

Curriculum Map for Year 2

Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>United Kingdom</p> <p>Why is the United Kingdom such an awesome place to visit? Build on Y1 "Community" and "Farming" to learn about the unique characteristics of each country in the U.K including their folk tales, food, and capital cities, complete with Lego/K'nex city constructions and making interactive books with flaps, sliders, wheels and popups of London. Compare to another country significant to the backgrounds of the children in the class/community</p>	<p>London</p> <p>What horrible things happened in London long a go and what can we learn from this? Develop an understanding of the significant events of The Gunpowder Plot and The Great Fire of London along with the lives of significant individuals at these times, using art and music to represent these.</p>	<p>Victorians</p> <p>Would you have survived as a Victorian child? Learn about Queen Victoria and compare aspects of Victorian childhood with life today, including schools, workhouses, factories and homes, whilst learning how to create rich and poor self-portraits.</p>	<p>Kings, Queens and Castles</p> <p>Who used to rule our country, were they any good and what happened when things went bad? Further develop understanding of monarchy from "Victorians" and explore the lives of Queen Elizabeth I and II, Henry VIII and how they have contributed to life today. Learn deeper about Medieval and Tudor castle life, from Year 1 "Castles", whilst making functional siege weapons and retelling fairy tales.</p>	<p>Animals and Dinosaurs</p> <p>Where in the world do animals come from and are zoos the best way to see them? Become map readers, palaeontologist and zoologist, studying animals of the past and present and their locations, drawing upon science from Y1 "Animals" to figure out the best geographical physical features needed for their own 'Jurassic Park', complete with clay dinosaur sculptures.</p>	<p>Islands</p> <p>Is every island the same as Great Britain and how can we look after the land, coast and sea? Compare human and physical features of the island of Great Britain with another island [Easter Island, New Zealand Australia, Madagascar, Caribbean] ways we can locate and direct ourselves across islands and the Impact of human behaviour on the physical features of coast and rivers, whilst making island models inspired by island cultures and Andy Goldsworthy</p>
English Texts	<p>-Jack and the Beanstalk by Steven Kellogg. -The secret of the Kelpie by Lari Don,.</p>	<p>-The Hundred and One Dalmations by Peter Bently and Dodie Smith. -The Great Fire of London by Emma Adams</p>	<p>-Queen Victoria's Bathing Machine by Gloria Whelan, Daisy Saves the Day by Shirley Huges</p>	<p>-Rapunzel by Bethan Woolvin, The Worst Princess by Anna Kemp and Sara Ogilvie</p>	<p>-The Owl who was Afraid of the Dark by Jill Tomlinson</p>	<p>-The Snail and the Whale by Julia Donaldson</p>

	<p>-The Silver Cow by Susan Cooper -Finn McCool and the Great Fish by Eve Bunting. -Out and about. A First Book of Poems by Shirley Hughes</p>	<p>-Guy Fawkes, the King and the Gunpowder Plot by Tom Bradman and Tony Bradman -All Aboard the London Bus by Patty Toht</p>	<p>-The Selfish Giant by Michael Foreman and Oscar Wilde Fair's Fair by Leon Garfield -100 Facts Victorian Britain by Jeremy Smith,</p>	<p>Castles by Colin Thompson -The King who Banned the Dark, age rating - Snow White Stories Around the World by Jessica Gunderson -See Inside Castles by Katie Daynes and David Hancock</p>	<p>- A First Book of Animals by Nicola Davies</p>	<p>-Katie Morag Island Stories by Mairi Heddiwig -Peter Pan and Wendy by J.M. Barrie (abridged by Robert Ingpen. -How Does a Lighthouse Work? By Roman Belyaev</p> <p>Heritage Week: Peter Pan by J.M. Barrie-Do</p>
<p>Mathematics</p>	<p>Place Value; Addition and Subtraction</p>	<p>Addition and Subtraction; Money; Multiplication and Division</p>	<p>Multiplication and Division : Shape</p>	<p>Statistics; Fractions; Length and height</p>	<p>Position and Direction; Time; Capacity, mass and Temperature</p>	<p>Capacity, mass and Temperature Problem solving and efficient methods</p>
<p>Science</p>	<p>Living things and their habitats 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, and how they depend on each other.</p>	<p>Uses of Everyday Materials 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.</p>	<p>Animals including humans Find out about 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>	<p>Plants 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.</p>	<p>Animals including humans Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>Living things and their habitats 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>

<p>Geography /History</p>	<p>GEOGRAPHY Name, locate, identify and compare characteristics of 4 countries and capital cities of UK and surrounding seas. Understand geographical sims/diffs through studying the human and physical geography of a small area of Kent compared to London, building upon Y1 "Community" and "Farming" Queen Elizabeth II and Royal Family locational and directional language using compass direction.</p>	<p>HISTORY To develop an understanding of events beyond living memory that are significant nationally The Gunpowder Plot - Build on Y1 from simply knowing the story, to understanding life for Catholics/Puritans and reasons for choices made. The Great Fire of London - How, why, when, who and where this event took place and what we can learn from it. Explore the lives of significant individuals - Guy Fawkes, King James 1st, Samuel Pepys, King Charles 2nd</p>	<p>HISTORY Understand and compare aspects of Victorian childhood with life today. Explore the life of significant individuals who have contributed to national and international achievements - Queen Victoria, Charles Dickens</p>	<p>HISTORY Explore and compare the lives and times of significant individuals [Henry VII, Queen Elizabeth I and II,] and how they have contributed to life today Build on Y1 "Castles" and aspects of life in different periods - medieval to Tudor castle life, siege/protection. Normans to Tudors to Today</p>	<p>GEOGRPAHY Name and locate the worlds 7 continents and 5 oceans Recognise basic physical features using geographical vocabulary Location and features of habitats in local area and around the world HISTORY study the lives significant palaeologists - Mary Anning</p>	<p>GEOGRPAHY Compare human and physical features of an area in UK, compared to another island [Easter Island, New Zealand, Madagascar] Focus: hills, mountains, coasts rivers locate them on UK and World maps in relation to the equator, continents and the UK Impact of human behaviour on the physical features of coast and rivers locational and directional language using compass direction HISTORY study lives and achievements of Columbus and James Cook Compare to other's studied this year</p>
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<p>Art /Design and Technology</p>	<p>DT (cooking and nutrition) Use the basic principles of a healthy varied diet to prepare traditional dishes from the UK. Develop Y1 "Farming", exploring food location and why these are traditional to each country. DT Construction and structures - Make their own Lego or K'nex structures of London Folding, cutting, sliders - make interactive book of London with pop-ups, tabs, flaps, wheels, sliders and other moving parts. Folding, cutting finishing - use printing techniques</p>	<p>ART To develop a range of art techniques (double-loading) using colour and texture to represent the colour and texture of fire. Develop drawing techniques of using line and tone when drawing Tudor and modern-day houses Revisit artist from Y1 to build on the techniques and art form for: Van Gough, Duffy, Derain, Rousseau</p>	<p>ART Use drawing skills to develop portraits with proportionate facial features. Create royal portraits in the style of Queen Victoria [paintings] and of those who were poor [charcoal drawings] Study paintings of Victoria by Franz Xaver Winterhalter or those displayed in the National Portrait Gallery website and make links to their own work. Compare to how other artists have represented the concept of portrait: Rembrandt (Baroque), Picasso (Cubist), Optional - William Morris - For patterned background for the portrait of a rich person</p>	<p>DT Design functional products following design criteria by designing own siege weapons. Explore and evaluate a range of existing siege weapons to compare Use mechanisms of wheels and axles, levers and sliders to create functioning siege weapons</p>	<p>ART Develop the skill of sculpture by creating own dinosaurs with modelling materials. Explore joining techniques. Explore the work of sculptors and model makers Compare to other sculpted art forms over the years</p>	<p>ART Create own 3D island with clear physical geographical features. Develop understanding and use of shape, form, texture and pattern through their own work and significant art/artists [Andy Goldsworthy; Papier Mache sculptures; art linked to the island cultures]</p>
<p>Music</p>	<p>Ourselves - Music Express [Exploring sounds] Our Land - Music express [Exploring sounds]</p>	<p>Music Express: To sing and chant with control, represent the period and event (London's Burning) Play tuned percussion Seasons - Music Express L1 [Pitch/sign language]</p>	<p>Toys - Music Express [Beat] Our Bodies - Music Express [Beat] Number - Music Express [Beat]</p>	<p>Blown away (recorder 2) - Charange [play tuned instruments] Seasons - Music Express L2/3 [Pitch and Melody] Travel - Music Express [Perfromance]</p>	<p>Animals - Music Express [Pitch] Dinosaurs - Charanga [singing]</p>	<p>Elgar- Enigma (Ten Pieces) [British Composers] Water - Music Express [Pitch]</p>

	Songs from Scotland - Charanga [siniging]					Storytime - Music Express [Exploring Sounds]
Computing	Online Safety Effective Searching	Making Music Spreadsheets	Coding	Questioning	creating pictures	presenting idea, extend using book creator/ Green screen to 7 weeks (3 extra weeks)
MFL	<ul style="list-style-type: none"> • Listening to Spanish stories and songs • Joining in with Spanish song, poems and rhyme • Spanish playground counting games 					
PE	Agility <i>changes in direction, speed and level</i>	Co-ordination <i>Throwing at a target</i>	Multi - Skills Running , hopping and jumping	Tag Rugby Carry ball , change speed and direction	Striking and Fielding Using a rounder's bat and tennis racquet	Athletics Running , relay, javelin, hurdles
	Gymnastics Hold body weight on one leg on apparatus	Healthy Heroes Work as a team to solve a challenge	Balance Hold a position when moving slightly	Dance Moving in response to the music- making gestures	Gymnastics Hold own body weight and turn	Balance Bikes Balance whilst travelling along small objects o
PSHE	Fun, food and fitness: who keeps me healthy?	Keeping safe : at home and outside	Sex and relationships : boys, girls and families		Mental Health: working and playing together	Drugs, alcohol and tobacco: medicines and me
RE	CREATION Who made the world?	INCARNATION Why does Christmas matter to Christians? <i>DIGGING DEEPER</i>	GOSPEL What is the good news that Jesus brings? <i>DIGGING DEEPER</i>	SALVATION Why does Easter matter to Christians? <i>DIGGING DEEPER</i>	ISLAM Who is a Muslim and what do they believe?	ISLAM Who is a Muslim and what do they believe? OR SCHOOL DESIGNED UNIT:A FAITH FOUND WITHIN YOUR LOCAL COMMUNITY