

## Year 2 Long Term Curriculum Map

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>Theme / Topic:</b>	All about Me!	The Great Fire of London	Chocolate!!!	Nurturing Nurses	Bees, Bugs and Butterflies	Ships Ahoy!
<b>English:</b>	<b>Traditional Tales.</b> <ul style="list-style-type: none"> <li>• Retelling</li> <li>• Retell with a twist</li> <li>• Comparing traditional tales</li> <li>• Narrative</li> </ul>	<b>Superheroes.</b> <ul style="list-style-type: none"> <li>• Retell</li> <li>• Riddles</li> <li>• Chronological reports</li> <li>• Non-chronological report (real life superheroes linked to topic)</li> <li>• Comic strips</li> </ul> <p>Firework - poetry related to history/topic.</p> <p>Christmas Literacy</p> <ul style="list-style-type: none"> <li>• Retell</li> <li>• Letter writing</li> </ul>	<b>Chocolate!</b> <ul style="list-style-type: none"> <li>• Instruction writing</li> <li>• Character description</li> <li>• Non-chronological reports</li> <li>• Instructions</li> <li>• Letter writing</li> <li>• Poetry</li> </ul>	<b>Julia Donaldson</b> <ul style="list-style-type: none"> <li>• Texts by the same author</li> <li>• Retell.</li> <li>• Non-chronological reports.</li> <li>• Poetry</li> </ul> <p>Pancake Day -</p> <ul style="list-style-type: none"> <li>• Instruction writing</li> </ul>	<b>Bees, bugs and Butterflies</b> <ul style="list-style-type: none"> <li>• Non-chronological report.</li> <li>• Recount</li> <li>• Persuasive Writing</li> <li>• Newspaper report</li> <li>• Poetry</li> </ul>	<b>Pirates!</b> <ul style="list-style-type: none"> <li>• Message in a bottle</li> <li>• Newspaper reports</li> <li>• Postcard writing</li> <li>• Non-chronological reports</li> <li>• Poetry</li> </ul>
<b>Maths:</b>  (Discrete daily sessions with links made to topics where possible)	Number Sequencing Place value Addition and Subtraction	Addition and Subtraction Money Multiplication and Division	Measurement - length and mass Statistics (to be included in science investigations) Shape	Fractions Time	Measurement - capacity and temperature Position and direction (linked to Maypole Dancing)	Post SATs project work <ul style="list-style-type: none"> <li>• Consolidation and investigation (linked to topic TBC)</li> </ul>

## Year 2 Long Term Curriculum Map

<p><b>Science:</b></p>	<p><b>Animals including humans.</b></p> <ul style="list-style-type: none"> <li>• Notice that animals including humans have off spring which grows into adults.</li> <li>• Describe the basic needs of animals, including humans, for survival.</li> <li>• Describe the importance for humans of exercise, eating healthily and hygiene.</li> </ul> <p>Working Scientifically</p>	<p><b>Uses of every day materials.</b></p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of everyday materials for particular uses.</li> <li>• Find out how the shapes of solid objects can be changed.</li> </ul> <p>Working Scientifically</p>		<p><b>Plants.</b></p> <ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Investigate what plants need to grow and stay healthy.</li> </ul> <p>Working Scientifically</p>	<p><b>Living things and their habitats.</b></p> <ul style="list-style-type: none"> <li>• Exploring the difference between things that are living, dead and have never been alive.</li> <li>• Identify habitats and how they provide the needs for different animals and plants.</li> <li>• Name a variety of plants and animals in their habitats and micro-habitats.</li> <li>• Describe food chains.</li> </ul> <p>Working Scientifically</p>	
<p><b>ICT:</b></p>	<p>Word Processing, key board skills, using Windows</p> <ul style="list-style-type: none"> <li>• To use technology purposefully to create, organise, store, manipulate and retrieve data.</li> </ul>	<p>Paint</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <p>Internet (Safety)</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to retrieve data.</li> <li>• To use technology safely and respectfully, keeping personal information private;</li> </ul>	<p>Data manipulation</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• To recognise common uses of technology beyond school.</li> </ul>	<p>Create and debug simple programmes.</p> <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• To create and</li> </ul>	<p>Espresso coding.</p> <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• To create and debug simple</li> </ul>	<p>Espresso coding and scratch.</p> <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• To create and</li> </ul>

## Year 2 Long Term Curriculum Map

		<p>identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>		<p>debug simple programs.</p> <ul style="list-style-type: none"> <li>To use logical reasoning to predict the behaviour of simple programs.</li> </ul>	<p>programs.</p> <p>To use logical reasoning to predict the behaviour of simple programs.</p>	<p>debug simple programs.</p> <p>To use logical reasoning to predict the behaviour of simple programs.</p>
<b>History:</b>		<p><b>Great fire of London.</b></p> <ul style="list-style-type: none"> <li>Study events beyond living memory.</li> <li>-Samuel Pepys</li> <li>-Charles II</li> </ul>	<p><b>Travel and Transport</b></p> <ul style="list-style-type: none"> <li>Study events beyond living memory.</li> <li>Amelia Earhart</li> </ul>	<p><b>Nurturing Nurses.</b></p> <ul style="list-style-type: none"> <li>Study the lives of significant individuals.</li> <li>Compare the way these people lived to how we live today.</li> <li>-Florence Nightingale</li> <li>-Mary Seacole</li> <li>-Edith Cavell</li> </ul>		
<b>Geography:</b>			<p><b>Using Geographical skills and Fieldwork.</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, capital cities and landmarks.</li> </ul>		<p><b>Knowledge of our location.</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.</li> </ul>	<p><b>Weather.</b></p> <ul style="list-style-type: none"> <li>Identify the similarities and differences of daily weather patterns in the UK and in hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Understand geographical similarities and differences of human and physical geography of a small area of the UK and a contrasting non-European country.</li> </ul>

## Year 2 Long Term Curriculum Map

<p><b>RE:</b></p>	<p>Beginnings.</p> <ul style="list-style-type: none"> <li>To talk about their experiences and feelings.</li> <li>To say what they wonder.</li> <li>To ask and respond to questions about what their own experience and those of others.</li> <li>To ask questions about what they wonder and understand that some questions are difficult to answer.</li> <li>To retell the story of the creation.</li> </ul> <p>Baptism and confirmation.</p> <p>Signs and Symbols</p> <ul style="list-style-type: none"> <li>To talk about their feelings about signs and symbols.</li> <li>To wonder about the meaning of</li> </ul>	<p>Other faiths - Judaism.</p> <ul style="list-style-type: none"> <li>To understand that family and community are very important in Jewish life.</li> <li>To recognise some Jewish symbols and describe what they are used for.</li> </ul> <p>Advent/Christmas.</p> <p>Preparing.</p> <ul style="list-style-type: none"> <li>Talk about own feelings of preparing for special occasions.</li> <li>To say what they wonder about the time and care we spend in preparing for Christmas.</li> <li>To recognise the events around the birth of Jesus and describe how our actions are connected with the season of Advent.</li> </ul>	<p>Local Church - Community: Books</p> <ul style="list-style-type: none"> <li>To talk about different experiences and feelings about the different books used at home and in school.</li> <li>To wonder about the importance of books in their lives.</li> <li>To recognise the Bible as a special book used in church.</li> <li>To recognise other special books used in church.</li> <li>To ask and respond about books used at home and in school.</li> <li>To ask questions about what they and other wonder about books and their importance.</li> </ul>	<p>Lent/Easter - Giving</p> <ul style="list-style-type: none"> <li>To talk about their own experiences and opportunities for doing good.</li> <li>To say what they wonder about the good things they see others doing.</li> <li>To recognise some religious stories connected to Lent, Holy Week and Easter.</li> <li>To recognise that Christians use the time of Lent to do good.</li> <li>To ask and respond to questions about their own and others feelings of using opportunities to be good.</li> <li>To ask questions</li> </ul>	<p>Pentecost - serving.</p> <ul style="list-style-type: none"> <li>To be able to talk about their own feelings of both passing and receiving messages.</li> <li>To say what they wonder about the responsibility of passing messages on in daily life.</li> <li>To recognise the religious story of Jesus' resurrection.</li> <li>To recognise how the disciples changed through the power of the Holy Spirit.</li> <li>To say what they wonder about new life and the Holy Spirit.</li> <li>To ask and respond to their own and others feelings</li> </ul>	<p>Universal church - world.</p> <ul style="list-style-type: none"> <li>To talk about the treasures they see.</li> <li>To wonder about treasures they see or have.</li> <li>To ask and respond to questions about their own and others experiences and feelings about what we treasure.</li> <li>To ask questions about what they and others wonder about the treasures of our world and realise that some of these questions are difficult to answer.</li> <li>To retell some special stories from the Bible.</li> <li>To describe</li> </ul>
-------------------	---	--	---	--	---	--

## Year 2 Long Term Curriculum Map

	<p>signs and symbols.</p> <ul style="list-style-type: none"> <li>To recognise signs and symbols used in Baptism.</li> <li>To ask and respond to questions about the reasons and importance of different signs and symbols.</li> <li>To ask questions about what they wonder about the meaning of symbols and the power they convey.</li> <li>To describe actions and ways Christians use signs and symbols to live as followers of Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>To ask and respond to their own and other feelings about how important it is to prepare.</li> <li>Retell the stories of the Annunciation, the Visitation and the Nativity.</li> <li>Describe the customs of Advent and how Christians follow Jesus as the light of the world.</li> </ul>	<ul style="list-style-type: none"> <li>To describe how the Gospel is used by the parish family.</li> <li>To describe the actions and symbols relating to proclaiming the Gospel.</li> </ul> <p>Eucharist - Relating</p> <ul style="list-style-type: none"> <li>To talk about their experiences in giving and receiving thanks.</li> <li>To say what they wonder about how others feel when they are being thanked.</li> <li>Recognise the story of The Last Supper.</li> <li>To ask and respond to questions about how they feel when giving and receiving thanks.</li> <li>To retell the story of The</li> </ul>	<p>about how people make choices and realise that sometimes these are difficult to answer.</p> <ul style="list-style-type: none"> <li>To retell some of the events of Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday.</li> <li>Use religious words and phrases to describe Lent and Holy Week.</li> <li>To describe some of the ways in which Christians use the time of lent to find ways to help others.</li> </ul>	<p>of both passing and receiving messages. To retell the story of Jesus' Resurrection and the coming of the Holy Spirit.</p> <ul style="list-style-type: none"> <li>To describe ways in which Christians spread the word of the good news of Jesus in their lives.</li> </ul> <p>Reconciliation - inter-relating</p> <ul style="list-style-type: none"> <li>To talk about their own experiences and feelings about rules in their life.</li> <li>To say what they wonder about the importance of keeping rules.</li> <li>To recognise the story of Peter asking Jesus about forgiveness.</li> <li>To recognise that people say sorry</li> </ul>	<p>some ways in which religion is lived out by believers.</p>
--	--	---	---	--	---	---

## Year 2 Long Term Curriculum Map

			<p>Last Supper.</p> <ul style="list-style-type: none"> <li>To use words and phrases from the Mass to show and describe how Catholics try to live as they have experienced in Mass.</li> </ul>		<p>and ask for forgiveness because they are followers of Jesus.</p> <ul style="list-style-type: none"> <li>To ask and respond to questions to their own and others feelings of the importance of rules.</li> <li>To use religious words and phrases to describe the 'examination of conscience and some aspects of the Sacrament of Reconciliation.</li> <li>To describe how Christians try to practice Jesus' commandment of love, peace and reconciliation.</li> </ul>	
PE:	<p><b>Games</b>- Val Sabin unit 1- throwing and catching-inventing games Running and avoiding games to warm up. Throwing and catching skills using a range of</p>	<p><b>Gymnastics</b> - Val Sabin unit H- Parts high and parts low Travelling close to the ground and far away from the ground. Which parts of the body can we use for this? <b>Games</b>- Val sabin unit</p>	<p><b>Gymnastics</b> - Val Sabin unit J- Turning-spinning-twisting To perform turning jumps- quarter, half, three quarters and full. To roll on the floor in different ways with increased control.</p>	<p><b>Dance</b>- Val Sabin unit 2- To work in pairs using 'follow my leader' unison and canon. To know and perform the basic dance actions in response to different stimuli (music, bubbles,</p>	<p><b>Gymnastics</b> - Val Sabin unit K linking movements together Continuity of movement Changes in speed and level Use different parts of the body leading into</p>	<p><b>Games</b>- Val Sabin Unit 4-group games and inventing rules Work co-operatively in small groups to play a range of games. Development and extension of bouncing, kicking, throwing,</p>



## Year 2 Long Term Curriculum Map

<p>equipment. Improving personal best incorporating sending and receiving tactics and the use of different levels and directions to increase skill. Throw, catch and bounce in different ways. Throw and catch in a stationary position, on the move and in different ways. Make up games using throwing, catching and bouncing. Teach to a partner and play competitively.</p> <p><b>Athletics- Val Sabin -unit 1</b></p> <p>Introduce mobility exercises and their importance for efficient movement. Engage in pulse-raising, running and avoiding games to further develop spatial awareness and control when moving. Further develop of the specific skills</p>	<p><b>2- Making up a game.</b></p> <p>Aim at a stationary or moving target using a range of different equipment and variety of balls.</p> <p>Aim using different types of sending with hands, feet and bat. Develop simple tactics by bouncing, kicking, throwing a ball at different heights, angles and speeds into spaces. Track the path of a ball and move across it to intercept it. Run after a moving ball, field it and return. Receive the ball on the move.</p> <p>Make up games individually- teach to a partner and improve each other's. Choose the equipment to create games with a partner. Make up rules for the game and make them more challenging.</p>	<p>To identify which parts of their body they can spin on. Turning in the air and on the floor. Twisting and coming back the same way, twisting and resolving</p> <p>To perform own sequence of movements.</p> <p><b>Dance- Val Sabin unit 1-</b></p> <p>To use a range of basic dance actions with understanding</p> <p>To work alone with guidance from the teacher to create movement ideas.</p> <p>To use different levels, directions and speeds and choose appropriate actions for the dance idea.</p> <p>To understand and use contrasts in weight (dynamic elements)</p> <p>To talk about the dance and why they liked it, using appropriate vocab.</p>	<p>poem) showing mood and feeling.</p> <p>To recognise different dance forms and compositional skills and be able to describe them and comment on quality. To understand the importance of being active.</p> <p><b>Games- Val Sabin unit 3- dribbling, kicking and hitting.</b></p> <p>Dribble with hands, feet and implement to develop control, change of speed and direction. Work with a partner to pass, receive and strike in a variety of ways with a range of apparatus. Strike a ball along the floor and through the air using hands and a range of implements. Play games with a partner, selecting and applying the skills that have been developed. Using a variety of equipment and balls in invasion, net, striking activities and applying</p>	<p>the next movement</p> <p>Make up short sequences of movement</p> <p><b>Dance- Val Sabin unit 4/linked with Maypoling</b></p> <p>To copy and perform simple movements/rhythmic patterns</p> <p>To understand that dance plays and Important part in other cultures</p> <p>To recognise that dance have changed throughout history.</p> <p>To understand that dance is active and that changes will occur in their bodies. To change and vary their actions.</p>	<p>catching and striking skills.</p> <p>Sending and aiming skills developing footwork and whole body co-ordination. Work in groups of varying size, 3v1, 2v2, 4v4 across a net. Invent scoring systems and simple rules for their games.</p> <p>Develop simple group tactics.</p> <p><b>Athletics- val sabin unit 2</b></p> <p>Engaging in a variety of pulse-raising, running and avoiding games to further develop co-ordination and control of their bodies in space. Develop techniques of: Push-throw and push-bounce. Sprinting technique- isolation different elements. Throwing for distance. Even-pacing between obstacles. Jumping for distance using different patterns and take-offs</p>
--	--	---	--	---	--

## Year 2 Long Term Curriculum Map

	<p>of:push throw with 2 hands, technique in short distance running, underarm throwing for distance and accuracy, paced running, jumping with different take offs and landings, push throw with a bounce. Work co-operatively with a partner, counting, timing and problem solving. Exploring how different body positions, types of equipment and take offs and landing can affect the distance, height and effectiveness of an activity.</p>			<p>simple tactics for attacking and defending.</p> <p>floorwork safely onto apparatus..</p>		<p>and landings. Push throw with a bounce. Working co-operatively with a partner, counting, timing, problem solving and simple peer assessment. Exploring and experiencing the use of a range of equipment, different body positions, different types of take-off and landing and understanding how they can affect the success of an activity. Working together to follow the rules of a game, relay or event.</p>
<p><b>Design &amp; Technology:</b></p>	<p>Making a healthy snack - fruit kebab.</p> <ul style="list-style-type: none"> <li>• To begin to understand a healthy and varied diet and prepare dishes.</li> <li>• To begin to understand where food</li> </ul>		<p>Make a vehicle that travels on wheels. Look at different types of vehicles with wheels and create our own structure.</p> <ul style="list-style-type: none"> <li>• To explore methods of planning and design.</li> <li>• To explore</li> </ul>	<p>Make Pancakes</p> <ul style="list-style-type: none"> <li>• To begin to understand a healthy and varied diet and prepare dishes.</li> <li>• To begin to understand where food comes from.</li> </ul>	<p>Create 3D globe of the world - labelling continents and oceans.</p> <ul style="list-style-type: none"> <li>• To explore sculpting techniques.</li> </ul>	<p>Taste a variety of French breakfast foods.</p> <ul style="list-style-type: none"> <li>• To begin to understand a healthy and varied diet and prepare dishes.</li> <li>• To begin to understand where food</li> </ul>



## Year 2 Long Term Curriculum Map

	comes from.		making and building techniques.			comes from.
<b>Art:</b>	<p>Self-portraits hand drawn and sculpted from clay.</p> <ul style="list-style-type: none"> <li>To explore drawing techniques.</li> <li>To explore sculpting techniques</li> </ul>	<p>Great Fire of London collage.</p> <ul style="list-style-type: none"> <li>To explore techniques in collage</li> <li>To explore techniques in digital media.</li> <li></li> </ul> <p>Christmas cards/ Christmas decorations - art linked to RE (Judaism)</p> <ul style="list-style-type: none"> <li>To explore drawing techniques</li> <li>To explore techniques in collage.</li> <li>To explore techniques in textiles.</li> <li>To begin to</li> </ul>	<p>Winter pictures (photography) Recreate these, using paints, using a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <ul style="list-style-type: none"> <li>To explore painting techniques.</li> <li>To explore techniques in collage.</li> </ul>	<p>Pencil sketches of Florence Nightingale.</p> <ul style="list-style-type: none"> <li>To explore drawing techniques.</li> </ul> <p>Mother's Day cards.</p> <ul style="list-style-type: none"> <li>To explore techniques in collage.</li> </ul>	<p>Vincent Van Gough - sunflowers - pencil drawings</p> <ul style="list-style-type: none"> <li>To explore drawing techniques.</li> <li>To take inspiration from the greats (classic and modern)</li> </ul> <p>Father's day cards.</p> <ul style="list-style-type: none"> <li>To explore techniques in collage.</li> </ul> <p>Butterfly paintings</p> <ul style="list-style-type: none"> <li>To explore techniques in painting.</li> </ul>	<p>comes from.</p> <p>Make a pirate boat.</p> <ul style="list-style-type: none"> <li>To explore methods of planning and design.</li> <li>To explore making and building techniques.</li> </ul> <p>Pirate maps.</p> <ul style="list-style-type: none"> <li>Using a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>

## Year 2 Long Term Curriculum Map

		understand a healthy diet and prepare dishes.				
<b>Music:</b>	<p>Pulse.</p> <ul style="list-style-type: none"> <li>• Play tuned and un-tuned instruments musically.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Voice.</p> <ul style="list-style-type: none"> <li>• Use voices expressively.</li> <li>• Sing songs and speaking chants and rhymes</li> </ul>	<p>Rhythm.</p> <ul style="list-style-type: none"> <li>• Play tuned and un-tuned instruments musically.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Pitch.</p> <ul style="list-style-type: none"> <li>• Play tuned and un-tuned instruments musically.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Music Technology and Structure.</p> <ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of live and recorded music.</li> </ul>	<p>20<sup>th</sup> Century music.</p> <ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of live and recorded music.</li> </ul>
<b>PSHE:</b>	Being Healthy: Wellbeing / Health	<p>Money Matters: Money</p> <p>Being safe: Safe and unsafe</p> <p>Bullying: bullying</p>	Difference and Diversity: Same and different	<p>Exploring Emotions: Managing emotions</p> <p>Drug education: Medicines</p>	<p>Being Responsible: Parliament / The Environment</p> <p>Changes: How they feel about changes</p>	Being Me: Special objects and people