



Year 2 Curriculum Map



'We will provide a broad and balanced curriculum and support every child to be the best they can be'

Article 29 (Goals of Education)

YEAR 2	AUTUMN	SPRING	SUMMER
Enhancing Experience	Theatre	Mosque	Warwick Castle
Geography	<p style="text-align: center;">Would you prefer to live in a hot or cold place?</p> <p>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents</p> <p style="text-align: center;">Article 7: I have a right to a name and to belong to a country</p>	<p style="text-align: center;">Why is our world wonderful?</p> <p>Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.</p> <p style="text-align: center;">Article 17: I have the right to get information in lots of ways, so long as it's safe.</p>	<p style="text-align: center;">What is it like to live by the coast?</p> <p>Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.</p> <p style="text-align: center;">Article 13: I have the right to find out and share information.</p>
TOPIC History Kapow	<p style="text-align: center;">How was school different in the past?</p> <p>Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p> <p style="text-align: center;">Article 13: I have the right to find out and share information.</p>	<p style="text-align: center;">How did we learn to fly?</p> <p>Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight</p> <p style="text-align: center;">Article 17: I have the right to get information in lots of ways, so long as it's safe.</p>	<p style="text-align: center;">What is a monarch?</p> <p>Finding out the role of a monarch, children investigate how William the Conqueror became King and learn how he used castles to rule. They learn about different types of castles and how these evolved.</p> <p style="text-align: center;">Article 13: I have the right to find out and share information.</p>
Art Kapow	Self-Portraits termly		



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	Sculpture and 3D:Clay Clay Houses Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response. Artist Ranti Bam-clay ceramic Rachel Whitbread-sculpture Formal elements-Form <i>Article 29 – I have the right to an education which develops my personality and respect for the environment, Art 31(leisure, play & culture)</i>				Drawing -Tell a Story Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings. Artist: Quentin Blake-Cartoonist Formal elements- line, pattern, tone <i>Article 29 – I have the right to an education which develops my personality and respect for the environment, Art 31(leisure, play & culture)</i>				Painting and Mixed Media Life in Colour Taking inspiration from collage work of Artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork. Artist: Romare Bearden-Collages Formal elements-Colour, textures <i>Article 29 – I have the right to an education which develops my personality and respect for the environment, Art 31(leisure, play & culture)</i>			
Design and Technology	DT: Puppets – linked to Christmas enterprise <i>Article 31 – I have the right to play, relax and join in with a range of cultural, artistic and other recreational activities.</i>				DT: Vehicles <i>Article 31 – I have the right to play, relax and join in with a range of cultural, artistic and other recreational activities.</i>				DT: Healthy eating – making pizzas <i>Article 24 – I have the right to nutritious food</i>			
Cross Curricular English	Non – fiction fact file about their class creature. Writing a postcard to children in Kenya – Geography				Newspaper article and persuasive leaflet – How has an area been improved? Geography				Recipe for pizza! - DT			
Cross Curricular Maths	Shape – exploring properties in art project				Measuring – How high does the ball bounce? Calculate the difference between results and analyse – link to length and height Capacity – measuring water for plants. Science				Fractions – linked to pizzas			
Author Focus During RFP	Roald Dahl David Walliams Enid Blyton Rotates half termly between classes						Roald Dahl David Walliams Enid Blyton Rotates half termly between classes					
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Poetry/ Description (3 wks)	Fiction (3 wks)	Non Fiction (3 wks)	Fiction (3 wks)	Poetry/ Description (3 wks)	Fiction (3 Wks)	Non Fiction (3 wks)	Fiction (3 wks)	Fiction (2wks)	Fiction (2wks)	Non Fiction (3wks)	Fiction (3wks)



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English	<p>Text <i>Tell me a dragon</i></p> <p>Genre Poetry</p>	<p>Text <i>The Dragon Machine</i></p> <p>Genre Overcoming a monster</p>	<p>Text <i>How to wash a woolly mammoth</i></p> <p>Genre Instructions</p>	<p>Text <i>Hansel and Gretel</i></p> <p>Genre Traditional tales</p>	<p>Text <i>A First Poetry Book – Pie Corbett</i></p> <p>Genre Poetry</p>	<p>Text <i>Orion and The Dark</i></p> <p>Genre Overcoming Fear</p>	<p>Text My Day at the Zoo</p> <p>Genre Non chronological report</p>	<p>Text The Disgusting Sandwich</p> <p>Genre Finding/losing tale</p>	<p>Text Stella and the Seagul</p> <p>Genre Pesruasive writing</p>	<p>Text Stuck</p> <p>Genre Finding/losing tale</p>	<p>Text Hidden World – Ocean</p> <p>Genre Non-Chronological Report</p>	<p>Text <i>The Boy Who Cried Ninja</i></p> <p>Genre Journey Tale</p>
Maths	<p>Number: Place value Number: 4 wks</p> <p>Addition and Subtraction- 5 wks</p> <p>Shape – 3 wks</p>			<p>Money – 2 wks</p> <p>Multiplication and division – 5 wks</p> <p>Length and height – 2 wks</p> <p>Mass, capacity and temperature-3 wks</p>			<p>Fraction – 3 wks</p> <p>Time – 3 wks</p> <p>Statistics – 2 wks</p> <p>Position and direction-2 wks</p> <p>Problem Solving and efficient methods-1wk (extra unit)</p>					
Science	<p>Living Things: Habitats</p> <p>Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. They name plants and animals in a range of habitats and recognise how living things depend on each other. Pupils create food chains to show the sequence that living things eat each other.</p> <p>Article 24 (health and health services)</p>	<p>Living Things: Microhabitats</p> <p>Building on their knowledge of habitats, pupils discover that microhabitats provide what minibeasts need to survive. They learn that scientists use a range of skills to answer questions and plan and carry out an experiment to find out the conditions woodlice prefer.</p> <p>Article 13 (find things out)</p>	<p>Uses of Everyday Materials</p> <p>Recognising that materials are suitable for specific purposes and understanding their properties, exploring how actions such as stretching and bending affect the shape of solid objects and comparing the suitability of materials by carrying out tests and recording data.</p> <p>Article 13 (find things out)</p>	<p>Animals: Life cycles and health</p> <p>Identifying and describing the different stages of animal life cycles, including that of humans, recording and interpreting data to show growth in humans and explaining how to keep healthy.</p> <p>Article 24 (health and health services)</p>	<p>Plants: Plants Growth</p> <p>Carrying out comparative tests, pupils discover the conditions required for seed germination. They use rulers to measure stem height and record data in a results table. Through practical investigation, pupils learn that plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Article 13 (find things out)</p>	<p>Making Connections: Plant based materials</p> <p>Children identify ways to reduce, reuse and recycle and draw on their knowledge of properties to invent unusual and creative uses for old objects. They discover some natural materials are derived from plants and look at the processes involved in making paper. Using their observational skills, they conduct simple tests to choose the most suitable material for making homemade plant pots, venturing outdoors to find natural materials to decorate them.</p>						



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PSHE	Establish class charters and positive classroom environment What makes a good friend?	What is bullying?	What jobs do people do?	What helps us keep safe?	What helps us grow and stay healthy? Article 24 (health and health services)	How do we recognise our feelings?
	My Happy Mind Meet your Brain Understanding my emotions Understanding others' emotions	My Happy Mind Celebrate Celebrating who I am Building self-esteem in others	My Happy Mind Appreciate Appreciate me Appreciating other	My Happy Mind Relate Building my relationships Relating to others	My Happy Mind Engage Pursuing my dreams Facilitating others' dreams	
UNICEF	First Steps to Rights: Unit 1: Introducing Basic Rights & Class Charters Unit 4: Food – Have you got enough to eat? Unit 5: Water – make links between own lives and lives of others		First Steps to Rights: Unit 3: Homes – What makes a home? Unit 6: Play – Play around the world – recognise similarities and differences between own lives and lives of others Unit 9: Safety – Who is safe? – compare own experiences to those of others		First Steps to Rights: Unit 2: Family – Give and take Unit 7: Cooperation – A traditional story Unit 8: Diversity – Is it fair?	
Computing	<p style="text-align: center;"><u>Purple Mash</u></p> <p>2 weeks - Transition period from Year 1 to Year 2. Using the laptops, logging on and switching off. Cross curricular computing</p> <p style="text-align: center;">Unit 2.2 – Online Safety (2 weeks)</p> <p><u>Project Evolve</u> Take project evolve quiz Project Evolve: Self Image and Identify (2 weeks)</p> <p style="text-align: center; color: #00AEEF;">Art 16 – keeping things private.</p>	<p style="text-align: center;"><u>Purple Mash</u></p> <p style="text-align: center;">Unit 2.5 – Effective Searching (3 weeks)</p> <p style="text-align: center; color: #00AEEF;">Art.13 – find out information.</p> <p><u>Project Evolve</u> Anti-Bullying week Project Evolve: 1 lesson on Online Bullying</p>	<p style="text-align: center;"><u>Purple Mash</u></p> <p style="text-align: center;">Unit 2.1 – Coding (5 weeks)</p> <p><u>Project Evolve</u> Project Evolve: 2 lessons on Managing Online Information.</p> <p style="text-align: center;">Safer Internet Day</p>	<p style="text-align: center;"><u>Purple Mash</u></p> <p style="text-align: center;">Unit 2.1 – Coding (5 weeks)</p> <p><u>Project Evolve</u> Project Evolve: 3 lessons on Online Relationships</p> <p style="text-align: center; color: #00AEEF;">Art 19 – Protected from harm</p>	<p style="text-align: center;"><u>Purple Mash</u></p> <p style="text-align: center;">Unit 2.6 Creating Pictures (lessons 1-5)</p> <p style="text-align: center; color: #00AEEF;">Art 28 – right to an education</p> <p><u>Project Evolve</u> Project Evolve: Online Reputation (2 lessons) Project Evolve: 1 lesson on Health, Wellbeing and Lifestyle</p>	<p style="text-align: center;"><u>Purple Mash</u></p> <p style="text-align: center;">Unit 2.8-Presenting ideas (4 weeks)</p> <p><u>Project Evolve</u> Project Evolve: 1 lesson on Copyright and Ownership Project Evolve: 2 lessons on Privacy and Security</p>



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PE The PE Hub	<u>Gymnastics</u> Art 31 (leisure, play & culture) <u>Unit Focus</u> Describe and explain how performers can transition and link elements. Perform with control and consistent basic actions. Create and perform a simple sequence.	<u>Dance</u> Art 31 (leisure, play & culture) <u>Unit Focus</u> Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform	<u>Gymnastics</u> Article 15 (freedom of association) <u>Unit Focus</u> Develop body management through a range of floor exercises. Use core strength to link recognised gymnastic elements. Attempt to use rhythm while performing a s sequence.	<u>Dance</u> Article 15 (freedom of association) <u>Unit Focus</u> Perform using more sophisticated formations as well as an individual. Use the stimuli to copy repeat and create dance actions and motives.	<u>Games and Athletics</u> <u>Hit Catch Run</u> Art 31 (leisure, play & culture) <u>Unit Focus</u> To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.	<u>Games and Athletics</u> <u>Attack Defend Shoot</u> Article 15 (freedom of association) <u>Unit Focus</u> Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment Recall and link combinations of skills eg dribbling and passing
RE B'ham Agreed Syllabus Sept 2022	<u>Autumn 1 Dispositions:</u> Living by rules Being temperate, exercising self-discipline and cultivating serene contentment Article 14 (freedom of thought, belief, and religion)	<u>Autumn 2 Dispositions:</u> Responding to suffering Sharing and being generous Article 14 (freedom of thought, belief, and religion)	<u>Spring 1 Dispositions:</u> Creating unity and harmony Participating and willing to lead Article 14 (freedom of thought, belief, and religion)	<u>Spring 2 Dispositions:</u> Caring for others, animals and the environment Being Merciful and Forgiving Article 30 (children from minority, indigenous groups)	<u>Summer 1 Dispositions:</u> Being attentive to the sacred as well as the precious Being reflective and self-critical Article 14 (freedom of thought, belief, and religion)	<u>Summer 2 Dispositions:</u> Being imaginative and exploratory Appreciating beauty Article 30 (children from minority, indigenous groups)
Music	<u>Autumn 1</u> Call and response song (Theme: Animals) Using instruments to represent animals, copying rhythms and creating call and response rhythms.	<u>Autumn 2</u> Instruments (Theme: Musical storytelling) Children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.	<u>Spring 1</u> Singing (Theme: On this Island) Learning folk songs and creating sounds to represent three contrasting landscapes: seaside, countryside and city.	<u>Spring 2</u> Contrasting Dynamics (Theme: Space) Developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.	<u>Summer 1</u> Structure (Theme: Myths and Legends) Developing an understanding of structure by exploring and ordering rhythms.	<u>Summer 2</u> Pitch (Theme: Musical Me) Exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.



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		Article 13 (freedom of expression)		Article 13 (freedom of expression)		Article 13 (freedom of expression)
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