

Year 2 – Curriculum Map 2019/20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Travel and transport	Travel and transport	Great Fire of London	Chocolate	Into the Woods	Into the woods
English	<p>Instructions making hot air balloonx2</p> <p>Stories by the same author x3</p> <p>Room on the Broom</p>	<p>Recounts or information text x2</p> <p>Narrative x3</p> <p>Riddles x2</p> <p>Letters x2 - write to Father Christmas (cold task)Tim Peake (hot task)</p> <p>Stick man</p> <p>Information texts</p>	<p>Recount (diary)</p> <p>Non- chronological reportsx3</p> <p>Narrative x2</p> <p>Great Fire of London non-fiction texts.</p> <p>Fiction text - The Thieves of Pudding Lane</p>	<p>Poetry x1</p> <p>Narrative x3</p> <p>Information - chocolate/health x2</p> <p>Charlie and the Chocolate Factory</p> <p>Non-fiction texts</p>	<p>Explanations- life cycle x2</p> <p>Character descrip, settings, narrative x3 Into the woods Anthony Browne</p> <p>Non-fiction books on mini beasts.</p>	<p>Narrative x3</p> <p>Character descriptions,</p> <p> kennings poetry x2</p> <p>James and the giant peach</p>
Maths	<p>Investigating number systems. x2</p> <p>Pattern sniffing x2</p> <p>Solving calculation problems x2</p>	<p>Exploring shape x2</p> <p>Generalising arithmetic x3</p> <p>Reading with measures x2</p>	<p>Addition and subtraction.</p> <p>Money.</p>	<p>Fractions.</p> <p>Multiplication and division.</p>	<p>Exploring change x2</p> <p>Proportional reasoning x2</p>	<p>Describing position x2</p> <p>Measuring and estimating x2</p>
Science	<p>Materials and their uses</p> <p>Design a new cloak for the witch.</p>		<p>Investigate how things move on different surfaces. Carry out fair tests to investigate</p>	<p>Plants</p> <p>-function of parts of a plant</p> <p>-what plants need</p>	<p>Living things and their habitats <i>SMSC link: How environments/ habitats need to be protected - looking after our local habitat.</i></p>	<p>Animals including humans. skeletons , protection and movement</p>

	<p>Make playdough and investigate how it changes shape.</p> <p>Road safety - reflective materials - stay safe</p> <p>♣ 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>distances cars travel on different. Explain what surfaces. Explain what friction is.</p>	<p>-how water is transported</p>	<p>Endangered species/habitats</p> <p>Animal Welfare - looking after pets.</p>	<p>-vertebrates and invertebrates</p> <p>-nutrition, diet, food groups.</p>
History	Changes in living memory	Events beyond living memory -	Significant events and their impact - Great Fire of London, impact on		Significant historical events, people and places in own locality. (Beth Chatto)	

	<p>First aeroplane flight</p> <p>Henry Ford</p>	<p>Guy Fawkes - Bonfire Night</p> <p>Remembrance Day - 100 years since end of WW1</p>	<p>buildings and layout of London.</p> <p>Significant people and their impact - Samuel Pepys and his diary of the Great Fire of London.</p>			
Geography		<p>Use maps, globes and compass directions (maths). Devise a map and use and construct basic symbols and a key Barnaby Bear goes travelling (Travel, transport, weather).</p> <p>Geographical skills and fieldwork ♣ use world maps, atlases and globes to identify the United Kingdom and its countries,</p>		<p>Name and locate continents and oceans and seas.</p> <p>Maps and atlases To use maps and google earth to look at locations of specific interest and why they would have been built in these places.</p> <p>Describe the physical features of a place (climate for cocoa beans).</p> <p>Describe the human features of a place and compare two</p>	<p>Use maps, globes and compass directions (maths). Devise a map and use and construct basic symbols and a key (into the woods)</p>	

		<p>as well as the countries, continents and oceans studied at this key stage ♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3 ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ♣ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of</p>		<p>locations (South America and England).</p>		
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		its surrounding environment.				
Design Technology	<p>Select from and use a range of tools and equipment to perform practical tasks - Kites</p> <p>Making hot air balloons- link to instructions.</p>	<p>Select from and use a range of tools and equipment to perform practical tasks -</p> <p>Christmas gifts.</p>		<p>Evaluate and create designs. Write and follow a recipe. Assemble a product and evaluate.</p> <p>Compare chocolate bars, create a chocolate bar design, write and follow a recipe. Make a chocolate item and evaluate.</p>	Clay mini beast	
Art	<p>Use drawing, painting and sculpture to develop their ideas -Boat images</p> <p>Exploring boats in Art</p>	<p>Use drawing, painting and sculpture to develop their ideas -</p> <p>Life journey pictures</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture,</p>	<p>Consider the work of a range of artists describing the differences and similarities between different practices and disciplines and making links to their own work.</p> <p>Colour mixing paints to create Fire of London background.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Painting with chocolate. Jackson Pollock.</p> <p>Mothers Day cards - cutting</p>	<p>Consider the work of a range of artists describing the differences and similarities between different practices and disciplines and making links to their own work Observational drawing mini beasts.</p> <p>Matisse - the snail.</p> <p>Pointillism</p> <p>Sunflowers,</p> <p>Andy Goldsworthy</p>	

		<p>line, shape, form and space.</p> <p>Circle from the moon pic with photo of child holding balloon to reach the moon.</p> <p>Christmas Art.</p>	Cutting skills to create silhouette.			
Computing	Rising Starts unit: We are researchers	Espresso: Coding	Using search engines to research facts for non-chronological report.	Using search engines to research a location.	Rising Starts unit: We are photographers	Rising Starts unit: We are zoologists
Music	Use voices expressly and creatively through singing songs, chants and rhymes. (room on the broom in English)	To perform. Sing from memory, show control, Evaluate and improve performance, sing songs linked to Christmas	Play tuned and untuned instruments musically. Listen with concentration and understanding.	Play tuned and untuned instruments musically. Listen with concentration and understanding	Create using interrelated dimensions of music.	
RE	<p>Judaism -Special People/ Moses and the exodus from Egypt</p> <p>The story of Moses receiving the 10 commandments</p> <p>Harvest Festival</p>	<p>Sikhism - discussing the beginnings of Sikhism and some of the rituals.</p> <p>Christianity - Easter story</p>	<p>Hinduism -Ways of Living</p> <p>Hinduism</p> <p>Hindu Gods and Goddess, their stories and festivals</p> <p>P72-76</p> <p>P408-436</p>			

	<p>Special places -</p> <p>What happens in synagogue</p> <p>Sukkot</p> <p>Christianity -</p> <p>Speial places - church visit</p> <p>Hannukah</p> <p>Christmas story including Advent</p>				<p>Brahman (<i>complementary Christian content: titles given to God</i>)</p> <p>6. Gods, goddesses, stories and festivals (having enabled pupils to learn about Brahman, schools are given complete freedom of choice about which gods, goddesses, stories and festivals to cover)</p>	
PE	<p>Yoga</p> <p>Cannons ball skills</p>	<p>Gymnastics</p> <p>Ball games</p>	<p>Balance</p>	<p>Athletics</p>	<p>Team games - Rounders</p> <p>Yoga</p>	
PSHE	<p>Rights, Rules and Responsibilities</p>	<p>My Emotions</p> <p>Anti-bullying</p>	<p>Working Together</p> <p>Growth mindset</p>	<p>Managing Risk</p> <p>Safety Contexts</p>	<p>Healthy Lifestyles</p>	<p>Sex & Relationships Drug Education</p>
Proposed Visits / Visitors	<p>Ipswich transport museum</p> <p>Fire engine to visit.</p> <p>Pony day.</p> <p>Church visit.</p> <p>Kite Day</p>			<p>Visitor from local cake shop.</p> <p>Making chocolate products.</p>	<p>Pond dipping.</p> <p>creating habitats/ exploring the environment</p> <p>Fingringhoe</p> <p>Outdoor day as hook (pond dipping/marshmallows/picnic</p>	