

Year Two: Curriculum map 2020-21

Subject	Autumn 1 st half	Autumn 2 nd half	Spring 1 st half	Spring 2 nd half	Summer 1 st half	Summer 2 nd half
Special Occasions	Roald Dahl Day	Christmas	World Book day	Easter/Shakespeare week		Science Week
English	Whole school project: This is Me! Narrative: Roald Dahl – George’s Marvellous Medicine. Dogger The man who wore all his clothes. Poetry: descriptive, list, haiku, acrostic poetry (Across all themes/texts) Non-fiction: The Great Fire of London, The Gunpowder Plot, Toys: Information text, leaflet, report text. Christmas: Christmas themed writing		Narrative: Red Riding Hood The Diary of a Killer Cat – Anne Fine Storytelling and Fables. Shakespeare – Romeo and Juliet (15-21 March) Poetry: descriptive, list, haiku, acrostic poetry Non-fiction: report text, instructions, explanation texts persuasive adverts. Easter: Easter themed writing		Narrative: The Owl who was afraid of the dark – Jill Tomlinson The Lighthouse Keeper’s Lunch – David and Rhonda Armitage Lost and Found – Oliver Jeffers Poetry: descriptive poetry, riddles, cinquain and acrostic poems. Non-fiction: Nocturnal animals, caterpillars and habitats. Report texts, Info texts, Explanation texts. Science week: Science topic themed writing	
Maths	Place Value Addition and subtraction Money Multiplication and division		Multiplication and division Statistics Shape Fractions Length and height		Position and Direction Time Mass, capacity and temperature	
Topic	Time Detectives					
Science	Use of everyday materials: Archaeologists – tools and methods. Uses of materials for toys in the past compared to the present day. Materials used for house building in the 17 th C and the changes made after the fire. <ul style="list-style-type: none"> To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (e.g. Houses in the Great Fire, old toys) To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and 		The Empty Pot Investigate plants and understand what seeds and bulbs need to grow WORKING SCIENTIFICALLY Ask and raise their own scientific questions Use first-hand practical experiences to find answers Gather and record data using diagrams, words and charts Perform simple tests Observe closely Discuss what they have found out Use simple equipment SCIENTIFIC KNOWLEDGE Observe and describe how seeds and bulbs grow		Happy, Healthy Me Exercise and nutrition, thinking about how we can stay fit and healthy. WORKING SCIENTIFICALLY Ask and raise their own scientific questions Use first-hand practical experiences to find answers Gather and record data using diagrams, words and charts Perform simple tests Observe closely Discuss what they have found out Use simple equipment SCIENTIFIC KNOWLEDGE Find out about and describe the basic needs of	

stretching.	<p>into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Through the Keyhole Explore different habitats and what lives there</p> <p>SCIENTIFIC KNOWLEDGE Explore and compare the differences between things that are living, dead and have never been alive Identify that most living things live in habitats to which they are suited Describe how different habitats provide for the basic needs of different kinds of animals and plants 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 Identify and name different sources of food</p>	<p>animals, including humans, for survival (water, food, air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>
<p>History Changes within living memory:</p> <ul style="list-style-type: none"> • Toys from the past • Local History • Transport <p>Events beyond living memory that are significant nationally or globally:</p> <ul style="list-style-type: none"> • The Great Fire of London • The Gunpowder Plot <p>The lives of significant individuals in the past who have contributed to national and international achievements:</p> <ul style="list-style-type: none"> • Florence Nightingale/Mary Seacole • Queen Elizabeth I/Queen Victoria/Edith Cavell 	<p>Town Mouse, Country Mouse Geography Compare human / physical features of rural and urban settings (UK and non-UK). Identify similarities and differences in physical/human geography between an area of the UK and non-European area Develop geographical vocabulary eg rural, urban, town, countryside, vegetation Use aerial photos and plans to identify features human and physical Use world maps, atlases and globes Use simple compass directions and locational language to describe the location of features and routes on a map</p>	<p>Round the World with the Three Bears Geography Develop atlas skills to identify continents and countries. Name and locate the world's 7 continents and 5 oceans Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas Use world maps, atlases and globes Use simple compass directions and locational language Use aerial photos and plans Devise simple maps including geography of school grounds</p>

		<p>Device simple maps and create a key using symbols</p> <p>Name and locate the world's 7 continents and 5 oceans</p> <p>Name, locate and identify the four countries of the UK, their capital cities and the surrounding areas</p> <p>Unsinkable?</p> <p>History – significant event – The Titanic</p> <p>Learn that the past is constructed from a range of sources and is represented in different ways</p> <p>Use a range of artefacts, pictures, stories and online sources to answer historical questions</p> <p>Understand different representations of the past by drawing comparisons</p> <p>Ask a wide range of questions about the past using parts of stories and sources</p> <p>Describe and understand the significance of historical events beyond living memory (nationally or globally)</p> <p>Describe key people from the past who have contributed to national</p> <p>Place key dates /eras on a timeline to develop chronological language and to identify similarities and differences between ways of life in different periods</p> <p>Know about changes within living memory and how they affected changes in national life</p> <p>Know about local historical events, people and places</p> <p>Use a wider range of historical vocabulary eg decade, century, source</p>	<p>Develop geographical vocabulary</p> <p>Locate and name hot and cold areas in the world using atlases and globes in relation to Equator and the North/South Poles</p> <p>Identify daily weather and seasonal weather patterns in the UK</p> <p>Identify similarities/differences in physical/human geography between an area of the UK and non-European area</p> <p>Time Travellers</p> <p>History</p> <p>Compare the two pioneers, using a range of sources and looking for similarities and differences.</p> <p>Use a range of artefacts, pictures, stories and online sources to answer historical questions</p> <p>Understand different representations of the past by drawing comparisons</p> <p>Ask a wide range of questions about the past using parts of stories and sources</p> <p>Describe and understand the significance of historical events beyond living memory (nationally or globally)</p> <p>Describe key people from the past who have contributed to national and international achievements and understand their significance</p> <p>Place key dates /eras on a timeline to develop chronological language and to identify similarities and differences between ways of life in different periods</p> <p>Know about changes within living memory and how they affected changes in national life</p> <p>Know about local historical events, people and places</p> <p>Use a wider range of historical vocabulary eg decade, century, source</p>
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Art	Art week (Aut 2020): Seurat – pointillism The Great Fire of London Painting – by an unknown artist		Great Britain, Great Britons Create a sculpture using work of Mackenzie Thorpe as inspiration. In sculpture, create and combine shapes to make recognisable shapes Use range of pencils to draw lines of different lengths / thickness and show pattern using dots and lines Use correct artistic vocabulary Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials Describe differences and similarities and make links to own work Know about the work of a range of artists, craft makers and designers
DT	Puppets - textiles	Town Mouse, Country Mouse - Structures Design and build a house for the mice using a range of tools, materials and components. Design products for others and themselves that are purposeful, functional and appealing Generate, develop, model and communicate ideas through talking, drawing, templates and ICT Build structures, exploring ways to stiffen, stabilise and strengthen Select from and use a wide range of materials and components according to their characteristics Select from and use a wide range of tools and equipment to perform practical tasks Evaluate own ideas and designs against given design criteria Explore and evaluate a range of existing products Unsinkable? – Structures Design and build a model of the Titanic, drawing on its key features	Happy, Healthy Me Design a healthy meal or lunchbox Use basic principles of a healthy and varied diet to prepare dishes Understand where food comes from

Computing	Computer Art	Preparing for Turtle Logo	Using the Internet	Programming Turtle Logo and Scratch Use search engines effectively to find answers to historical questions.	Presentation Skills	Online Safety
Music	<p>Sing Up: Tony Chestnut Recognise and play echoing phrases by ear Sing with good diction to emphasise wordplay Perform actions on the beat</p> <p>Cauliflowers Fluffy Pitch a challenging jazzy melody accurately Explore musical contrast and textures within a verse and chorus structure Use contrasting dynamics and body percussion effects to enhance a Harvest assembly performance</p>	<p>Sing Up: Creepy Castle Sing small intervals in a minor key accurately and confidently Use dynamic contrast and different vocal effects to evoke an atmosphere Create a sequence of sounds in response to a given stimulus</p> <p>Kye Kye Kule Lead an echo song as part of a small group Perform actions while singing Play paired echo pieces based on familiar rhythms</p>	<p>Sing Up: The Friendly Robot Sing a syncopated melody with rhythmic precision and accompany with tuned percussion Choreograph a 'robot dance' and incorporate it into a performance Compose accompanying 'robot music' using percussion and unconventional sound-makers familiar rhythms</p> <p>Grandma Rap Perform a rap rhythmically as a group, incorporating accurate choreographed actions Create a characterful performance that includes a two-part round Make up new rhyming lyrics and incorporate them into a performance</p>	<p>Sing Up: Here comes Sally Sing a playground song in appropriate style Invent and copy modes of travelling to fill a musical phrase Improvise on a pentatonic scale</p> <p>Eh Memarie Sing a nonsense song and make up new lyrics Maintain a clapped pulse while playing a competitive singing game Play a non-competitive version of the game</p>	<p>Sing Up: Jump Jim Joe Sing dotted rhythms and awkward intervals accurately Manage dance steps with a partner while singing Understand and identify a musical phrase</p> <p>Minibeasts Sing clearly articulated words set to a stepping-note melody Play an accompaniment on tuned percussion and using sound effects Choreograph and perform a characterful dance for the song</p>	<p>Sing Up: Tanczymy Labada Sing confidently in another language Play a cumulative game with spoken call-and-response sections Invent new lines and accompany with tuned percussion</p> <p>The Rock-Pool Rock Sing a rock-style song, confidently managing short phrases and rests Perform a spoken second part Play an introduction on tuned percussion and invent a rock-pool dance</p>

RE	Special Stories What stories are special to you, your family and your friends? What makes them special? (favourite stories and stories with a meaning e.g. fairy tales, fables) What stories are important to religious people and why? (Stories about Jesus and by Jesus; The story of Moses, Bible stories: The Good Samaritan, Noah, The lost sheep, The prodigal son, Jonah etc.) Are all stories true in the same way? (meaning, interpretation, fact/'moral' of a story)		Special People Who is important to me and why? (family, friends, teachers, celebrities) Who is special for religious people and what makes them special? (Jesus; Abraham; Vicar; Rabbi) How do special people influence the way we behave? (setting an example, respect, influence)		Our World How are you and your family the same as and different from other families in the school and around the world? (relationships; homes; possessions) What do religious stories say about how the world began? (The Genesis Creation Story; Big Bang and science) How should we live together to look after each other and animals? (responsibilities, same, different, respect)	
	Special Occasions – running across Y1 and Y2 focusing on occasions as and when they happen What special times do I celebrate with my family and friends and why? (birthdays, festivals; special days) How do religious people celebrate their special times? (Christmas, Easter, Passover; Sukkot) What do these special occasions show about what is important to people? (beliefs, feelings, values)					
PE Champions	Unit 3: Groovy gymnastics (Hall) Unit 3: Skip to the beat		Unit 2: Ugly Bug ball dance (Hall) Unit 4: Brilliant Ball skills		Unit 5: Throwing and Catching (field games) Unit 6 : Active Athletics	
PSCHE	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Values	Individuality Creativity Peace Thoughtfulness		Responsibility Empathy Compassion Kindness		Collaboration Generosity Happiness	