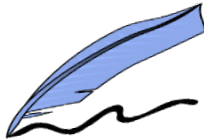



Curriculum Map - Year Two

	HT1	HT2	HT3	HT4	HT5	HT6
Unit of Study	Animals		Space		The Great Fire of London	
Writing 	The Crow's Tale – Narrative Big Cats – Non-Fiction	George and the Dragon – Narrative Non-Fiction instruction – How to make a bird feeder.	Stardust – Narrative Neil Armstrong – Non-Fiction, Q&A	Plants – Non-Fiction, Information Text	If I Were in Charge of the World – Poetry This is How We Do It – Non-fiction, letter.	The Great Fire of London – Non-fiction, Diary The Building Boy - Narrative
Curriculum Texts: 	<u>Text:</u> The Crow's Tale George and the Dragon How to make a Den/How to make a Bird Feeder		<u>Text:</u> Stardust Our World in Pictures I am Neil Armstrong		<u>Text:</u> If I were in Charge of the World The Great Fire of London This is How We Do It Building Boy	

Maths




	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Numbers within 100		Addition and subtraction of 2-digit numbers		Addition and subtraction word problems		Measures: Length		Graphs		Multiplication and division	
	<ul style="list-style-type: none"> • Read, write, represent, partition, compare and order numbers to 100 • Explore patterns including, odds and evens, tens and ones 		<ul style="list-style-type: none"> • Apply number bonds to add and subtract • Represent and explain addition and subtraction of two 2-digit numbers. • Add three 1-digit numbers 		<ul style="list-style-type: none"> • Introduction to bar models as a representation • Create, label and sketch bar models 		<ul style="list-style-type: none"> • Draw and measure lengths in centimetres • Use <, > and = to compare and order lengths in metres and centimetres 		<ul style="list-style-type: none"> • Represent and interpret: pictograms, block diagrams, tables and tally charts. 		<ul style="list-style-type: none"> • Explore multiplication and division through arrays • Explore division as grouping and as sharing • Connect multiplication and division facts using commutativity and inverse • Calculate the times tables of 2, 5, and 10 using different strategies 	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Spring	Time		Fractions		Addition and subtraction of 2-digit numbers		Money		Face, shapes and patterns; lines and turns		
	<ul style="list-style-type: none"> • Tell the time on an analogue clock: quarter past, quarter to and five minute intervals • Calculate durations of time in minutes and seconds • Sequence daily events • Minutes in an hour and hours in a day 		<ul style="list-style-type: none"> • Part-whole relationships • Fractions as part of a whole or a whole set • Relate to division • Equivalent fractions 		<ul style="list-style-type: none"> • Illustrate, represent and explain addition and subtraction involving regrouping including 'Make Ten', 'Round and adjust' and near doubles strategies 		<ul style="list-style-type: none"> • Recognise coins and notes • Use £ and p accurately • Add and subtract amounts • Calculate change 		<ul style="list-style-type: none"> • Explore, sort and describe 2-D shapes • Lines of symmetry in 2-D shapes • Identify 2-D shapes on 3-D shapes • Compare and sort 2-D and 3-D shapes • Use language to describe position, direction and rotation to follow a route 		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Summer	Numbers within 1000	Measures: Capacity and volume		Measures: Mass	Exploring calculation strategies		Exploring multiplicative thinking	
	<ul style="list-style-type: none"> • Represent in different ways • Compare using symbols • Read scales 	<ul style="list-style-type: none"> • Read and measure temperature • Estimate, measure and understand litres and millilitres • Compare and order capacities 		<ul style="list-style-type: none"> • Weigh and compare masses in kilograms and grams 	<ul style="list-style-type: none"> • Apply addition and subtraction strategies to solve equations • Illustrate and explain addition and subtraction using column method 		<ul style="list-style-type: none"> • Pattern seek with multiples of 2, 3, 4 5 and 10 using an array • Use known facts to derive facts from the 3 and 4 times tables. • Connect multiplication and division facts using commutativity and inverse 	

Everyone Achieves

<p>Science</p> 	<p><u>Living Things And Their Habitats</u></p> <ul style="list-style-type: none"> • 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. Practical exploration: use a range of resources to make each layer of the ocean. • 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. • Application of understanding – children use the nature reserve to create and observe habitats 	<p><u>Use of Everyday Materials</u></p> <ul style="list-style-type: none"> • 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><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> • 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><u>Plants</u></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.
<p>Art & Design</p>	<p><u>Craft and Design</u></p>	<p><u>Painting and Mixed Media</u></p> <p>Life in Colour</p>	<p><u>Sculpture and 3D</u></p> <p>Clay Houses</p>	



Comparison study – Richard Long and Claude Monet

Generating ideas:

- Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Using sketchbooks:

- Experiment in sketchbooks, using drawing to record ideas.

Making skills:

- Further demonstrate increased control with a greater range of media.

Knowledge of artists:

- Talk about art they have seen using some appropriate subject vocabulary.
- Create work from a brief, understanding that artists are sometimes commissioned to create art.
- Create and critique both figurative and abstract art, recognising some of the techniques used.

Evaluating and analysing:

- Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.
- Begin to talk about how they could improve their own work.
- Talk about how art is made.

Generating ideas:

- Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Making skills:

- Further demonstrate increased control with a greater range of media.
- Make choices about which materials and techniques to use to create an effect.
- Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.
- Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.

Knowledge of artists:

- Talk about art they have seen using some appropriate subject vocabulary.
- Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.

Generating ideas:

- Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Using sketchbooks:

- Experiment in sketchbooks, using drawing to record ideas.
- Use sketchbooks to help make decisions about what to try out next.

Making skills:


- Further demonstrate increased control with a greater range of media.
- Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.


Knowledge of artists:

- Talk about art they have seen using some appropriate subject vocabulary.
- Create and critique both figurative and abstract art, recognising some of the techniques used.



Evaluating and analysing:



- Explain their ideas and opinions about their own and others' artwork, beginning to recognise


		<p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. • Begin to talk about how they could improve their own work. • Talk about how art is made. 	<p>the stories and messages within in and showing an understanding of why they may have made it.</p> <ul style="list-style-type: none"> • Begin to talk about how they could improve their own work. • Talk about how art is made.
<p>Design Technology</p> 	<p><u>Structures</u></p> <p>Baby Bears Chair</p> <ul style="list-style-type: none"> • Generating and communicating ideas using sketching and modelling. • Learning about different types of structures, found in the natural world and in everyday objects. • Making a structure according to design criteria giving freedom for children to experiment with different structures as part of the design process. • Creating joints and structures from paper/card and tape. • Building a strong and stiff structure by folding paper. • Exploring the features of structures. • Comparing the stability of different shapes. 	<p><u>Mechanisms</u></p> <p>Moving Monster</p> <ul style="list-style-type: none"> • Creating a design criteria for a moving monster as a class. • Designing a moving monster for a specific audience in accordance with a design criteria. • Making linkages using card for levers and split pins for pivots. • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. • Cutting and assembling components neatly. 	<p><u>Mechanisms</u></p> <p>Fair Ground Wheel</p> <ul style="list-style-type: none"> • Selecting a suitable linkage system to produce the desired motions. • Designing a wheel. • Selecting appropriate materials based on their properties. • Selecting materials according to their characteristics. • Following a design brief. • Evaluating different designs. • Testing and adapting a design.

	<ul style="list-style-type: none"> • Testing the strength of their own structures. • Identifying the weakest part of a structure. • Evaluating the strength, stiffness and stability of their own structure. 	<ul style="list-style-type: none"> • Evaluating own designs against design criteria. • Using peer feedback to modify a final design. 				
<p>Music</p> 	<p>Musical Spotlight: Pulse, Rhythm and Pitch</p> <p>Social Question: How Does Music Help Us to Make Friends?</p> <ul style="list-style-type: none"> • Find and keep a steady beat. • Keep a steady beat when improvising. • Listen to the music carefully, move to the music. • Play or clap simple rhythmic patterns using long and short sounds. • Clap four-beat rhythms, creating long and short sounds. 	<p>Musical Spotlight: Playing in an Orchestra</p> <p>Social Question: How Does Music Teach Us About the Past?</p> <ul style="list-style-type: none"> • Find and keep a steady beat. • Keep a steady beat when improvising. • Listen to the music carefully, move to the music. • Play or clap simple rhythmic patterns using long and short sounds. • Clap four-beat rhythms, creating long and short sounds. • Respond to the questions and use any 	<p>Musical Spotlight: Inventing a Musical Story</p> <p>Social Question: How Does Music Make the World a Better Place?</p> <ul style="list-style-type: none"> • Find and keep a steady beat. • Keep a steady beat when improvising. • Listen to the music carefully, move to the music. • Play or clap simple rhythmic patterns using long and short sounds. 	<p>Musical Spotlight: Recognising Different Sounds?</p> <p>Social Question: How Does Music Teach Us About Our Neighbourhood?</p> <ul style="list-style-type: none"> • Find and keep a steady beat. • Keep a steady beat when improvising. • Listen to the music carefully, 	<p>Musical Spotlight: Exploring Improvisation</p> <p>Social Question: How Does Music Make Us Happy?</p> <ul style="list-style-type: none"> • Find and keep a steady beat. • Keep a steady beat when improvising. • Listen to the music carefully, move to the music. 	<p>Musical Spotlight: Our Big Concert</p> <p>Social Question: How Does Music Teach Us About Looking After Our Planet?</p> <ul style="list-style-type: none"> • Find and keep a steady beat. • Keep a steady beat when improvising. • Listen to the music carefully, move to the music. • Play or clap simple rhythmic patterns using



	<ul style="list-style-type: none"> • Respond to the questions and use any musical words you know. • Explore your feelings and thoughts towards the music. • Respond to different high and low pitches. <p>Improvising using one, two or three notes, using C, D and E.</p>	<p>musical words you know.</p> <ul style="list-style-type: none"> • Explore your feelings and thoughts towards the music. • Respond to different high and low pitches. <p>Improvising using one, two or three notes, using C, D and E.</p>	<ul style="list-style-type: none"> • Clap four-beat rhythms, creating long and short sounds. • Respond to the questions and use any musical words you know. • Explore your feelings and thoughts towards the music. • Respond to different high and low pitches. <p>Improvising using one, two or three notes, using C, D and E.</p>	<p>move to the music.</p> <ul style="list-style-type: none"> • Play or clap simple rhythmic patterns using long and short sounds. • Clap four-beat rhythms, creating long and short sounds. • Respond to the questions and use any musical words you know. • Explore your feelings and thoughts towards the music. • Respond to different high and low pitches. <p>Improvising using one, two</p>	<ul style="list-style-type: none"> • Play or clap simple rhythmic patterns using long and short sounds. • Clap four-beat rhythms, creating long and short sounds. • Respond to the questions and use any musical words you know. • Explore your feelings and thoughts towards the music. • Respond to different high and low pitches. <p>Improvising using one, two or three notes,</p>	<p>long and short sounds.</p> <ul style="list-style-type: none"> • Clap four-beat rhythms, creating long and short sounds. • Respond to the questions and use any musical words you know. • Explore your feelings and thoughts towards the music. • Respond to different high and low pitches. <p>Improvising using one, two or three notes, using C, D and E.</p>
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				or three notes, using C, D and E.	using C, D and E.	
History						
 		<p><u>Skill:</u></p> <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • sequence events using a timeline • use dates to order and place events on a timeline. • give reasons for some important events <p><u>Knowledge:</u></p> <p><u>The lives of significant individuals in the past who have contributed to national and international achievements</u></p> <ul style="list-style-type: none"> • who were Neil Armstrong, Buzz Aldrin and Michael Collins • who is Tim Peake • why are they remembered in history <p><u>Events beyond living memory that are significant nationally or globally</u></p> <ul style="list-style-type: none"> • how The Space Race started and developed • how the moon landing and Apollo missions took place • the impact of the moon landing on civilisation 	<p><u>Skill:</u></p> <p><u>Historical Interpretation</u></p> <ul style="list-style-type: none"> • describe events beyond living memory that are significant nationally or globally • compare pictures or photographs of people or events in the past • identify different ways to represent the past • Provide an account of a historical event based on more than one source • Identify similarities and differences between ways of life in different periods <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • find out about people and events in other times • how to use a source of evidence and information – why, what, who, how, where to ask questions and find answers • discuss the effectiveness of sources to answer questions about the past and make comparisons 			

			<p><u>Knowledge: Events beyond living memory that are significant nationally or globally</u></p> <ul style="list-style-type: none"> • how, where and why The Great Fire of London started • what was London like at the time • what impact did the fire have on London • about the lives of influential figures at the time
<p>Geography</p>  	<p><u>Would you prefer to live in a hot or cold place?</u></p> <ul style="list-style-type: none"> ▪ key skills for exploring atlases, maps and globes ▪ Name and locate the seven continents on a world map. ▪ Locate the North and the South Poles on a world map. ▪ Locate the Equator on a world map. ▪ Describe some similarities and differences between the UK and Kenya. ▪ Recognise the features of hot and cold places. ▪ Locate some countries with hot or cold climates on a world map. 	<p><u>Why is our world wonderful?</u></p> <ul style="list-style-type: none"> ▪ Identify and locate characteristics of the UK on a map. ▪ Identify human and physical features. ▪ Locate human and physical features on a world map. ▪ Explain the difference between oceans and seas. ▪ Name and locate the five 	<ul style="list-style-type: none"> ▪ Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.

			<p>oceans on a world map.</p> <ul style="list-style-type: none"> ▪ Use an aerial photograph to draw a simple sketch map. ▪ Collect data by sketching findings on a map and completing a tally chart. <p>Present their findings in a bar chart.</p>			
<p>Computing</p> 	<p><u>Computing systems and networks – IT around us</u></p> <ul style="list-style-type: none"> • To recognise the uses and features of information technology • To identify the uses of information technology in the school • To identify information 	<p><u>Creating media – Digital photography</u></p> <ul style="list-style-type: none"> • To use a digital device to take a photograph • To make choices when taking a photograph • To describe what makes a good photograph • To decide how photographs can be improved • To use tools to change an image 	<p><u>Programming A – Robot algorithms</u></p> <ul style="list-style-type: none"> • To describe a series of instructions as a sequence • To explain what happens when we change the order of instructions • To use logical reasoning to predict the outcome of a program (series of commands) 	<p><u>Data and information – Pictograms</u></p> <ul style="list-style-type: none"> • To recognise that we can count and compare objects using tally charts • To recognise that objects can be represented as pictures • To create a pictogram • To select objects by attribute and 	<p><u>Creating media – Making music</u></p> <ul style="list-style-type: none"> • To say how music can make us feel • To identify that there are patterns in music • To show how music is made from a series of notes 	<p><u>Programming B – An introduction to quizzes</u></p> <ul style="list-style-type: none"> • To explain that a sequence of commands has a start • To explain that a sequence of commands has an outcome

	<p>technology beyond school</p> <ul style="list-style-type: none"> To explain how information technology helps us To explain how to use information technology safely <p>To recognise that choices are made when using information technology</p>	<p>To recognise that photos can be changed</p>	<ul style="list-style-type: none"> To explain that programming projects can have code and artwork To design an algorithm <p>To create and debug a program that I have written</p>	<p>make comparisons</p> <ul style="list-style-type: none"> To recognise that people can be described by attributes <p>To explain that we can present information using a computer</p>	<ul style="list-style-type: none"> To show how music is made from a series of notes To create music for a purpose <p>To review and refine our computer work</p>	<ul style="list-style-type: none"> To create a program using a given design To change a given design To create a program using my own design To decide how my project can be improved
<p>RE</p> 	<p><u>Who is a Muslim and what do they believe?</u></p> <ul style="list-style-type: none"> Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad Recognise that Muslims do not draw Allah or the Prophet, but use 	<p><u>Who is Jewish and what do they believe?</u></p> <ul style="list-style-type: none"> Talk about the fact that Jewish people believe in God Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) Talk about how the mezuzah in the home reminds Jewish people about God. 	<p><u>What can we learn from sacred books?</u></p> <p><u>Islam</u></p> <ul style="list-style-type: none"> Talk about some of the stories that are used in religion and why people still read them Recognise some ways in which Muslims treat their sacred books Recognise that sacred texts contain stories which are special to many people and should be treated with respect Re-tell stories from Islam and suggest the meaning of these stories Talk about issues of good and bad, right and wrong arising from the stories 		<p><u>What makes some places sacred?</u></p> <p><u>Islam</u></p> <ul style="list-style-type: none"> Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used Talk about ways in which stories, objects, symbols and actions used in mosques show what people believe Describe some of the ways in which people use music in 	

	<p>calligraphy to say what God is like</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah • Re-tell a story about the life of the Prophet Muhammad • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel • Recognise some objects used by Muslims and suggest why they are important 	<ul style="list-style-type: none"> • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat <p>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means</p>	<p><u>What can we learn from sacred books?</u></p> <p><u>Judaism</u></p> <ul style="list-style-type: none"> • Talk about some of the stories that are used in religion and why people still read them • Recognise some ways in which Jewish people treat their sacred books • Recognise that sacred texts contain stories which are special to many people and should be treated with respect • Re-tell stories from Judaism and suggest the meaning of these stories • Talk about issues of good and bad, right and wrong arising from the stories 	<p>worship, and talk about how different kinds of music makes them feel</p> <p><u>What makes some places sacred?</u></p> <p><u>Judaism</u></p> <ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used • Talk about ways in which stories, objects, symbols and actions used in a synagogue show what people believe • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel
<p>PSHE</p> 	<p><u>Families and friendships</u></p> <ul style="list-style-type: none"> • making friends • feeling lonely and getting help 	<p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> • belonging to a group • roles and responsibilities 	<p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> • why sleep is important • medicines and keeping healthy 	

	<p><u>Safe relationships</u></p> <ul style="list-style-type: none"> • managing secrets • resisting pressure and getting help • recognising hurtful behaviour <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> • recognising things in common and differences • playing and working cooperatively • sharing opinions <p><u>Mental Health</u> Managing feelings and asking for help</p>	<ul style="list-style-type: none"> • being the same and different in the community <p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> • the internet in everyday life • online content and information <p><u>Money and work</u></p> <ul style="list-style-type: none"> • what money is • needs and wants • looking after money <p><u>Mental Health</u> Managing feelings</p>	<ul style="list-style-type: none"> • keeping teeth healthy • managing feelings and asking for help <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> • growing older • naming body parts • moving class or year <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> • safety in different environment • risk and safety at home • emergencies 			
<p>British Values</p> 		<p>Rule of Law</p>	<p>Individual Liberty</p>	<p>Mutual Respect</p>	<p>Tolerance of others</p>	<p>Democracy</p>
<p>PE</p> 	<p><u>Ball Skills</u></p> <ul style="list-style-type: none"> • Perform some dribbling skills with hands and feet using space 	<p><u>Racquet Skills</u></p> <ul style="list-style-type: none"> • Stand in a ready position holding a 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Make body tense, relaxed, curled and stretched, in a range of movements. • Perform a sequence with changes in speed & direction including 3 different actions (<i>sometimes giving advice to others</i>) 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Run with agility and confidence. • Learn the best jumping techniques for distance. • Throw different objects in a variety of ways. 		

	<ul style="list-style-type: none"> • Pass a ball accurately (hands & feet) over longer distances to a team mate • Combine stopping, pick up/collect & send a ball accurately to other players • Be able to describe what the effects of exercise have on their bodies. <p><u>Team Games</u></p> <ul style="list-style-type: none"> • Make simple decisions about when /where to move in game to receive a ball • Play small sided conditioned games of no more than 4 a side. • Understand what a team mate is and an opponent 	<p>racquet correctly</p> <ul style="list-style-type: none"> • Tap the ball/shuttle cock off of the racquet <p><u>Team Games</u></p> <ul style="list-style-type: none"> • Make simple decisions about when /where to move in game to receive a ball • Play small sided conditioned games of no more than 4 a side. • Understand what a team mate is and an opponent 	<ul style="list-style-type: none"> • Be still on single/two + points of contact on floor/apparatus showing tension & control • Link known shape/travel/roll/jump to a balance using floor & on apparatus • Jump/land with control using different body shapes in flight <p><u>Dance</u></p> <ul style="list-style-type: none"> • Change rhythm, speed, level and direction with consistency. • Dance with control and co-ordination. • Make a sequence by linking sections together. • Link some movement to show a mood or feeling. 	<ul style="list-style-type: none"> • Hurdle an obstacle and maintain effective running style • Run for distance. • Complete an obstacle course with control and agility. • Use relay batons in relay games. <p><u>Striking & Fielding</u></p> <ul style="list-style-type: none"> • Send a ball off a tee using a bat or a racket • Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops • Stop moving when the 'bowler' has the ball • Play as a fielder and pass the ball back to the bowler to make the runner stop • Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)
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