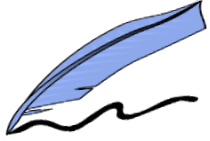





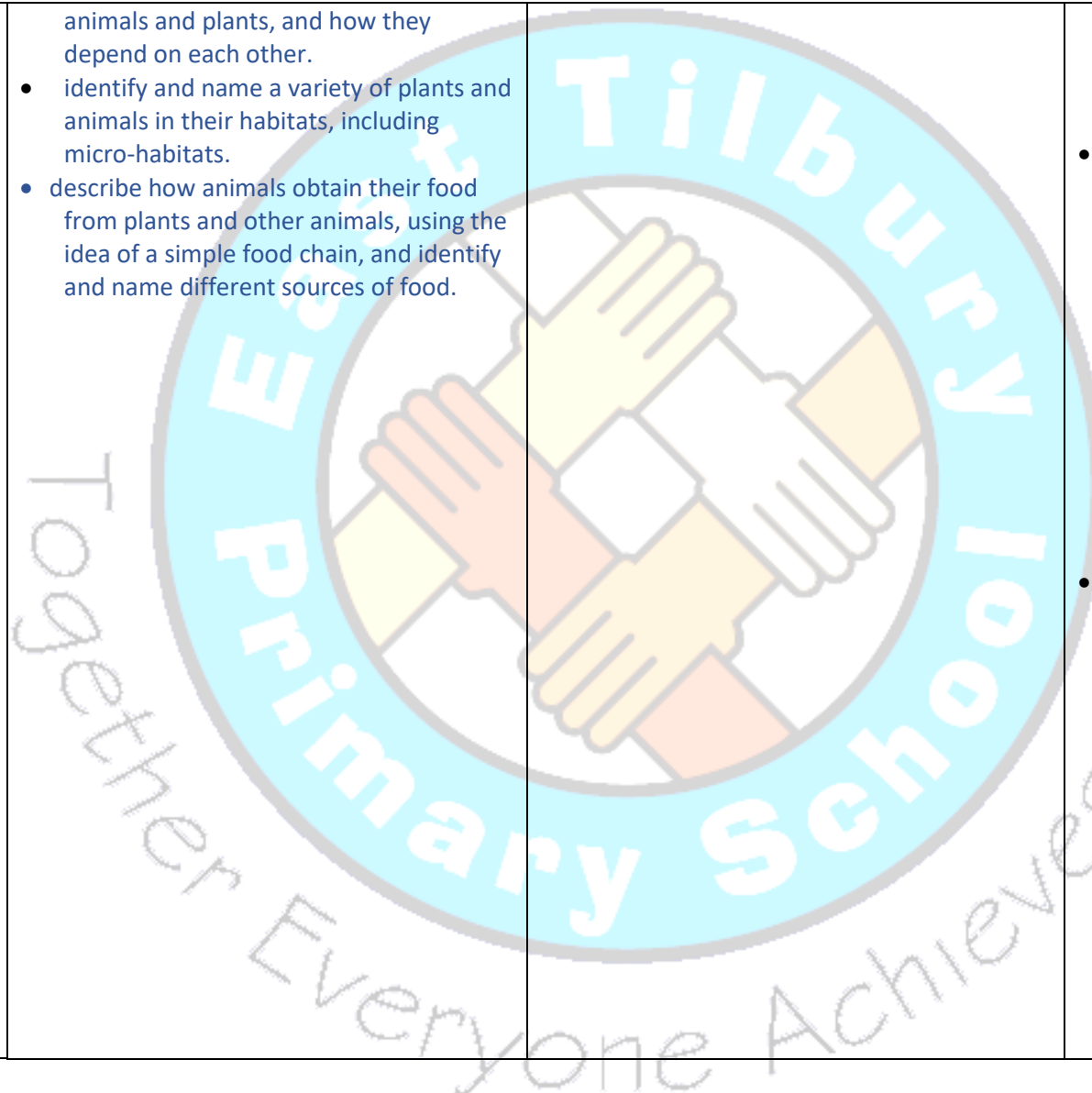
Curriculum Map - Year Two

	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 	<u>Strands:</u> Place Value – to 100  Addition – to 100, add to the next ten, add across tens, add 2 digits to 2 digits.		<u>Strands:</u> Money – count pence and pounds (notes and coins), count pounds and pence, chose notes and coins, make the same amount, compare		<u>Strands:</u> Measurement – length & height Position & Direction Measurement – time Measurement – mass, capacity & temperature	

	<p>Subtraction – to 100, subtract across ten, subtract from a ten, subtract 2 digits from 2 digits</p> <p>Shape 2D and 3D – count sides and vertices, draw 2D shapes, recognise and draw lines of symmetry, use lines of symmetry to complete shapes, count faces, edges and vertices of 3D shapes</p> <p><u>Times tables:</u> Two, Ten, five, count in 3s</p>	<p>amounts, calculate with money, make a pound</p> <p>Multiplication – recognise, add and make equal groups, use arrays, doubling,</p> <p>Division – make equal groups by grouping and sharing, halving,</p> <p>Odd and even numbers, multiply and divide by 10 and 5</p> <p>Length and Height – measure in metres and centimetres, compare and order lengths and heights</p> <p>Mass, Capacity, temperature – compare mass, measure in grams and kilogrammes, volume and capacity, measure in g, kg, ml, litres</p> <p><u>Times tables:</u> Ten, Five, Three</p>	<p><u>Times tables:</u> Two, Five, <u>Ten</u>, Three</p>	
<p>Science</p> 	<p><u>Living Things And Their Habitats</u></p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• 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</li> </ul>	<p><u>Use of Everyday Materials</u></p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have</li> </ul>	<p><u>Plants</u></p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> </ul>

- 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.

- offspring which grow into adults
  - 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.
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.



## Art & Design



## Craft and Design

### Map it Out

#### 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.
- 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 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

## Painting and Mixed Media

### Life in Colour

#### 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

## Sculpture and 3D

### Clay Houses

#### 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:



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

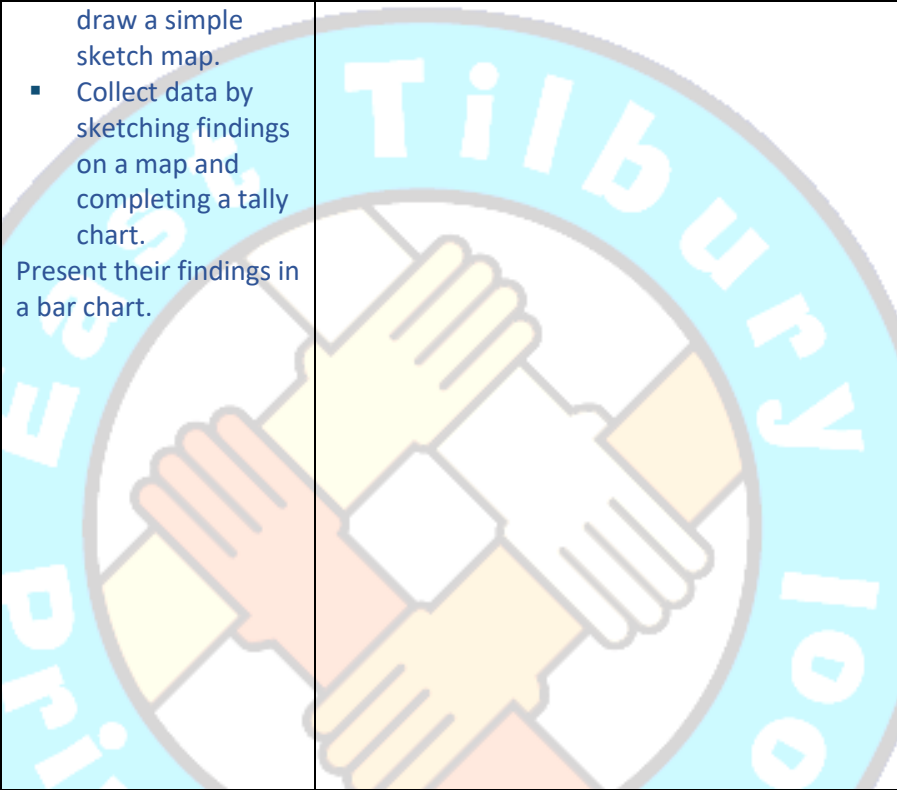

	<ul style="list-style-type: none"> <li>• Testing the strength of their own structures.</li> <li>• Identifying the weakest part of a structure.</li> <li>• Evaluating the strength, stiffness and stability of their own structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating own designs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

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






			<p><u>Knowledge: Events beyond living memory that are significant nationally or globally</u></p> <ul style="list-style-type: none"> <li>• how, where and why The Great Fire of London started</li> <li>• what was London like at the time</li> <li>• what impact did the fire have on London</li> <li>• about the lives of influential figures at the time</li> </ul>
<p>Geography</p>  	<p><u>Would you prefer to live in a hot or cold place?</u></p> <ul style="list-style-type: none"> <li>▪ Name and locate the seven continents on a world map.</li> <li>▪ Locate the North and the South Poles on a world map.</li> <li>▪ Locate the Equator on a world map.</li> <li>▪ Describe some similarities and</li> </ul>	<p><u>Why is our world wonderful?</u></p> <ul style="list-style-type: none"> <li>▪ Identify and locate characteristics of the UK on a map.</li> <li>▪ Identify human and physical features.</li> <li>▪ Locate human and physical features on a world map.</li> <li>▪ Explain the difference between oceans and seas.</li> <li>▪ Name and locate the five oceans on a world map.</li> <li>▪ Use an aerial photograph to</li> </ul>	

	<p>differences between the UK and Kenya.</p> <ul style="list-style-type: none"> <li>Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.</li> <li>Recognise the features of hot and cold places.</li> </ul> <p>Locate some countries with hot or cold climates on a world map.</p>	<p>draw a simple sketch map.</p> <ul style="list-style-type: none"> <li>Collect data by sketching findings on a map and completing a tally chart.</li> </ul> <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"> <li>To recognise the uses and features of information technology</li> </ul>	<p><u>Creating media – Digital photography</u></p> <ul style="list-style-type: none"> <li>To use a digital device to take a photograph</li> <li>To make choices when taking a photograph</li> </ul>	<p><u>Programming A – Robot algorithms</u></p> <ul style="list-style-type: none"> <li>To describe a series of instructions as a sequence</li> <li>To explain what happens when we change the order of instructions</li> </ul>	<p><u>Data and information – Pictograms</u></p> <ul style="list-style-type: none"> <li>To recognise that we can count and compare objects using tally charts</li> <li>To recognise that objects can</li> </ul>	<p><u>Creating media – Making music</u></p> <ul style="list-style-type: none"> <li>To say how music can make us feel</li> <li>To identify that there are patterns in music</li> </ul>	<p><u>Programming B – An introduction to quizzes</u></p> <ul style="list-style-type: none"> <li>To explain that a sequence of commands has a start</li> </ul>	

	<ul style="list-style-type: none"> <li>To identify the uses of information technology in the school</li> <li>To identify information technology beyond school</li> <li>To explain how information technology helps us</li> <li>To explain how to use information technology safely</li> </ul> <p>To recognise that choices are made when using information technology</p>	<ul style="list-style-type: none"> <li>To describe what makes a good photograph</li> <li>To decide how photographs can be improved</li> <li>To use tools to change an image</li> </ul> <p>To recognise that photos can be changed</p>	<ul style="list-style-type: none"> <li>To use logical reasoning to predict the outcome of a program (series of commands)</li> <li>To explain that programming projects can have code and artwork</li> <li>To design an algorithm</li> </ul> <p>To create and debug a program that I have written</p>	<p>be represented as pictures</p> <ul style="list-style-type: none"> <li>To create a pictogram</li> <li>To select objects by attribute and make comparisons</li> <li>To recognise that people can be described by attributes</li> </ul> <p>To explain that we can present information using a computer</p>	<ul style="list-style-type: none"> <li>To show how music is made from a series of notes</li> <li>To show how music is made from a series of notes</li> <li>To create music for a purpose</li> </ul> <p>To review and refine our computer work</p>	<ul style="list-style-type: none"> <li>To explain that a sequence of commands has an outcome</li> <li>To create a program using a given design</li> <li>To change a given design</li> <li>To create a program using my own design</li> <li>To decide how my project can be improved</li> </ul>
<p>RE</p> 	<p><u>Who is a Muslim and what do they believe?</u></p> <ul style="list-style-type: none"> <li>Talk about the fact that Muslims believe in God (Allah) and follow</li> </ul>	<p><u>Who is Jewish and what do they believe?</u></p> <ul style="list-style-type: none"> <li>Talk about the fact that Jewish people believe in God</li> <li>Recognise that some Jewish people</li> </ul>	<p><u>What can we learn from sacred books?</u></p> <p><u>Islam</u></p> <ul style="list-style-type: none"> <li>Talk about some of the stories that are used in religion and why people still read them</li> <li>Recognise some ways in which Muslims treat their sacred books</li> </ul>	<p><u>What makes some places sacred?</u></p> <p><u>Islam</u></p> <ul style="list-style-type: none"> <li>Identify special objects and symbols found in a place where people worship and be able to say</li> </ul>		



<p>PSHE</p> 	<p><u>Families and friendships</u></p> <ul style="list-style-type: none"> <li>• making friends</li> <li>• feeling lonely and getting help</li> </ul> <p><u>Safe relationships</u></p> <ul style="list-style-type: none"> <li>• managing secrets</li> <li>• resisting pressure and getting help</li> <li>• recognising hurtful behaviour</li> </ul> <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> <li>• recognising things in common and differences</li> <li>• playing and working cooperatively</li> <li>• sharing opinions</li> </ul>	<p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> <li>• belonging to a group</li> <li>• roles and responsibilities</li> <li>• being the same and different in the community</li> </ul> <p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> <li>• the internet in everyday life</li> <li>• online content and information</li> </ul> <p><u>Money and work</u></p> <ul style="list-style-type: none"> <li>• what money is</li> <li>• needs and wants</li> <li>• looking after money</li> </ul>	<p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> <li>• why sleep is important</li> <li>• medicines and keeping healthy</li> <li>• keeping teeth healthy</li> <li>• managing feelings and asking for help</li> </ul> <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> <li>• growing older</li> <li>• naming body parts</li> <li>• moving class or year</li> </ul> <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> <li>• safety in different environment</li> <li>• risk and safety at home</li> <li>• emergencies</li> </ul>			
<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"> <li>• Perform some dribbling skills with hands and feet using space</li> <li>• Pass a ball accurately (hands &amp; feet) over longer distances to a team mate</li> <li>• Combine stopping, pick up/collect &amp; send a ball accurately to other players</li> <li>• Be able to describe what the effects of exercise have on their bodies.</li> </ul> <p><u>Team Games</u></p> <ul style="list-style-type: none"> <li>• Make simple decisions about when /where to move in game to receive a ball</li> <li>• Play small sided conditioned games of no more than 4 a side.</li> <li>• Understand what a team mate is and an opponent</li> </ul>	<p><u>Racquet Skills</u></p> <ul style="list-style-type: none"> <li>• Stand in a ready position holding a racquet correctly</li> <li>• Tap the ball/shuttle cock off of the racquet</li> </ul> <p><u>Team Games</u></p> <ul style="list-style-type: none"> <li>• Make simple decisions about when /where to move in game to receive a ball</li> <li>• Play small sided conditioned games of no more than 4 a side.</li> </ul>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Make body tense, relaxed, curled and stretched, in a range of movements.</li> <li>• Perform a sequence with changes in speed &amp; direction including 3 different actions (<i>sometimes giving advice to others</i>)</li> <li>• Be still on single/two + points of contact on floor/apparatus showing tension &amp; control</li> <li>• Link known shape/travel/roll/jump to a balance using floor &amp; on apparatus</li> <li>• Jump/land with control using different body shapes in flight</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Change rhythm, speed, level and direction with consistency.</li> <li>• Dance with control and co-ordination.</li> <li>• Make a sequence by linking sections together.</li> <li>• Link some movement to show a mood or feeling.</li> </ul>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• Run with agility and confidence.</li> <li>• Learn the best jumping techniques for distance.</li> <li>• Throw different objects in a variety of ways.</li> <li>• Hurdle an obstacle and maintain effective running style</li> <li>• Run for distance.</li> <li>• Complete an obstacle course with control and agility.</li> <li>• Use relay batons in relay games.</li> </ul> <p><u>Striking &amp; Fielding</u></p> <ul style="list-style-type: none"> <li>• Send a ball off a tee using a bat or a racket</li> <li>• Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops</li> <li>• Stop moving when the 'bowler' has the ball</li> <li>• Play as a fielder and pass the ball back to the bowler to make the runner stop</li> <li>• Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)</li> </ul>
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		<ul style="list-style-type: none"><li>• Understand what a team mate is and an opponent</li></ul>	
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