



# The New Forest Primary School –long term planning and progression ‘Curriculum Map’

Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p><b>Topic title: <u>Titanic</u></b></p> <p><b>Trip/Workshop/ Exhibition:</b> Harvest input; Sea City trip</p> <p>Exit point: make an information book</p> <p><b>Curriculum Focus:</b> History – local study</p>	<p><b>Topic title: <u>We Are What We Eat</u></b></p> <p><b>Trip/Workshop/ Exhibition:</b> Visit the school kitchen, school council survey of lunches</p> <p>Exit point: making healthy cakes</p> <p><b>Curriculum Focus: Science</b></p> <p><b>Drama Production:</b> KS1 Nativity</p>	<p><b>Topic title: <u>Explorers</u></b></p> <p><b>Trip/Workshop/ Exhibition:</b> Dressed as an explorer – Mary Rose</p> <p>Inviting in a real life explorer – Hayley Barnard who went to the North Pole inn 2015</p> <p>Shrove Tuesday</p> <p><b>Curriculum Focus: Geography and History</b></p>	<p><b>Topic title: <u>I’m Alive</u></b></p> <p><b>Trip/Workshop/ Exhibition:</b> Trip to Testwood Lakes or Hilliers</p> <p>Exit point: Make a wildlife garden shoe box; Look and See</p> <p><b>Curriculum Focus: Science</b></p>	<p><b>Topic title: <u>Horrah! Let’s go on holiday</u></b></p> <p><b>Trip/Workshop/ Exhibition:</b></p> <p><b>Curriculum Focus:</b> Geography</p> <p>SATs</p>	<p><b>Topic title: <u>Our Wonderful World –</u></b> (related to World Cup or Olympics)</p> <p><b>Trip/Workshop/ Exhibition:</b> Trip to another country ( make passports)</p> <p>Exit point: Story Book re holidays; Look and see</p> <p><b>Curriculum Focus:</b> geography</p> <p><b>Phonic screening</b></p>
<p><b>Y2 English</b></p> <p>Many of these skills are on going and dependent on differentiation.</p>	<p>Pattern and rhyme - poetry</p> <p>Titanic – non-fiction writing /diaries/description</p> <p>Reading – listen/discuss and express views. Discuss series of events.</p> <p>Reading a variety of genres in guided reading and whole class, start to make predictions and inferences, discuss books and ensure they make sense</p> <p>SPAG – Using the KS1 annexe of exception words and suffixes learn and spell these in a daily session – continues all year</p> <p>Capital letters and full stops – starting to use subordination and co-ordination</p> <p>Handwriting – form lower and upper case letters correctly and start to join them</p> <p>Writing – Using a variety of genres to plan and write longer pieces. Start to read and edit work, make improvements. Apply SPAG to writing</p>	<p>Does Chocolate Grow on trees?</p> <p>Lauren Child book study <i>I will never not ever eat a Tomato</i>-fiction writing</p> <p>Nativity – Act it out! Script writing</p> <p>Reading - listen/discuss and express views. Discuss series of events.</p> <p>Reading a variety of genres in guided reading and whole class, start to make predictions and inferences, discuss books and ensure they make sense</p> <p>SPAG – noun phrases and adjectives</p> <p>commas</p> <p>Handwriting – form lower and upper case letters correctly and start to join them</p> <p>Writing – Using a variety of genres to plan and write longer pieces. Start to read and edit work, make improvements. Apply SPAG to writing</p>	<p>Mungo and the Spiders from Space – fiction unit</p> <p>Explorer topic linked research/information writing</p> <p>A Closer look – poetry</p> <p>Reading - listen/discuss and express views. Discuss series of events.</p> <p>Reading a variety of genres in guided reading and whole class, start to make predictions and inferences, discuss books and ensure they make sense</p> <p>SPAG – function of sentences, apostrophes</p> <p>Handwriting – form lower and upper case letters correctly and start to join them</p> <p>Writing – Using a variety of genres to plan and write longer pieces. Start to read and edit work, make improvements. Apply SPAG to writing</p>	<p>A twist in the tale – alternative traditional tales</p> <p>All about orang-utans – non fiction</p> <p>Reading - listen/discuss and express views. Discuss series of events.</p> <p>Reading a variety of genres in guided reading and whole class, make predictions and inferences, discuss books and ensure they make sense</p> <p>SPAG - question marks</p> <p>Handwriting – form lower and upper case letters correctly and start to join them</p> <p>Writing – Using a variety of genres to plan and write longer pieces. Start to read and edit work, make improvements. Apply SPAG to writing</p>	<p>Katie Morag – Fiction</p> <p>Holiday brochures – non fiction</p> <p>Reading - listen/discuss and express views. Discuss series of events.</p> <p>Reading a variety of genres in guided reading and whole class, make predictions and inferences, discuss books and ensure they make sense</p> <p>SPAG - consolidation of punctuation and grammar</p> <p>Handwriting – form lower and upper case letters correctly and start to join them</p> <p>Writing – Using a variety of genres to plan and write longer pieces. Start to read and edit work, make improvements. Apply SPAG to writing</p>	<p>Muddles and Mishaps – longer stories</p> <p>Poetry – Silly Stuff</p> <p>Topic writing – posters/leaflets</p> <p>Reading - listen/discuss and express views. Discuss series of events.</p> <p>Reading a variety of genres in guided reading and whole class, make predictions and inferences, discuss books and ensure they make sense</p> <p>SPAG - consolidation of punctuation and grammar</p> <p>Handwriting – form lower and upper case letters correctly and start to join them</p> <p>Writing – Using a variety of genres to plan and write longer pieces. Start to read and edit work, make improvements. Apply SPAG to writing</p>



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<b>Y2 Maths</b>  <b>Following the White Rose Hub planning</b>	Place Value  Addition and Subtraction	Addition and subtraction  Money	Multiplication and Division  Statistics  Time	Property of shape  Fractions  Measurement - length	Consolidation of the four operations  Problem solving and efficient methods	Measurement – weight and capacity  Mathematical investigations involving the four operations.
<b>Y2 Science</b>	find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching  Habitats/Plants(bulbs) - observe and describe how seeds and bulbs grow into mature plants - ongoing	Healthy Eating – describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Use of every day materials - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Animals including humans - notice that animals, including humans, have offspring which grow into adults  find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Habitats/Plants –  find out and describe how plants need water, light and a suitable temperature to grow and stay healthy  explore and compare the differences between things that are living, dead, and things that have never been alive  identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  identify and name a variety of plants and animals in their habitats, including microhabitats  describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	
<b>Y2 Humanities</b>	<b>History:</b> Significant event in our local area. Events beyond our lifetime		<b>History:</b> Significant historical individual – Neil Armstrong/Christopher Columbus  <b>Geography :</b> Understanding of continents explorers visited.		<b>History:</b> In living memories – holidays of Grandparents.  <b>Geography:</b> Making maps  Compare UK to an non-European	<b>Geography:</b> Location of country studied on a world map.
<b>Y2 Art, Design and Technology</b>	<b>Art:</b> Self portraits – drawing/observation skills. Primary colour wheels – blending paint and understanding colours.  Focus Artist: Turner seascapes in paint-introduce term abstract. Blending colours in paint.	<b>DT:</b> Cooking – evaluate foods, design a recipe for a healthy muffin. Work collaboratively to bake muffins. Evaluate recipe/taste.  Art – Clay – nativity figures – moulding, sculpting and finishing 3D model.	<b>Art:</b> Printing, Arctic/Space scenes using different materials to create.	<b>DT:</b> 3d models of insects using paper and paste. Design creature. Rolling moulding / joining skills. Finishing with paint/varnish.	<b>Art:</b> Collage of beach scene using a range of materials. Whole class collaboration piece.  <b>DT:</b> Make a habitat – using paper etc.	<b>Art:</b> Van Gogh study of artist. Observational drawing and painting of sunflowers.  <b>DT-</b> Sewing – passport case using felt, running stitch.
<b>Y2 LOTC</b>  <b>Forest Friday</b>	Finding Fungi  Making portraits using things from the forest floor	Treasure hunt – link to describing words in literacy	Writing winter poems	Making nest and habitats	Taking Photographs -	Watercolour painting of the landscape



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<p><b>Y2 Computing</b></p> <p>I can't answer these question until the learnpads are reliably up and running</p>	<p>Computational thinking - We are game testers. Exploring how computer games work.</p>	<p>Programming - We are astronauts. Programming on screen using scratch</p>	<p>Productivity - We are zoologists. Recording Bug Hunting Data.</p>	<p>Computer Networks - We are researchers. Researching a topic</p>	<p>Communication/collaborating -We are detectives. Communicating clues. Email.</p>	<p>Creativity - We are photographers. Taking, selecting and editing digital images.</p>
<p><b>Y2 Music</b></p>	<p>Unit 1: Hands, Feet, Heart Style: South African styles Focus: singing/composing/playing to a rythm</p>	<p>Christmas nativity songs – performance  Focus - singing</p>	<p>Unit: I Wanna Play In A Band Style: Rock Focus: pitch</p>	<p>Unit: Zootime Style: Reggae Focus:playing instruments and reading music</p>	<p>Unit: Friendship Song</p>	<p>Unit: Reflect, Rewind and Replay Style: Western Classical Music Focus: appreciate music and appraise</p>
<p><b>Y2 PSHE</b></p>	<p><b>Citizenship</b> - Rights, rules and responsibilities –Unit 5</p>	<p><b>Myself and my relationships</b> - My Emotions - Unit 5</p>	<p><b>Healthier lifestyles</b> – Safety – Unit 5</p>	<p><b>Healthier Lifestyles</b> – SRE - Unit 7</p>	<p><b>Citizenship</b> - Diversity and community – Unit 4</p>	<p><b>Myself and my relationships</b> - Managing Change – Unit 8</p>
<p><b>Y2 RE</b></p>	<p><u>Discovery unit</u>  <i>Theme: What did Jesus teach?</i>  <b>Key Question: Is it possible to be kind to everyone all of the time?</b>  <i>Stimulus resources:</i> Bible stories  <i>Across the curriculum:</i> ICT – create an animation on learnpads, poetry writing</p>	<p><b>SHORT UNIT</b>  <u>Understanding Christianity unit</u>  <i>Theme:</i> Autumn Term 2  <i>Concept:</i> God  <b>Key Question: What do Christians believe God is like?</b>  <b>DIGGING DEEPER unit 1.1</b>  <i>Stimulus resources:</i> KS1 1.1  <i>Across the curriculum:</i> images of Jonah in Art, songs used in worship_#  <b>SHORT UNIT</b>  <u>Understanding Christianity unit</u>  <i>Theme:</i> Christmas  <i>Concept:</i> Gospel</p>	<p><u>Discovery unit</u>  <i>Theme:</i> Passover  <i>Concept:</i> Israel  <b>Key Question: How important is it for Jewish people to do what God asks them to do</b>  <i>Stimulus resources:</i> BBC Education clips, Jewish artefacts  <i>Across the curriculum:</i> Try foods from a Seder meal, design a menu</p>	<p><u>Understanding Christianity unit</u>  <i>Theme:</i> Easter  <i>Concept:</i> Salvation  <b>Key Question: Why does Easter matter to Christians?</b>  <b>DIGGING DEEPER unit 1.5</b>  <i>Stimulus resources:</i> Easter story pictures  <i>Across the curriculum:</i> Easter making day – Easter Gardens</p>	<p><u>Discovery unit</u>  <i>Theme:</i>The Covenant  <i>Concept:</i> God  <b>Key Question: How special is the relationship Jews have with God?</b>  <i>Stimulus resources:</i> BBC Education clips, Jewish artefacts, powerpoint 6  <i>Across the curriculum:</i> Jewish visitor, make a mezuzah</p>	<p><u>Discovery unit</u>  <i>Theme:</i> Rites of passage and good works  <i>Concept:</i> Torah  <b>Key Question: What is the best way for a Jew to show commitment to God?</b>  <i>Stimulus resources:</i> BBC Education clips  <i>Across the curriculum:</i> History - make personal timelines, Maths - create a pie chart</p>



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		<p><i>Key Question: Why does Christmas matter to Christians?</i></p> <p><b>DIGGING DEEPER unit 1.3</b></p> <p><i>Stimulus resources: Nativity scene paintings</i></p> <p><i>Across the curriculum: Art ‘Big Frieze’</i></p> <p>Christmas making activity: Jigsaw piece wreath decoration</p>				
<b>Y2 Spirituality</b>	Others	Self	Beyond	Self	Others	Self, World and Beauty
<b>Y2 PE</b>	<p>Key objectives are to: 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</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>perform dances using simple movement patterns</p> <p>These are taught through the following:</p>					
	Dance/Football	Dance/Hockey	Gym/Netball	Gym/Tag rugby	Tennis/Athletics	Athletics/Rounders