

## Year 2 Long Term Curriculum Map 2024-25

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

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	<p>including humans, for survival.</p> <ul style="list-style-type: none"> <li>Describe the importance for humans of exercise, eating healthily and hygiene.</li> </ul>	<p>offspring which grows into adults.</p> <p><b>Uses of everyday materials.</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of everyday materials for particular uses.</li> </ul>	<p>everyday materials for particular uses.</p> <ul style="list-style-type: none"> <li>Find out how the shapes of solid objects can be changed.</li> </ul> <p><b>Plants.</b></p> <ul style="list-style-type: none"> <li>Investigate what plants need to grow and stay healthy.</li> </ul>	<p>plants.</p>	<p>needs for different animals and plants.</p> <ul style="list-style-type: none"> <li>Name a variety of plants and animals in their habitats and micro-habitats.</li> </ul>	<p>things that are living, dead and have never been alive.</p> <ul style="list-style-type: none"> <li>Describe food chains.</li> </ul>
<p><b>Computing:</b></p>	<p><b><u>Internet Safety</u></b> <b><u>DL1 &amp; IT2</u></b></p> <ul style="list-style-type: none"> <li>Digital footprints, keywords, recognise child friendly websites and kind/unkind behaviour, able to review websites.</li> </ul> <p><b><u>Word Processing (bespoke plans)</u></b> <b><u>IT1</u></b></p> <ul style="list-style-type: none"> <li>Introduction to Microsoft word to create and edit documents</li> </ul>	<p><b><u>Using the Internet</u></b> <b><u>IT1 &amp; DL1</u></b></p> <ul style="list-style-type: none"> <li>Retrieving digital content using a search engine.</li> <li>Child friendly searches and following links safely.</li> <li>Creating content for a blog and taking safe pictures for online. Posting positive posts/responses.</li> </ul> <p><b><u>Computer Art</u></b> <b><u>IT1</u></b></p> <ul style="list-style-type: none"> <li>Creating and editing computer</li> </ul>	<p><b><u>Using the Internet</u></b> <b><u>IT1 &amp; DL1</u></b></p> <ul style="list-style-type: none"> <li>Retrieving digital content using a search engine.</li> <li>Child friendly searches and following links safely.</li> <li>Creating content for a blog and taking safe pictures for online. Posting positive posts/responses.</li> </ul> <p><b><u>Technology Around Us</u></b> <b><u>IT1 &amp; IT2</u></b></p>	<p><b><u>Presentation Skills</u></b> <b><u>IT1</u></b></p> <ul style="list-style-type: none"> <li>Revise key computer skills and learn to create folders. Learn to create a simple presentation.</li> </ul>	<p><b><u>Preparing for Turtle Logo</u></b> <b><u>CS1-CS3</u></b></p> <ul style="list-style-type: none"> <li>Use Turtle Logo to create, test and debug an algorithm, rotate the turtle, use the repeat command. Recognise language and give, follow and complete an algorithm.</li> </ul>	<p><b><u>Programming Turtle Logo/Scratch</u></b> <b><u>CS1-CS3</u></b></p> <ul style="list-style-type: none"> <li>Use turtle logo to draw shapes, repeat</li> <li>Use Scratch to draw shapes, repeat then add movement and sound, say something, use the green flag to start and use different sprites.</li> </ul>

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	<ul style="list-style-type: none"> <li>using capital letters, full stops, buttons, undo, backspace, return key, highlighting.</li> </ul>	<p>art using a range of tools to reproduce a style of art.</p> <p><b><u>Technology Around Us</u></b> <u>IT1 &amp; IT2</u></p> <p>Recognise different technologies in school and home and why they are used.</p>	<p>Recognise different technologies in school and home and why they are used.</p>			
<b>History:</b>		<p><b>How did the Great Fire of London affect people who lived there?</b></p> <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>What affect did nurses in the past have on the lives of ordinary people?</b></p> <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>			<p><b>How has transport changed over the years?</b></p> <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>
<b>Geography:</b>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> </ul> <p>Identify hot and cold areas of the world, including locating equator and</p>			<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <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>		

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	<p>poles.</p> <ul style="list-style-type: none"> <li>Name and locate the four countries and capital cities of the UK and surrounding seas.</li> </ul> <p><b>Human and Physical</b> Identify the seasonal and daily weather patterns in the UK.</p> <p><b>Using Geographical skills and Fieldwork.</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes.</li> </ul>			<p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Aerial photos, plan perspectives, compass directions</li> <li>Maps, atlases, globes</li> </ul>		
<p><b>RE:</b></p>	<p><b>Domestic Church – Family – Beginnings.</b></p> <ul style="list-style-type: none"> <li>God is present in every beginning.</li> <li>The story of Creation, God made the world.</li> <li>God made us and loves us.</li> <li>The importance of prayer; morning prayer and a litany.</li> <li>A psalm is a prayer song to God.</li> </ul>	<p><b>Other faiths – Judaism – Prayer/Home – Shabbat</b></p> <ul style="list-style-type: none"> <li>Families gather and Saturday is God's special day.</li> <li>Shabbat Blessing.</li> <li>Shabbat ends and appreciate that it is a day of rest and happiness.</li> </ul> <p><b>Avent/Christmas – Advent – Preparing.</b></p> <ul style="list-style-type: none"> <li>Advent, four weeks of preparation for</li> </ul>	<p><b>Local Church – Community – Books</b></p> <ul style="list-style-type: none"> <li>The division of the Bible into Old and New Testament.</li> <li>The names of the some of the Books of the Bible.</li> <li>The place of the Gospels in the Bible, something of their writers.</li> <li>The reverence given to the reading of the Gospel during Mass.</li> </ul>	<p><b>Lent/Easter – Giving – Opportunities</b></p> <ul style="list-style-type: none"> <li>Ash Wednesday.</li> <li>Lent offers the opportunity to make a new start through prayer, good deeds and giving up things.</li> <li>The liturgy of Lent and Holy Week.</li> <li>The Stations of the Cross.</li> <li>The story of Palm Sunday and what happens in the</li> </ul>	<p><b>Pentecost – Serving – Spread the Word</b></p> <ul style="list-style-type: none"> <li>Jesus promises to send the Holy Spirit.</li> <li>The Ascension; Jesus returns to his Father in Heaven.</li> <li>Pentecost: the gift of the Holy Spirit for all time.</li> <li>Prayer to the Holy Spirit.</li> <li>The power of the Holy Spirit in daily</li> </ul>	<p><b>Other faiths – Sikhism – Prayer/Home – Sikh daily life</b></p> <ul style="list-style-type: none"> <li>Sikh families</li> <li>Pray together</li> <li>A new baby</li> </ul> <p><b>Universal church – World – Treasures</b></p> <ul style="list-style-type: none"> <li>The Creation story. Genesis.</li> <li>God's made the world, respect for the integrity of Creation.</li> <li>Praise of God in</li> </ul>

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	<p><b>Baptism/Confirmation - Belonging - Signs and Symbols</b></p> <ul style="list-style-type: none"> <li>• The rite of Baptism.</li> <li>• The signs and symbols used in Baptism; Easter candle, light, font, water, anointing with chrism, white garment.</li> <li>• The reading of the Word of God.</li> <li>• Recognition that Christians as members of the Church family act in a particular way because they are following the light of Christ.</li> <li>• Something of the role of parents and God-parents.</li> </ul>	<p>the celebration of Jesus at Christmas.</p> <ul style="list-style-type: none"> <li>• An understanding of the liturgical year.</li> <li>• Isaiah's description of the one who is to come.</li> <li>• The Annunciation.</li> <li>• The Visitation.</li> <li>• The Nativity.</li> <li>• Jesus comes to us as God's gift because He loves us.</li> <li>• Jesus Light for the World.</li> </ul>	<ul style="list-style-type: none"> <li>• The religious vocabulary and symbols related to the reading of the Gospel.</li> <li>• The names, types and functions of various of books used at Mass.</li> <li>• Introduction to some responses at Mass.</li> </ul> <p><b>Eucharist - Relating - Thanksgiving</b></p> <ul style="list-style-type: none"> <li>• Parts of the Mass - Introductory Rites, Liturgy of Word, Liturgy of Eucharist, Concluding Rites.</li> <li>• Some Mass responses.</li> <li>• Eucharistic Prayer for Children.</li> <li>• Jesus' presence in the Eucharist.</li> <li>• The implication of the Concluding Rite of the Mass, where Catholics enter the world with a mission.</li> </ul>	<p>liturgy on that day.</p> <ul style="list-style-type: none"> <li>• Jesus washing his disciples' feet and its meaning.</li> <li>• The suffering and death of Jesus on Good Friday.</li> <li>• The Resurrection of Jesus.</li> </ul>	<p>life.</p> <ul style="list-style-type: none"> <li>• Christians pass on the Good News of Jesus through the Holy Spirit.</li> <li>• The Resurrection of the dead.</li> </ul> <p><b>Reconciliation - Inter-relating - Rules</b></p> <ul style="list-style-type: none"> <li>• Jesus' commandment to love God and one another.</li> <li>• Jesus' commandment to forgive each other.</li> <li>• Sin, the intention to do wrong deliberately.</li> <li>• Examination of conscience.</li> <li>• A prayer of sorrow.</li> <li>• Sacrament of Reconciliation: repentance, disclosure of sin, absolution and reparation.</li> <li>• The Sign of Peace at Mass.</li> </ul>	<p>Creation Psalm 19 and 147.</p> <ul style="list-style-type: none"> <li>• Solidarity with those in need.</li> <li>• The work of CAFOD.</li> <li>• God's care for us; Luke 12: 27-28.</li> <li>• Praise for the World.</li> <li>• The Gloria from the Mass.</li> </ul>
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<b>PE:</b>	<p><b>Fundamentals</b></p> <ul style="list-style-type: none"> <li>Physical: run, speed, agility, dodge, balance, jump, hop, skip</li> <li>Social: collaboration, respect, take turns, communication, encourage others</li> <li>Emotional: determination, honesty, perseverance</li> <li>Thinking: comprehension, make decisions, creativity, use tactics, recall</li> </ul> <p><b>Team Building</b></p> <ul style="list-style-type: none"> <li>Physical: balance,</li> </ul>	<p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>Physical: run, stamina, skip, co-ordination, agility, strength, balance</li> <li>Social: encourage others, communication</li> <li>Emotional: determination, perseverance</li> <li>Thinking: comprehension, identify strengths and areas for improvement</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Physical: actions, dynamics, space, relationships</li> <li>Social: respect, collaboration, work safely, communication</li> <li>Emotional: independence,</li> </ul>	<p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>Physical: balance, flexibility, strength, co-ordination</li> <li>Social: respect, leadership, work safely, collaboration</li> <li>Emotional: confidence, perseverance, honesty, focus, identify feelings</li> <li>Thinking: create, select and apply, comprehension, decision making, reflection</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Physical: shapes, balances, travelling actions, shape jumps, barrel</li> </ul>	<p><b>Ball Skills</b></p> <ul style="list-style-type: none"> <li>Physical: roll, track, dribble with feet, kick, throw, catch, dribble with hands</li> <li>Social: inclusion, communication, collaboration, leadership</li> <li>Emotional: independence, honesty, perseverance, determination</li> <li>Thinking: comprehension, select and apply skills, use tactics</li> </ul> <p><b>Sending and Receiving</b></p> <ul style="list-style-type: none"> <li>Physical: roll, track, catch, receive with feet, kick, send and receive with a racket</li> </ul>	<p><b>Target Games</b></p> <ul style="list-style-type: none"> <li>Physical: roll, overarm throw, underarm throw, strike, dodge, jump</li> <li>Social: congratulate, support others, co-operation, kindness</li> <li>Emotional: manage emotions, honesty</li> <li>Thinking: identify areas of strength and areas for development, select and apply, comprehension, decision making</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>Physical: dribble, throw, catch, kick, receive, run,</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Physical: run, jump for distance, jump for height, throw for distance, throw for accuracy</li> <li>Social: communication, work safely, support others</li> <li>Emotional: determination, independence</li> <li>Thinking: comprehension, observe and provide feedback, explore ideas, select and apply skills</li> </ul> <p><b>Striking and Fielding Games</b></p> <ul style="list-style-type: none"> <li>Physical: underarm throw, overarm throw, catch,</li> </ul>

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	<p>jump, run, co-ordination</p> <ul style="list-style-type: none"> <li>• Social: support and encourage others, communication, inclusion, trust, kindness</li> <li>• Emotional: perseverance, confidence, determination, accepting</li> <li>• Thinking: comprehension, identify strengths and areas for development, problem solving</li> </ul>	<p>confidence, perseverance, determination</p> <ul style="list-style-type: none"> <li>• Thinking: provide feedback, comprehension, reflection, observation, creativity</li> </ul>	<p>roll, straight roll, forward roll</p> <ul style="list-style-type: none"> <li>• Social: leadership, work safely, respect</li> <li>• Emotional: confidence, independence</li> <li>• Thinking: select and apply actions, creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Social: communication, collaboration, leadership</li> <li>• Emotional: honesty, determination</li> <li>• Thinking: identifying how to improve, comprehension</li> </ul>	<p>jump, change direction, change speed</p> <ul style="list-style-type: none"> <li>• Social: communication, kindness, support others, co-operation, respect, collaborate</li> <li>• Emotional: empathy, perseverance, honesty, integrity, independence</li> <li>• Thinking: creativity, select and apply, comprehension, problem solving, provide feedback</li> </ul>	<p>track, bowl, bat</p> <ul style="list-style-type: none"> <li>• Social: communication, encourage others, collaboration</li> <li>• Emotional: honesty, perseverance, determination, acceptance</li> <li>• Thinking: use tactics, comprehension, select and apply, decision making</li> </ul>
<b>Design &amp; Technology:</b>	<p><b>Food - Preparing fruit and vegetables</b></p> <ul style="list-style-type: none"> <li>• Design, make and evaluate a smoothie and a fruit salad</li> <li>• Food handling</li> </ul>			<p><b>Mechanisms - Wheels and axels</b></p> <ul style="list-style-type: none"> <li>• Design, make and evaluate a vehicle for tourists for going on a safari in Kenya</li> <li>• Cutting</li> <li>• Joining to allow</li> </ul>		<p><b>Textiles - Templates and joining techniques</b></p> <ul style="list-style-type: none"> <li>• Design, make and evaluate a glove puppet</li> <li>• Templates</li> <li>• Cutting</li> <li>• Joining techniques</li> </ul>

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	<ul style="list-style-type: none"> <li>• Safety with utensils</li> <li>• Cut, grate, peel, chop, slice, wash, squeeze</li> </ul>			movement		
<b>Art:</b>		<b>Sculpture - Andy Goldsworthy</b> <ul style="list-style-type: none"> <li>• sculptures with leaves and stones in an outdoor environment</li> </ul>	<b>Drawing - Starry Night by Van Gogh</b> <ul style="list-style-type: none"> <li>• Hatching</li> <li>• Stippling</li> <li>• Tone</li> <li>• Texture</li> </ul>		<b>Painting - The River Siene at La Grand Jatte by Georges Seurat</b> <ul style="list-style-type: none"> <li>• Primary and secondary colours</li> <li>• Optical colour mixing</li> </ul>	
<b>Music:</b>	<b>Pulse.</b> <ul style="list-style-type: none"> <li>• Sing/play with a good sense of pulse.</li> <li>• Demonstrate an understanding of the differences between pulse and rhythm through physical movement/playing/singing.</li> <li>• Begin to recognise rhythmic patterns found in speech</li> <li>• Respond to visual and aural cues.</li> </ul>	<b>Recorders</b> <ul style="list-style-type: none"> <li>• Play tuned instruments musically.</li> <li>• To know how to hold a recorder.</li> <li>• To know the notes B, A and G.</li> <li>• To recognise crotchets, quavers and minims.</li> <li>• To recognise bar lines and time signature.</li> </ul> <b>Voice covered in singing for the Nativity performance.</b> <ul style="list-style-type: none"> <li>• Sing, with accuracy,</li> </ul>	<b>Rhythm.</b> <ul style="list-style-type: none"> <li>• Begin to recognise rhythmic patterns found in speech.</li> <li>• Demonstrate the difference between pulse and rhythm through physical movement, playing and singing and performance.</li> </ul>	<b>Recorders</b> <ul style="list-style-type: none"> <li>• Play tuned instruments musically.</li> <li>• To recognise a crochet rest.</li> <li>• To perform for the class.</li> </ul> <b>Pitch covered in all recorder units.</b> <ul style="list-style-type: none"> <li>• Recognise and demonstrate the link between pitch and shape using graphic notation.</li> <li>• Demonstrate increased</li> </ul>	<b>Music Technology and Structure.</b> <ul style="list-style-type: none"> <li>• Experiment changing and combining sounds.</li> <li>• Comment and respond to a variety of live and recorded music, making statements and observations about musical structure.</li> <li>• Demonstrate a deeper understanding of musical structure, through discussion.</li> </ul>	<b>Recorders</b> <ul style="list-style-type: none"> <li>• Play tuned instruments musically.</li> <li>• To recognise 3 beats in a bar.</li> <li>• To know when to take a breath.</li> <li>• To know the note E.</li> </ul>



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		<p>within a range of notes.</p> <ul style="list-style-type: none"> <li>Follow and use performance instructions, including, starting, stopping, dynamics and tempo</li> </ul>		<p><i>understanding and use of basic musical features</i></p>		
<p><b>PSHE:</b></p>	<p><b>Drug education:</b> Medicines</p> <p><b>Being Healthy:</b> Wellbeing / Health</p>	<p><b>Being safe:</b> Safe and unsafe</p> <p><b>Bullying:</b> bullying</p>	<p><b>Difference and Diversity:</b> Same and different</p>	<p><b>Exploring Emotions:</b> Managing emotions</p> <p><b>Money Matters:</b> Money</p>	<p><b>Being Responsible:</b> Parliament / The Environment</p> <p><b>Changes:</b> How they feel about changes</p>	<p><b>Being Me:</b> Special objects and people</p> <p><b>Relationships</b> <b>A Journey in Love</b></p>