

Year 2 Long Term Curriculum Map 2023-24

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Theme / Topic:	All about Me!	The Great Fire of London	Up!	Nurturing Nurses	Authors	Sensational Safari!
English:	Traditional Tales. <ul style="list-style-type: none"> • Retelling • Retell with a twist • Comparing traditional tales • Narrative • Instructions Letter 	Superheroes. <ul style="list-style-type: none"> • Recount • Newspaper • Narrative • Comic • Riddle <p>History Link- Sammy the Street Dog</p> <ul style="list-style-type: none"> • Poster • Narrative <p>Christmas Literacy - A Christmas Collar</p> <ul style="list-style-type: none"> • Letter writing 	Up! <ul style="list-style-type: none"> • Informal letter • Setting description • Job Advert • Formal Letter • Adventure Story • Biography • Instructions • Poetry • Film Review 	Anthony Browne <ul style="list-style-type: none"> • Texts by the same author • Retell • Adventure Story • Non-chronological reports • Letter • Diary 	Anthony Browne <ul style="list-style-type: none"> • Character description • Balanced argument • Newspaper <p>Billy and the Minpins</p> <ul style="list-style-type: none"> • Narrative • Book Review • Report 	Chocolate! <ul style="list-style-type: none"> • Instructions • Narrative • Postcard • Diary • Non chronological report • Narrative • Poetry
Maths: (Discrete daily sessions with links made to topics where possible)	Place value Addition and Subtraction	Addition and Subtraction (continued) Shape Money	Multiplication and Division Length and Height	Statistics (to be included in science investigations) Fractions	Fractions (continued) Time Revision and Optional SATs	Mass, Capacity and Temperature Position and Direction Consolidation
Science:	Animals including humans. • Notice that animals	Uses of everyday materials. • Identify and compare		Plants. •Observe and describe how seeds and bulbs		Living things and their habitats. • Exploring the

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	<p>including humans have offspring which grows into adults.</p> <ul style="list-style-type: none"> • Describe the basic needs of animals, including humans, for survival. • Describe the importance for humans of exercise, eating healthily and hygiene. 	<p>the suitability of everyday materials for particular uses.</p> <ul style="list-style-type: none"> • Find out how the shapes of solid objects can be changed. 		<p>grow into mature plants.</p> <ul style="list-style-type: none"> • Investigate what plants need to grow and stay healthy. 		<p>difference between things that are living, dead and have never been alive.</p> <ul style="list-style-type: none"> • Identify habitats and how they provide the needs for different animals and plants. • Name a variety of plants and animals in their habitats and micro-habitats. • Describe food chains.
Computing:	<p>Internet Safety</p> <ul style="list-style-type: none"> • Use technology safely and respectfully. • Recognise common uses of information technology beyond school. <p>Word Processing, key board skills, using Windows.</p> <ul style="list-style-type: none"> • To use technology purposefully to create, organise, store, manipulate and retrieve data. 	<p>Using the Internet</p> <ul style="list-style-type: none"> • To use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Use technology safely and respectfully. <p>Computer Art</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Technology Around Us</p> <ul style="list-style-type: none"> • To recognise common uses of technology beyond 	<p>Using the Internet</p> <ul style="list-style-type: none"> • To use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Use technology safely and respectfully. <p>Technology Around Us</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>To recognise common uses of technology beyond school.</p>	<p>Presentation Skills</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Preparing for Turtle Logo</p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • To create and debug simple programs. <p>To use logical reasoning to predict the behaviour of simple programs.</p>	<p>Programming Turtle Logo/Scratch</p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • To create and debug simple programs. <p>To use logical reasoning to predict the behaviour of simple programs.</p>

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		school.				
History:		Great fire of London. • Study events beyond living memory. -Samuel Pepys -Charles II	Travel and Transport • Study events beyond living memory. Amelia Earhart	Nurturing Nurses. • Study the lives of significant individuals. • Compare the way these people lived to how we live today. -Florence Nightingale -Mary Seacole -Edith Cavell		
Geography:	Locational Knowledge • Name and locate the world's seven continents and five oceans. Identify hot and cold areas of the world, including locating equator and poles. • Name and locate the four countries and capital cities of the UK and surrounding seas. Human and Physical Identify the seasonal and daily					Place Knowledge • Understand geographical similarities and differences of human and physical geography of a small area of the UK and a contrasting non-European country. Geographical Skills and Fieldwork • Aerial photos, plan perspectives, compass directions • Maps, atlases, globes

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	<p>weather patterns in the UK.</p> <p>Using Geographical skills and Fieldwork.</p> <ul style="list-style-type: none"> Use world maps, atlases and globes. 					
RE:	<p>Domestic Church – Family – Beginnings.</p> <ul style="list-style-type: none"> God is present in every beginning. The story of Creation, God made the world. God made us and loves us. The importance of prayer; morning prayer and a litany. A psalm is a prayer song to God. <p>Baptism/Confirmation – Belonging – Signs and Symbols</p> <ul style="list-style-type: none"> The rite of Baptism. The signs and symbols used in Baptism; Easter candle, light, 	<p>Other faiths – Judaism – Prayer/Home – Shabbat</p> <ul style="list-style-type: none"> Families gather and Saturday is God's special day. Shabbat Blessing. Shabbat ends and appreciate that it is a day of rest and happiness. <p>Avent/Christmas – Preparing.</p> <ul style="list-style-type: none"> Advent, four weeks of preparation for the celebration of Jesus at Christmas. An understanding of the liturgical year. Isaiah's description of the one who is to come. The Annunciation. The Visitation. The Nativity. Jesus comes to us 	<p>Local Church – Community – Books</p> <ul style="list-style-type: none"> The division of the Bible into Old and New Testament. The names of the some of the Books of the Bible. The place of the Gospels in the Bible, something of their writers. The reverence given to the reading of the Gospel during Mass. The religious vocabulary and symbols related to the reading of the Gospel. The names, types and functions of various of books used at Mass. Introduction to some responses at 	<p>Lent/Easter – Giving – Opportunities</p> <ul style="list-style-type: none"> Ash Wednesday. Lent offers the opportunity to make a new start through prayer, good deeds and giving up things. The liturgy of Lent and Holy Week. The Stations of the Cross. The story of Palm Sunday and what happens in the liturgy on that day. Jesus washing his disciples' feet and its meaning. The suffering and death of Jesus on Good Friday. The Resurrection of Jesus. 	<p>Pentecost – Serving – Spread the Word</p> <ul style="list-style-type: none"> Jesus promises to send the Holy Spirit. The Ascension; Jesus returns to his Father in Heaven. Pentecost: the gift of the Holy Spirit for all time. Prayer to the Holy Spirit. The power of the Holy Spirit in daily life. Christians pass on the Good News of Jesus through the Holy Spirit. The Resurrection of the dead. <p>Reconciliation – Inter-relating – Rules</p>	<p>Other faiths – Hinduism – Prayer/Home – Prayer at home Puja</p> <ul style="list-style-type: none"> Quiet times and the Hindu home shrine. Puja at home. Respect for the Hindu's homelife of prayer. <p>Universal church – World – Treasures</p> <ul style="list-style-type: none"> The Creation story. Genesis. God's made the world, respect for the integrity of Creation. Praise of God in Creation Psalm 19 and 147. Solidarity with those in need. The work of

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	<p>font, water, anointing with chrism, white garment.</p> <ul style="list-style-type: none"> The reading of the Word of God. Recognition that Christians as members of the Church family act in a particular way because they are following the light of Christ. Something of the role of parents and God-parents. 	<p>as God's gift because He loves us.</p> <ul style="list-style-type: none"> Jesus Light for the World. 	<p>Mass.</p> <p>Eucharist - Relating - Thanksgiving</p> <ul style="list-style-type: none"> Parts of the Mass - Introductory Rites, Liturgy of Word, Liturgy of Eucharist, Concluding Rites. Some Mass responses. Eucharistic Prayer for Children. Jesus' presence in the Eucharist. The implication of the Concluding Rite of the Mass, where Catholics enter the world with a mission. 		<ul style="list-style-type: none"> Jesus' commandment to love God and one another. Jesus' commandment to forgive each other. Sin, the intention to do wrong deliberately. Examination of conscience. A prayer of sorrow. Sacrament of Reconciliation: repentance, disclosure of sin, absolution and reparation. The Sign of Peace at Mass. 	<p>CAFOD.</p> <ul style="list-style-type: none"> God's care for us; Luke 12: 27-28. Praise for the World. The Gloria from the Mass.
PE:	<p>Games- Val Sabin unit 1- throwing and catching-inventing games</p> <ul style="list-style-type: none"> Throw, catch and bounce in different ways when standing still or on the move. 	<p>Gymnastics - Val Sabin unit H- Parts high and parts low</p> <ul style="list-style-type: none"> Travel and balance confidently showing different parts of the body high or low including being close to and far away 	<p>Gymnastics - Val Sabin unit J- Turning-spinning-twisting</p> <ul style="list-style-type: none"> Turn, twist and spin on different body parts with control and coordination, understanding one part must be fixed. 	<p>Dance- Val Sabin unit 2- Friends, Bubbles and Shadows</p> <ul style="list-style-type: none"> Understand and perform simple basic travelling skills on feet with a change of direction and 	<p>Gymnastics - Val Sabin unit K linking movements together.</p> <ul style="list-style-type: none"> Link one movement to another smoothly and continuously including changes of speed and level. 	<p>Games- Val Sabin Unit 4-group games and inventing rules</p> <ul style="list-style-type: none"> Development and extension of bouncing, kicking, throwing, catching and striking skills.

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	<ul style="list-style-type: none"> To apply skills to make up games, developing strategies and then teaching their game to a partner. <p>Athletics- Val Sabin -unit 1</p> <ul style="list-style-type: none"> Push throw with 2 hands, technique in short distance running, underarm throw, paced running, jumping with different take offs and landings, push throw with a bounce. 	<p>from the floor and apparatus.</p> <ul style="list-style-type: none"> To link movements in a sequence, transferring from floor to apparatus with contrasts in shape and speed. <p>Games- Val sabin unit 2- Making up a game.</p> <ul style="list-style-type: none"> Aim at a stationary or moving target sending with hands, feet and bat including catch, field and return a ball. Improve co-ordination, vary simple tactics of bouncing, throwing or kicking and assist others to improve their game. 	<ul style="list-style-type: none"> Link movements together with contrasts of speed and level moving from floor to apparatus. <p>Dance- Val Sabin unit 1- The Cat, Balloons, Reach for the stars</p> <ul style="list-style-type: none"> Use different levels, directions and speeds interpreting different stimuli. Improvise an idea and choose appropriate movements to convey the dance idea. 	<p>working in pairs.</p> <ul style="list-style-type: none"> Understand the difference between happy and sad and recognise that is dance and changes occur in their bodies. <p>Games- Val Sabin unit 3- dribbling, kicking and hitting.</p> <ul style="list-style-type: none"> Dribble, pass, receive and strike in a variety of ways including along the floor and through the air. Play games selecting and applying skills developed using a variety of equipment in net, invasion and striking activities. 	<ul style="list-style-type: none"> Use different body parts to compose sequences of movements using combinations of travel, roll, balance and jump. <p>Dance- Val Sabin unit 4/linked with Maypoling Copy Cat, Pat-a-Cake, Jumping Joan, Elsdon Circle, Anything Goes, Galopede</p> <ul style="list-style-type: none"> Copy and perform simple movements in rhythmic patterns. Understand dance plays an important part in other cultures and changes have occurred throughout history. 	<ul style="list-style-type: none"> Sending and aiming skills developing footwork and whole body coordination. Push throw and bounce, sprinting technique, throwing for distance, even pacing between obstacles and jumping for distance. <p>Athletics- val sabin unit 2</p>
<p>Design & Technology:</p>	<ul style="list-style-type: none"> Begin to understand a healthy and 		<ul style="list-style-type: none"> Explore methods of planning and design to create a boat. 		<ul style="list-style-type: none"> Make a worry doll. Create a 3D hot air balloon using 	<ul style="list-style-type: none"> Explore methods of planning and design to create a

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	<p>varied diet.</p> <ul style="list-style-type: none"> • Create and prepare a healthy snack. • Begin to understand where food comes from 		<ul style="list-style-type: none"> • Explore building and making techniques. 		<p>sculpting techniques with a hanging basket.</p>	<p>vehicle that moves.</p> <ul style="list-style-type: none"> • Explore building and making techniques.
Art:	<p>Sketching and portraits/ Textures /Create Scenes</p> <ul style="list-style-type: none"> • Explore drawing techniques to create self-portraits. • Explore sculpting techniques to create self-portraits. • Explore painting and collage techniques to create a winter scene. 	<p>Print/ Collage/ Draw</p> <ul style="list-style-type: none"> • Explore techniques in collage and digital art to create images of the Great Fire of London • Explore techniques in drawings to create a London street scene and an aged portrait of Samuel Pepys. • Explore printing techniques to create a santa and sleigh scene. 		<p>Sketch/ Draw /Textures</p> <ul style="list-style-type: none"> • Create pencil sketches of Florence Nightingale • Draw accurately lilies, bulbs and seeds using techniques in drawing. • Take inspiration from the greats (Van Gogh) to develop drawing and painting techniques. 		
Music:	<p>Pulse.</p> <ul style="list-style-type: none"> • Sing/play with a good sense of pulse. • Demonstrate an understanding of the differences between pulse and rhythm through physical 	<p>Recorders</p> <ul style="list-style-type: none"> • Play tuned instruments musically. • To know how to hold a recorder. • To know the notes B, A and G. • To recognise crotchets, quavers 	<p>Rhythm.</p> <ul style="list-style-type: none"> • Begin to recognise rhythmic patterns found in speech. • Demonstrate the difference between pulse and rhythm through physical movement, playing and singing and 	<p>Recorders</p> <ul style="list-style-type: none"> • Play tuned instruments musically. • To recognise a crochet rest. • To perform for the class. 	<p>Music Technology and Structure.</p> <ul style="list-style-type: none"> • Experiment changing and combining sounds. • Comment and respond to a variety of live and recorded music, making statements 	<p>Recorders</p> <ul style="list-style-type: none"> • Play tuned instruments musically. • To recognise 3 beats in a bar. • To know when to take a breath. • To know the note E.

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	<p>movement/playing/singing.</p> <ul style="list-style-type: none"> • Begin to recognise rhythmic patterns found in speech • Respond to visual and aural cues. 	<p>and minims.</p> <ul style="list-style-type: none"> • To recognise bar lines and time signature. <p><i>Voice covered in singing for the Nativity performance.</i></p> <ul style="list-style-type: none"> • Sing, with accuracy, within a range of notes. • Follow and use performance instructions, including, starting, stopping, dynamics and tempo 	<p>performance.</p>	<p><i>Pitch covered in all recorder units.</i></p> <ul style="list-style-type: none"> • <i>Recognise and demonstrate the link between pitch and shape using graphic notation.</i> • <i>Demonstrate increased understanding and use of basic musical features</i> 	<p>and observations about musical structure.</p> <ul style="list-style-type: none"> • Demonstrate a deeper understanding of musical structure, through discussion. 	
<p>PSHE:</p>	<p>Drug education: Medicines</p> <p>Being Healthy: Wellbeing / Health</p>	<p>Being safe: Safe and unsafe</p> <p>Bullying: bullying</p>	<p>Difference and Diversity: Same and different</p>	<p>Exploring Emotions: Managing emotions</p> <p>Money Matters: Money</p>	<p>Being Responsible: Parliament / The Environment</p> <p>Changes: How they feel about changes</p>	<p>Being Me: Special objects and people</p> <p>Relationships A Journey in Love</p>