

Curriculum Map - Year: 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big question: Co-operative How can I be a co-operative citizen?						
Topic Title	Going Up Growing Up	That's showbiz!	Chocolate, Chocolate, Chocolate	Fairy tales	Superheroes	Sea you later
Topic Description and Cross-curricular Links	Year 2 starts by coming up onto the second floor of the school. We will be learning about growing up, animal babies including humans and what they need to survive as well as what keeps them healthy. We will talk about how we have grown and will also begin to dream big when we think about what we would like to do when we grow up. In Literacy we will learning about sentence types, cursive handwriting and presentation while reading and writing stories about friendship.	We will build up to the festive period with our topic about Showbusiness. We will be putting our acting and singing skills to the test in our Winter Show and learning about materials, choosing the most suitable ones for our stage props. We will be learning about different methods of communication, including email; punctuation – apostrophes and commas about studying the stories by Raymond Briggs. We will learn about different festivals and celebrations and also how to keep safe at home.	Things will get a little bit chocolaty in Year 2 after Christmas as we start a new topic all about chocolate. We will start with chocolate tasting. We will learn lots about George Cadbury who set up the Cadbury's factory, write stories set on Planet Chocolate, design our own chocolate bars and finish the topic by putting on a chocolate exhibition to showcase our learning.	Did you ever wonder why the Wolf started chasing those Three Little Pigs? We will be thinking about some classic fairy tales in a different way in this topic and we will be creating our own fairy tale stories. In Science we will be thinking about plants and will be growing our own tall, tall beanstalks – who's will grow the tallest?	Is it a bird? Is it a plane? No! It's Year 2. We will be learning all about some of our favourite superheroes in Literacy through stories and character descriptions. We will be learning about some of our favourite real life superheroes who have made big changes in our world.	We finish Year 2 with a celebration of all our wonderful learning. We will take a trip to the seaside to learn about an environment complete different to London. We will be learning about the animals that live there and enjoying lots of traditional British seaside culture.
Starting Point/ stimulus	Trip to KidZainia	Mystery email delivered with a challenge	Chocolate tasting		Story sack of superhero items I think I know I wonder task	Trip to Shoeburyness
Topic Outcome	Display of life cycle texts.	Winter Show	Chocolate Exhibition	New fairytale stories	Superhero Day	Trip to Shoeburyness
Learning environment	Butterflies/Caterpillars to observe lifecycle	Puppet theatres for putting on a show	Giant golden ticket for a door	Book corner made into a house of straw	Superhero tent book corner	Book corner decorated like the beach – big parasol, sandpit
Language and Literacy	L&L Unit 1	L&L Unit 5	L&L Unit 6	L&L Unit 4		L&L Unit
Additional Literacy lesson focus (when not teaching L & L): e.g. <i>poetry texts, significant calendar events, writing linked to any visits, extend writing for choice & pleasure (link to journals), book reviews, creating books to read to</i>	The Maker – whole school video Capital letters Question marks Suffixes- ful, less Size of letters Spacing between words Statement (for writing about lifecycles) Joins Coordination	Conjunctions for subordination Apostrophes for possession and contractions Nouns and noun phrases Commas in lists Command sentences- 'come to our..' Exclamation sentences- something that happened to the character	Verb tense Tenses in texts Instructions, command sentences (making chocolate) Questions- for exhibition Suffixes- ment, ness, suffixes Teach suffixes- ing, er and est when we do a holiday recount	Ly- adverbs How to use a dictionary Conjunctions for coordination <i>Alternative fairy tales- the wolf's side of the story- TFW</i> Beauty and the beast Children will create a new fairy tale Little beauty	Recount of Easter Holiday <i>Super Daisy (TFW)</i> rewrite Super story- innovation Character description of awesome man Bean diaries- up-level book review- possibly on an Antony Browne book because we've looked at so many of his books this year. Piece of writing each week for	The Fish Who Could Wish Poems- Tiger, River <i>Sharing a shell - TFW</i> Children imagine a new sea creature and create a poem using kennings to describe it Journey to the Deep- non chron Chn learn the difference between fact and opinion

<p>younger children.</p>	<p>Willy the wimp Cottonwool Colin Sister for sale Then create their own story about friendship which is set in a school</p> <p>To pick and choose, use texts but not necessarily all lesson plans</p> <p>Parents and their young-children write their own explanation of a frogs cycle</p> <p>Emily Brown and the Thing-TfW</p>	<p>The night shimmy Chatterbox Ben The children will write a diary entry about something that has happened to a character they created.</p> <p>NF- Thrill City- email and a letter. The children will use formal and informal language to write an email, invitation and a role play</p>	<p>Chocolate planet Charlie and the chocolate factory Quick, let's get out of here (chocolate cake)</p> <p>Dr Xargle's book of Earthlets- Talk for writing</p> <p>Children will write a fantasy story set on planet chocolate</p> <p>NF- chocolate an information text in anthology- put on exhibition for the rest of school Maybe make a video? iMovie, puppet pals</p>	<p>Into the woods (his take on little red riding hood)</p> <p>NF- how to turn a class hamster into a dinosaur- used to teach adverbs. Children write a set of instructions for how to make a made up creature</p>	<p>assessment portfolio</p>	<p>Non chron report about a trip to the seaside</p>
<p>Writing Across the Curriculum (topic work written in genres of previous L&L unit studied)</p>	<p>Children write their own explanation of frog's life cycle.</p>	<p>Story about children putting on a play</p>	<p>Emails to invite classes to our chocolate show.</p>	<p>Information text on the wolf / character description</p>	<p>Super hero potion recipe</p>	<p>Seaside safety leaflet</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">M a t h s</p>	<p>Number</p>	<p>Measurement</p>	<p>Geometry</p>	<p>Number</p>	<p>Measurement</p>	<p>Geometry</p>	<p>Statistics</p>	<p>Number</p>	<p>Measurement</p>	<p>Geometry</p>
	<p>Recall and use addition and subtraction facts to 20 (recap 10 first) and facts to 100- mental starter for aut 1</p> <p>Count in steps of 2, 3, and 5 from 0 and in steps of 10 from any number forwards and backwards- aut 2</p> <p>Addition and subtraction focus</p> <p>Read and write</p>	<p>Money</p> <p>Recognise and use symbols for pounds and pence</p> <p>Combine amounts to make a value</p> <p>Find different combinations of coins which make the same amounts of money</p> <p>Solve simple problems in a practical context involving adding money of the</p>	<p>Identify and describe properties of 2d shapes, number of sides and lines of symmetry</p> <p>Compare and sort 2d shapes and everyday objects</p>	<p>Mental maths focus- recall and use multiplication and division facts for 2, 5 and 10 times table- spring 1</p> <p>Recognising odd and even numbers spring 2</p> <p>Multiplicatio</p>	<p>Time compare and sequence intervals of time</p> <p>Tell and write the time to 5mins</p> <p>Tell the time to quarter past and quarter to</p> <p>Draw hands on the clock face to show the time</p> <p>Remember</p>	<p>Order and arrange combinations of objects in patterns and sequences</p> <p>Use mathematical vocab to describe position, direction and movement in a straight line, turns</p>	<p>Interpret and construct simple pictograms tally charts, block diagrams and simple tables</p> <p>Ask and answer simple questions by counting the number of objects or totalling and comparing</p>	<p>Add and subtract mentally a 2 digit number from another 2 digit number with no regrouping eg 74-32</p> <p>Fraction focus</p> <p>Recognise, find, name and write 1/3, 1/4 2/4 and 3/4 of shape</p> <p>The above of length</p> <p>Again with quantity</p>	<p>Choose and use appropriate units to measure and estimate length, height in any direction Ms and Cms</p> <p>Mass Kg and gs</p> <p>Temp in celcius</p> <p>Capacity in L and Mls using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order lengths, mass and volume using < > and =</p>	<p>properties of 3d shapes, edges, vertices and faces</p> <p>Identify 2d shapes on 3d shapes</p> <p>Compare and sort 3d shapes and every day objects</p> <p>Describe similarities and differences of shape properties eg 2 different 2d</p>

	<p>numbers to 100 in words and numerals</p> <p>Place value of each digit in two digit numbers</p> <p>Partition 2 digit numbers in different combinations of 10s and 1s</p> <p>Compare numbers to 100 using < > and =</p> <p>Use place value and number facts to solve problems</p> <p>solve problems using addition and subtraction using CPA</p> <p>Use number line to add 2 digit numbers and ones add and subtract 3 one digit numbers</p> <p>Show that addition can be done in any order but subtraction can't- commutative law</p> <p>Use the inverse to solve missing number problems</p>	<p>same units £ + £ or p + p including change</p> <p>Work out how many £2 are need to make the same as a £20 note</p> <p>Find and compare fractions of money eg $\frac{1}{4}$ £20 =</p>		<p>n focus Calculate multiplication and division and write them with X / and = signs</p> <p>Teach division and grouping and division as sharing</p> <p>Show multiplication can be done in any order and division can not</p> <p>Solve multiplication problems using arrays</p> <p>Solve multiplication using repeated addition</p> <p>Solve division using arrays</p> <p>Solve division using repeated subtraction</p> <p>Rewrite addition</p>	<p>the number of minutes in an hour and hours in a day</p>	<p>in terms of right angles, quarter turn, half tern and $\frac{3}{4}$ turn, clockwise and anti-clockwise</p>	<p>data</p>	<p>Write simple fractions for example half of 6 = 3</p> <p>Recognise the equivalent of $\frac{2}{4}$ and $\frac{1}{2}$ etc</p> <p>Use estimation to check that their answers are reasonable</p> <p>Reason about addition eg the sum of odd numbers will be even etc</p> <p>Work out mental calculations where regrouping is required</p> <p>Determine remainders given known facts eg given 15 divided by 5 equals 3 16 divided by 5 will have a remainder of 1</p> <p>Use multiplicayion facts to make deductions outside of known multiplication facts eg multiples of 5</p>	<p>Read scales in divisions of 1s,2s, 5s, 10s</p> <p>Read scales in divisions of 1s, 2s, 5s and 10s in practical situations where not all numbers are on the scale</p>	<p>shapes that only have 1 line of symmetry or what's different between a cube and a cuboid?</p>
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	Addition and subtraction with no regrouping using vertical method Solve 3 step missing number problems eg 14 + ? - 3 = 17 or 14 + ? = 15 + 27			statements as simplified multiplication statements eg 10 + 10 + 10 + 5 + 5 = 3 X 10 + 2X 5 Solve word problems which involve more than one step				have a 0 or a 5 and therefore 18 X 5 cannot be 92 Find and compare fractions of amounts		
Maths across the curriculum	The maker – making totals with numbers	Money – selling things for the winter fair	Weight – weighing ingredients when cooking with chocolate	Geometry – properties of 3D shapes when building the most structurally sound house for the 3 pigs.	Telling the time	Direction – planning routes Maps and co-ordinates				
Rights Respecting Schools including British values	The Right to Education (28) The Right to be Treated Fairly (19) The Right to be Heard (12) Everyone has Rights (1) The Right to have our Own Culture Respected (30)			The Right to be Treated Fairly (19) The Right to be Healthy and Safe (24) The Right to be Heard (12) The Responsibility to respect the environment around us (29) The Right to have our Own Culture Respected (30)			The Right to be Treated Fairly (19) The Right to a Childhood (31) The Right to Education (28) The Responsibility to respect the environment around us (29) The Right to have our Own Culture Respected (30)			
Science	Animals, including humans Needs of animals including humans for survival Life cycles	Children find out about people who've developed useful and new materials Compare suitability of everyday materials Find out how shapes of solids can be changed Compare how things move on different surfaces		Animals have offspring which turn into adults (link to PSHE) Observe and describe how seeds grow and mature into plants Find out and describe how plants need water, light and suitable temp to grow Identify and name a variety of plants in their habitat						Habitats- different animals at the seaside Difference between things that are living and dead, and thing which have never been alive. How living things live in habitats to which they're suited How they depend on each other Simple food chains
History	changes within living memory. Where appropriate, these should be used to reveal aspects of change in	events beyond living memory that are significant nationally or globally	The lives of significant individuals in the past who have contributed to national and international						The lives of significant individuals in the past who have contributed to national and international	

	national life	Remembrance day	<p>achievements. Some should be used to compare aspects of life in different periods</p> <p>Significant historical events, people and places in their own locality.</p> <p>George Cadbury and the Chocolate Factory</p>		<p>achievements. Some should be used to compare aspects of life in different periods</p> <p>Rosa Parks / Florence Nightingale/Mary Seacole</p>	
Geography	<p>To create a map of the local area.</p> <p>To use 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</p> <p>To use basic geographical vocabulary</p>		<p>To locate continents and oceans</p> <p>To contrast Finsbury Park and an area in Ghana where cocoa beans grow.</p> <p>To use geographical vocabulary</p>			<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Identify sea side destinations on a map</p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>
R.E.	<p><u>Festivals and celebrations</u></p> <p>Focus statement <i>Pupils should be given the opportunity to develop their understanding of the nature of celebration and of the significance of festivals and other special times in the religious year.</i></p> <p>Understand that certain times and occasions are special to people.</p> <p>To know that celebration may involve wearing special</p>	<p><u>Festivals and celebrations</u></p> <p>To learn that there are stories and traditions associated with festivals through an exploration o the major festivals – Christian, Hindu, Muslim, Jewish, Buddhist faiths</p> <p>To explore the meanings of these festivals and their own times of celebration.</p>	<p><u>Caring for Our World</u></p> <p>Focus statement <i>Pupils should be given the opportunity to learn why people feel a sense of responsibility for looking after the world in which we live.</i></p> <p>To understand that the world is a gift that we are responsible for.</p> <p>To explore the ways in which people respond to the beauty, diversity, pattern and cycles of the natural world.</p>	<p><u>Caring for our world</u></p> <p>To understand that food and water are essential for life and that people show their appreciation for their provision in many different ways.</p> <p>To learn how religious and other teachings and stories show how people should care for living things and the environment.</p>	<p><u>Light</u></p> <p>Focus statement <i>Pupils should be given the opportunity to develop understanding of light as a symbol and it's importance in religions.</i></p> <p>To understand that light plays an important part in life, celebration, religion and worship.</p>	<p><u>Light</u></p> <p>To explore, through story, how light is used in some religions to symbolise the triumph of good over evil.</p> <p>To learn about key religious figures who are regarded as bringing light to the world.</p>

	clothes, sharing meals, giving cards and presents.					
Art	<p><u>Matisse</u> London landmark cut out pictures Use range of materials creatively (collage) Develop range of techniques in using colour, line, shape, form and space.</p>	<p><u>Raymond Briggs</u> Pictures in the style of The Snowman Use drawing and sculpture to share experiences and imagination (them with snowman)</p>			<p><u>Roy Litchenstein + Andy Warhol</u> Create art in the style of – (explosion) (marylin diptych) superhero logos in style on Recognise range of work by Develop a range of art and design techniques in using colour, pattern and texture</p>	
D.T.			<p>Explore and evaluate a range of existing products.</p> <p>Design appealing products for themselves (new chocolate bar).</p> <p>Generate, develop, model and communicate ideas through talking, drawing (including label for product)</p> <p>Select from range of tools and equipment to make.</p> <p>Select ingredients</p> <p>Evaluate own product against design criteria.</p> <p>(Exhibit own chocolate at chocolate fair)</p>	<p>Building houses/ structures for three little pigs.</p> <p>Generate, develop, model and communicate ideas through talking, drawing</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Evaluate own product against design criteria.</p>		<p>Generate sustainable rubbish disposal (link to Global Development Goals) at seaside.</p> <p>Generate habitat for sea creature – link science/ food chains</p>
Music	<p>Charanga unit 1</p> <p>Hands, Feet, Heart</p> <p>A Song That Celebrates South African Music.</p> <p>This is a six-week Unit of</p>	<p>Christmas production</p> <p>Children will learn songs and musical rhythms in preparation for the Christmas show.</p>	<p>Children will take part in a concert as part of a whole school fundraiser.</p> <p>Children will learn and perform sounds. They will have the chance to appraise each other</p> <p>Charanga unit 3</p>	<p>Charanga Unit 4</p> <p>Unit: I Wanna Play In A Band</p> <p>Style: Rock</p> <p>Topic and cross curricular links: Spring 2 Teamwork, working</p>	<p>Charanga unit 5</p> <p>Unit: Zootime</p> <p>Style: Reggae</p> <p>Topic and cross curricular links: Animals, poetry and the historical context of musical</p>	<p>Charanga unit 6</p> <p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 2</p> <p>Topic and cross curricular</p>

	<p>Work. All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>		<p>Unit: Glockenspiel Stage 1</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross curricular links: Introduction to the language of music, theory and composition</p>	<p>together. The Beatles. Historical context of musical styles.</p>	<p>styles.</p>	<p>links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
Computing	<p><u>Multimedia & Word Processing:</u> Espresso Primary KS1 - Science - Animal Life - Photobook Children create a similar photobook as the Espresso model using JIT (Teacher to upload photos to use in photobooks - Copyright free images from espresso primary, arkive.org, creative commons resources.)</p> <p><u>Communication & Collaboration:</u> Blogging on JIT - Mix Igfl (e-safety - Check before posting/blogging - appropriate/copyright etc)</p> <p><u>Online Safety/Digital Literacy:</u> 'Think before you click' Using key words activity - E-safety year 2 folder Entering web address Using favourites/ Bookmarks SMART posters - <u>S</u>afe <u>M</u>ee<u>t</u> <u>A</u>cc<u>e</u>pt <u>R</u>eli<u>a</u>ble <u>T</u>ell</p>	<p><u>Programming:</u> Islington Unit 1 Pro-bots</p> <p><u>Multimedia & Word Processing:</u> Keyboard Skills Using the keyboard (BBC dance mat and Brown Bear Typing)</p>	<p><u>Programming:</u> Espresso - Year 2 - Unit 1</p> <p>Scratch Junior Tinkering Barefoot Activity on iPads - Group rotation activity (for more activities- check Moving, Travelling, Story)</p> <p><u>Communication & Collaboration:</u> Online research on chocolate: Use search engine to find chocolate facts - Make choices about is it appropriate/useful etc - Search should include key words such as 'for kids'</p> <p>archive.fieldmuseum.org/chocolate/kids (link in folder) Online resource for chocolate topic</p> <p><u>Online Safety/Digital Literacy:</u> 'Think before you click' Entering web address Using favourites/ Bookmarks (Discuss safety aspects linked to online research)</p>	<p><u>Programming:</u> JIT - turtle Advanced mode - Big Bad Wolf (Follow traditional tales JIT lesson plan in teacher share.)</p> <p><u>Multimedia & Word Processing:</u> Word processing fairy tale story - insert image 2Publish/word</p> <p>iboard - planning tool - developing vocab for stories</p>	<p><u>Multimedia & Word Processing:</u> Animation/simulation - Igfl - super action comic book maker Create superhero with comic captions etc.</p> <p><u>Data:</u> Link to Science unit - JIT graphs</p>	<p><u>Digital Media:</u> Animation - 2animate/2DoitYourself - Animate a sea themed poem/story</p>

	Discuss /sign AUP		Safer Internet Day/Week			
PE	<p>To recognise stop signals Children demonstrate independence changing for PE. Children will respond to stop signals from teacher and recognise why it is important to follow instructions in PE to keep safe.</p> <p>Moving to music- Arts Week- take one picture <u>Athletics</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending</p>	<p>Dance Perform dances using simple movement patterns.</p> <p>1 Assessment/ Improvising 2 Using movement to create animals 3 Creating balances in groups 4 To plan movements to music 5 To perform a dance with a start middle and end 6 To use expressive techniques in dance 7 Assessment/ Making shapes to music</p> <p>*Some of this time may be taken up with Christmas performance practice</p>	<p>Gymnastics Wk 1-Assessment - Gymnastics 2 Balancing and using equipment safely 3 Create a short sequence on the floor 4 Adapting sequences for apparatus 5 Elements of movement – rolling and jumping</p>	<p>Games- Participate in team games, developing simple tactics for attacking and defending</p> <p>Elements of movement – Body shape and running 2 Assessment / different ways of travelling 3 Games - Assessment/ team play 4 Stopping and manipulating balls 5) Throwing and catching</p>	<p>Games/ Athletics Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending</p> <p>1 Being in attacking and defending positions Kicking and trapping balls 3 Assessment/invasion games 4 (Underarm throwing and receiving a ball while moving 5 Overarm throwing and striking 6 Multi-skills circuit</p>	<p>Athletics</p> <p>1To develop pacing, starting and stopping 2 To develop greater co-ordination and balance when jumping in different directions 3 To develop throwing techniques with accuracy, speed and agility 4 To complete in a series of running skills with speed, control and balance 5 Sports day preparation 6 Competitive sprinting 7 Long jump</p>
PSHCE	<p><u>Physical Health and Wellbeing: what keeps me healthy?</u> Pupils learn: 1.about eating well 2.about the importance of physical activity, sleep and rest 3.about people who help us to stay healthy and well and basic hygiene routines</p>	<p><u>Mental Health and Emotional Wellbeing: Friendship</u> Pupils learn: 1.about the importance of special people in their lives 2.about making friends and who can help with friendships 3.about solving problems that might arise with friendships</p>	<p><u>Sex and relationship education: boys and girls, families</u> Pupils learn: 1.to understand and respect the differences and similarities between people 2.about the biological differences between male and female animals and their role in the life cycle 3.the biological differences between male and female children 4.about growing from young to old and that they are growing and changing 5.that everybody needs to be cared for and ways in which they care for others 6.about different types of family and how their home-life is special</p>		<p><u>Keeping Safe and Managing Risk: Indoors and Outdoors</u> Pupils learn: 1.about keeping safe in the home incl fire safety 2. about keeping safe outside 3. about road safety</p>	<p><u>Drug, alcohol and tobacco education: medicines and me</u> Pupils learn: 1.why medicines are taken 2. where medicines come from 3. about keeping themselves safe around medicines</p>
Trips and Visitors	KidZainia Guest speakers about different jobs.	Police Fire brigade			Superhero day	Seaside
Discrete and whole school events.	2 Days INSET (Sept) Family Food Evening (Oct)	PPRs Parents Evenings (Nov) Christmas production	1 Day INSET (Jan)	PPRs Parents Evenings (Mar)	1 Day INSET (April) Y2 SATs Year 6 SATs (May)	Y3 -5 Optional SATs (June) Sports Day PPRs

					Y6 School Journey	Reports Parents Evenings (July) Summer Fair/ Garden Festival
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