-style-type: none"> • Jump in a variety of ways and land with increasing control and balance. 		
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