

## Year 2 Curriculum Map 2018/2019

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Value of the Term</b>	Respect	Hope	Love	Truth	Forgiveness	Kindness
<b>Learning to Learn</b>	Collaborative	Resilient	Creativity	Reflective	Risky	Communicative
<b>Core Subjects</b>						
<b>English Texts and Outcomes</b>	The Bee Who Spoke Olga Da Polga	Lila and the Secret of Rain	The Sea Monster	Emily Brown and the Thing	The Storm Whale	The Magic Finger
<b>Maths Overview</b>	Place Value Number: Addition and Subtraction	Measurement: Money Number: Multiplication and Division	Number: Multiplication and Division Statistics Geometry: Properties of Shape	Number: Fractions Measurement: Length and Height	Position and Direction Problem Solving and efficient methods	Measurement: Time, Mass, Capacity and Temperature  Investigations
<b>Science</b>	Living things and their habitats	Living things and their habitats	Uses of everyday materials	Uses of everyday materials	Animals including humans	Plants
<b>RE</b>	<b>Understanding Christianity</b>  <b>Key Question:</b> What is the good news that Jesus brings?	<b>Understanding Christianity</b>  <b>Key Question:</b> Why does Christmas matter? Digging deeper.	<b>Discovery RE</b>  <b>Theme:</b> Passover  <b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?  <b>Religions:</b> Judaism	<b>Understanding Christianity</b>  <b>Key Question:</b> Why does Easter matter? Digging deeper.	<b>Discovery RE</b>  <b>Theme:</b> Community and Belonging  <b>Key Question:</b> Does going to the Mosque give Muslims a sense of belonging?  <b>Religions:</b> Islam	<b>Theme:</b> Rites of Passage and good works  <b>Key Question:</b> What is the best way for a Jew to show commitment to God?  <b>Religions:</b> Judaism
<b>Thematic Curriculum</b>						
<b>Topic Title</b>	In The Park	Superheroes	Treasure Island	Adventurers and Explorers	Under the Sea	Oh I do like to be beside the seaside
<b>Starting Hook</b>	Visitors (RSPB)	Teachers dress up and do a play	Pirate Dress Up Activity Day	Role play (space, mountains, flight, archaeologist/palaeontologist)	What's fishy at Fishponds? (present information about class fish)	Trip from term 5

<b>Fabulous Finale</b>	Make a park in a tray and become a ranger	Superhero puppet show	Whole class artistic response (Treasure Island)	A day on the moon <i>Sharing our Learning</i>	Turn corridor into aquarium	Turn school into beach and invite parents <i>Sharing our Learning and Enterprise</i>
<b>School Trip/ External Visitor</b>	Visitors (RSPB) Walk to park	People Who Help Us visitors	Matthew and M Shed	Air Bus visitor	Weston	Virtual reality beach animals
<b>History</b>		<p><u>Knowledge</u></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements (Florence Nightingale, Mary Seacole)</p> <p><u>Skills</u></p> <p>Ask and answer questions using parts of stories and other sources to show what they know and understand key features of events.</p> <p>Use a wide vocabulary of everyday historical terms.</p>	<p><u>Knowledge</u></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements (Blackbeard)</p> <p><u>Skills</u></p> <p>Identify similarities and differences.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Understand some of the ways we learn about the past.</p>	<p><u>Knowledge</u></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements (Scott, Neil Armstrong, John Cabot)</p> <p>Significant historical people in locality.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p><u>Skills</u></p> <p>Ask and answer questions using parts of stories and other sources to show what they know and understand key features of events.</p> <p>Where the events they study fit within a</p>		<p><u>Knowledge</u></p> <p>Changes within living memory.</p> <p>Events beyond living memory that are significant nationally.</p> <p>Significant historical places in locality.</p> <p><u>Skills</u></p> <p>Where the events they study fit within a chronological framework.</p> <p>Identify similarities and differences.</p>

				chronological framework.  Understand some of the ways we learn about the past.		
<b>Geography</b>	<p>Use basic geographical vocabulary: soil, river</p> <p>Use locational and directional language to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills.</p> <p>Use aerial photographs to recognise features. Devise simple map.</p>	<p>Understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.</p>	<p>Use simple compass directions and locational and directional language.</p> <p>Use world maps atlases and globes to identify the UK and its countries as well as the countries and continents and oceans.</p> <p>Devise a simple map and use and construct basic symbols in a key.</p>	<p>Understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Use world maps atlases and globes to identify oceans.</p> <p>Use basic geographical vocabulary: beach, cliff, coast, sea, ocean.</p> <p>Name the world's seven continents and five oceans.</p>	
<b>Computing</b>	Data	Programming	Online safety	Impact of technology	Media	Programming
<b>DT</b>		Textiles (making puppets)		Wheels and axels (pull along cart)		Make a lighthouse keeper's lunch
<b>Additional Art/Music</b>	Artist study - Andy Goldsworthy	<p>Making instruments and playing them musically</p> <p>Experimenting with sounds</p>	Make a treasure island with mixed media	<p>Singing in two parts</p> <p>Listening and appreciating</p>	Clay sculptures	<p>Rhythm - On the Seashore (Charanga)</p> <p>Moving to music and using simple notation</p>
<b>PSHE</b>	Being Me and My World	Celebrating Difference	Dreams and Goal	Healthy Me	Relationships	Changing Me

## Health and Wellbeing

<b>Art</b>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ use sculpture to develop and share ideas, experiences and imagination</li> <li>♣ develop a wide range of art techniques using form and space</li> <li>♣ learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ use sculpture to develop and share ideas, experiences and imagination</li> <li>♣ develop a wide range of art techniques using form and space</li> <li>♣ learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ use drawing and painting to develop and share ideas, experiences and imagination</li> <li>♣ develop a wide range of art techniques using colour, pattern, texture, line, shape.</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ use drawing and painting to develop and share ideas, experiences and imagination</li> <li>♣ develop a wide range of art techniques using colour, pattern, texture, line, shape.</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ develop a wider range of art techniques using colour, pattern, texture, line, shape</li> <li>♣ learn about the work of a range of artists, craft makers and designers, making links to our own work</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ develop a wider range of art techniques using colour, pattern, texture, line, shape</li> <li>♣ learn about the work of a range of artists, craft makers and designers, making links to our own work</li> </ul>
<b>Music</b>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ play tuned and untuned instruments musically</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ play tuned and untuned instruments musically</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ play tuned and untuned instruments musically</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ play tuned and untuned instruments musically</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
<b>PE</b>	Games/Play Activities		Gymnastics		Net & wall	
	<p><b>Skills of</b> travel, send, chase, receive, avoid, dodge, control; awareness of other players.</p> <p><b>Develop</b> making up simple games, playing (net/wall, striking, goal scoring), playing these games - alone/pairs/groups.</p>		<p><b>Skills of</b> travelling, stillness, balance, turning, rolling, climbing, swinging, weight on hands, placing apparatus, jumping.</p> <p><b>Develop</b> and consolidate work identified in this section from Year One with emphasis in repeating sequences of movements, linking activities on floor/apparatus, using</p>		<p><b>Skills of</b> travel, send, chase, receive, avoid, dodge, control; awareness of other players.</p> <p><b>Develop</b> making up simple games, playing (net/wall, striking, goal scoring), playing these games - alone/pairs/groups.</p>	

**Experience** a variety of games equipment; practicing in trios; competition, simple rules and tactics for attacking and defending.

pupils' own choices to link skills and actions in short movement phrases.

**Experience** consolidating work identified in this section from Year One, adapting and improving control of actions.

**Experience** a variety of games equipment; practicing in trios; competition, simple rules and tactics for attacking and defending.

Each term, the class teacher will follow the REAL PE scheme in a second PE lesson.