

Year 2 Long Term Curriculum Map 2024-25 *Under review*

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
English:	The Goldilocks Project <ul style="list-style-type: none"> Retell Wanted Poster Apology Letter Retell from another viewpoint Sequel Wolves <ul style="list-style-type: none"> Character description Non-Chronological Leaflet 	The Great Fire of London <ul style="list-style-type: none"> Persuasive poster Warning posters Letter of advice Certificates Information booklet The Journey Home <ul style="list-style-type: none"> Posters Lists Postcards Wanted posters Information report Short stories Persuasive letter 	The Bear Under the Stairs <ul style="list-style-type: none"> Letters, retellings own version narratives Information text The Minpins (contd next half term) <ul style="list-style-type: none"> Danger posters Setting descriptions Character descriptions Information reports Postcards Own version adventure narrative 	The Owl and the Pussycat <ul style="list-style-type: none"> Letters Interviews Lists Instructions Rhyming poem 	Toys in Space <ul style="list-style-type: none"> Found posters Diary entries Notes of advice Space logs Invitations Fantasy setting descriptions Own version fantasy world narrative 	House Held Up By Trees <ul style="list-style-type: none"> Factual descriptions Advertisement Explanations Poetry Factual report
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 Time	Time(continued) Revision and Optional SATs	Mass, Capacity and Temperature Position and Direction Consolidation
Science:	Animals including humans. • Describe the basic needs of animals,	Animals including humans. • Notice that animals including humans have	Uses of everyday materials. • Identify and compare the suitability of	Plants. •Observe and describe how seeds and bulbs grow into mature	Living things and their habitats. • Identify habitats and how they provide the	Living things and their habitats. • Exploring the difference between

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	<p>including humans, for survival.</p> <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating healthily and hygiene. 	<p>offspring which grows into adults.</p> <p>Uses of everyday materials.</p> <ul style="list-style-type: none"> Identify and compare the suitability of everyday materials for particular uses. 	<p>everyday materials for particular uses.</p> <ul style="list-style-type: none"> Find out how the shapes of solid objects can be changed. <p>Plants.</p> <ul style="list-style-type: none"> Investigate what plants need to grow and stay healthy. 	<p>plants.</p>	<p>needs for different animals and plants.</p> <ul style="list-style-type: none"> Name a variety of plants and animals in their habitats and micro-habitats. 	<p>things that are living, dead and have never been alive.</p> <ul style="list-style-type: none"> 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 school. 	<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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<p>History:</p>		<p>How did the <i>Great Fire</i> of London affect people who lived there?</p> <p>Great fire of London.</p> <ul style="list-style-type: none"> • Study events beyond living memory. -Samuel Pepys -Charles II 	<p>What affect did nurses in the past have on the lives of ordinary people?</p> <p>Nurturing Nurses.</p> <ul style="list-style-type: none"> • Study the lives of significant individuals. • Compare the way these people lived to how we live today. -Florence Nightingale -Mary Seacole -Edith Cavell 			<p>How has transport changed over the years?</p> <p>Travel and Transport</p> <ul style="list-style-type: none"> • Study events beyond living memory. Amelia Earhart
<p>Geography:</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • 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. <p>Human and Physical</p> <p>Identify the seasonal and daily weather patterns in the UK.</p>			<p>Place Knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences of human and physical geography of a small area of the UK and a contrasting non-European country. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Aerial photos, plan perspectives, compass directions • Maps, atlases, globes 		

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	<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, font, water, anointing 	<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 - Living - 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 as God's gift because He loves 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 Mass. 	<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> <ul style="list-style-type: none"> Jesus' commandment to 	<p>Other faiths - Sikhism - Prayer/Home - Sikh daily life</p> <ul style="list-style-type: none"> Sikh families Pray together A new baby <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 CAFOD. God's care for us; Luke 12: 27-28. Praise for the World. The Gloria from the Mass.

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	<p>with chrisms, 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. 	<ul style="list-style-type: none"> Jesus Light for the World. 	<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. 		<p>love God and one another.</p> <ul style="list-style-type: none"> 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. 	
PE:	<p>Fundamentals</p> <ul style="list-style-type: none"> Physical: run, speed, agility, dodge, balance, jump, hop, skip Social: collaboration, respect, take turns, 	<p>Fitness</p> <ul style="list-style-type: none"> Physical: run, stamina, skip, co-ordination, agility, strength, balance Social: encourage others, communication Emotional: determination, 	<p>Yoga</p> <ul style="list-style-type: none"> Physical: balance, flexibility, strength, co-ordination Social: respect, leadership, work safely, collaboration Emotional: confidence, 	<p>Ball Skills</p> <ul style="list-style-type: none"> Physical: roll, track, dribble with feet, kick, throw, catch, dribble with hands Social: inclusion, communication, collaboration, leadership 	<p>Target Games</p> <ul style="list-style-type: none"> Physical: roll, overarm throw, underarm throw, strike, dodge, jump Social: congratulate, support others, co-operation, kindness Emotional: 	<p>Athletics</p> <ul style="list-style-type: none"> Physical: run, jump for distance, jump for height, throw for distance, throw for accuracy Social: communication, work safely, support others

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<p>communication, encourage others</p> <ul style="list-style-type: none"> Emotional: determination, honesty, perseverance Thinking: comprehension, make decisions, creativity, use tactics, recall <p>Team Building</p> <ul style="list-style-type: none"> Physical: balance, jump, run, co-ordination Social: support and encourage others, communication, inclusion, trust, kindness Emotional: perseverance, confidence, determination, accepting Thinking: 	<p>perseverance</p> <ul style="list-style-type: none"> Thinking: comprehension, identify strengths and areas for improvement <p>Dance</p> <ul style="list-style-type: none"> Physical: actions, dynamics, space, relationships Social: respect, collaboration, work safely, communication Emotional: independence, confidence, perseverance, determination Thinking: provide feedback, comprehension, reflection, observation, creativity 	<p>perseverance, honesty, focus, identify feelings</p> <ul style="list-style-type: none"> Thinking: create, select and apply, comprehension, decision making, reflection <p>Gymnastics</p> <ul style="list-style-type: none"> Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll Social: leadership, work safely, respect Emotional: confidence, independence Thinking: select and apply actions, creativity 	<ul style="list-style-type: none"> Emotional: independence, honesty, perseverance, determination Thinking: comprehension, select and apply skills, use tactics <p>Sending and Receiving</p> <ul style="list-style-type: none"> Physical: roll, track, catch, receive with feet, kick, send and receive with a racket Social: communication, collaboration, leadership Emotional: honesty, determination Thinking: identifying how to improve, comprehension 	<p>manage emotions, honesty</p> <ul style="list-style-type: none"> Thinking: identify areas of strength and areas for development, select and apply, comprehension, decision making <p>Invasion Games</p> <ul style="list-style-type: none"> Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed Social: communication, kindness, support others, co-operation, respect, collaborate Emotional: empathy, perseverance, honesty, integrity, independence 	<ul style="list-style-type: none"> Emotional: determination, independence Thinking: comprehension, observe and provide feedback, explore ideas, select and apply skills <p>Striking and Fielding Games</p> <ul style="list-style-type: none"> Physical: underarm throw, overarm throw, catch, track, bowl, bat Social: communication, encourage others, collaboration Emotional: honesty, perseverance, determination, acceptance Thinking: use tactics, comprehension, select and
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	comprehension, identify strengths and areas for development, problem solving				<ul style="list-style-type: none"> Thinking: creativity, select and apply, comprehension, problem solving, provide feedback 	apply, decision making
Design & Technology:	<ul style="list-style-type: none"> Begin to understand a healthy and varied diet. Create and prepare a healthy snack. Begin to understand where food comes from 		<ul style="list-style-type: none"> Explore methods of planning and design to create a boat. Explore building and making techniques. 		<ul style="list-style-type: none"> Make a worry doll. Create a 3D hot air balloon using sculpting techniques with a hanging basket. 	<ul style="list-style-type: none"> Explore methods of planning and design to create a vehicle that moves. Explore building and making techniques.
Art:	Sketching and portraits/ Textures <ul style="list-style-type: none"> Explore drawing techniques to create self-portraits. Explore sculpting techniques to create self-portraits. 	Print/ Collage/ Draw/ Create scenes <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 		Sketch/ Draw /Textures <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 		

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		<p>a santa and sleigh scene.</p> <ul style="list-style-type: none"> • Create a winter scene including printing techniques 		<p>and painting techniques.</p>		
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 movement/playing/singing. • Begin to recognise rhythmic patterns found in speech • Respond to visual and aural cues. 	<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 and minims. • 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>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 performance. 	<p>Recorders</p> <ul style="list-style-type: none"> • Play tuned instruments musically. • To recognise a crochet rest. • To perform for the class. <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>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 and observations about musical structure. • Demonstrate a deeper understanding of musical structure, through discussion. 	<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.
PSHE:	Drug education: Medicines	Being safe: Safe and unsafe	Difference and Diversity: Same and different	Exploring Emotions: Managing emotions	Being Responsible: Parliament / The Environment	Being Me: Special objects and people Relationships

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	Being Healthy: Wellbeing / Health	Bullying: bullying		Money Matters: Money	Changes: How they feel about changes	A Journey in Love
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