










Year 2 Curriculum Map

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic name Why are our seas important?	Under the Sea Why are our seas important?	Up in Smoke Is smoke always intentional?	Story Land Is there always a good ending in stories?	Castles and Knights What was life like living in a castle?	Dreams and Wishes Why are dreams important?	Into the Wild Why is a rainforest different from a savannah?
Maths 	Place value, +, -, comparing lengths	Comparing numbers, +, -, x, ÷ Word problems Inverse Shape Direction Fractions of shape and number	Place value +, -, x, ÷ Fractions of shape and number Inverse, exchanging Patterns Direction	Multiples of 2, 5, 10 +, -, x, ÷ Fractions of shape and numbers Inverse, exchanging Time Weight	Multiples of 2, 5, 10 +, -, x, ÷ Inverse, exchanging Two step word problems Charts/interpreting data Time	Multiples of 2, 5, 10 +, -, x, ÷ Inverse, exchanging Two step word problems Money Shape
English Genres 	Repetitive poetry – smelly jelly smelly fish poem Fiction – Boxing clever Mrs Armitage - ENP Non-fiction – letter writing	Acrostic poems – Remembrance. Fiction – NPP story and Boxing Clever – sent with diff forms - Exclamations Non-fiction – Chronological report on the Great Fire.	Poetry – riddles on book characters. Fiction – Alternative endings Non-Fiction – Character profiles.	Shape poetry. Fiction – story mapping subordination Non-Fiction – instructions.	Poetry – Magic Box by Kit Wright. Fiction – BFG. Non-Fiction – information booklet on Roald Dahl.	Poetry – Down in the Rainforest. Fiction – African Folk tales. Non-Fiction – fact file.
Key texts and focus authors 	Quentin Blake. Mrs Armitage and the Big Wave Bananas in my ears – smelly jelly smelly fish poem	Dick King-Smith.	Anthony Browne. Traditional tales and alternatives.	Frankenstein's Crazy House of Horror? Jeremy Strong.	The BFG. Roald Dahl.	Paul Geraghty.
History 		Great Fire of London Key person = Samuel Pepys/Guy Fawkes Remembrance. Comparison with Grenfell If a fire started in London today, what would be different?		Identifying similarities and differences between ways of life in different periods, homes with castle focus	Significant person: Learning about the life of Roald Dahl and how he had influenced literature.	






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<p>Geography</p> 	<p>Learning about our local area, as well as the 4 countries that make up the UK. Field work and compass points. To name and locate the worlds 7 continents and 5 oceans. Use simple field work and observational skills to study the Geography of the school and its grounds (Delaware Road trip and map). Cross curricular (Computing), use Google Maps to create own map.</p> <p>How could we navigate around the earth without compass points?</p>		<p>Human and physical features of our local area and a contrasting area</p> <p>Why is a house different from an ocean? Ayana Elizabeth Johnson- Marine Biologist and conservationist</p>			<p>Learning about different countries – focussing on Africa – and comparing to England.</p>
<p>Science</p> 	<p>Learning how to stay healthy and keep fit Hygiene “keep clean”</p> <p>What happens when you don’t look after something?</p>	<p>Understanding, sorting and comparing properties of materials. Being able to understand their uses.</p> <p>Can materials have multiple uses?</p>	<p>Learning about what plants need to grow and survive. Growing their own plant.</p> <p>Could plants survive without water?</p>	<p>Learning about different animals and the habitats they live in. Learning about living and non-living things. Junkyard Scraps – habitats and temperature</p>	<p>Knowing what different animals need to survive and the food chain. Learn that animals including humans have off spring.</p>	<p>Learning about habitats. Looking at desert, savannah and rainforest.</p>
<p>PSHE</p> 	<p>Learning about ourselves and how to stay safe at home and the community, including internet safety and harms.</p> <p>Can you hurt someone online?</p>	<p>Celebrating difference by learning to identify the ways in which are friends are different from us.</p> <p>How are we the same and how are we different?</p>	<p>Learning how to work as part of a team to achieve our dreams and goals.</p> <p>Do we all have the same goals?</p>	<p>Learning to make healthy snacks and explain why they are good for the body. Healthy me</p>	<p>Learning how to use positive problem solving techniques to resolve conflicts with my friends.</p>	<p>Transitions and changing me.</p>
<p>Art</p>	<p>Drawing and recreating Mrs Armitage and the Big</p>	<p>Poppy art – using different textures and materials to</p>	<p>Illustrators from books using a range of art</p>		<p>Developing techniques using colour when using marbling ink to create</p>	<p>To look at a range of artist, craft makers and designers to describe the differences</p>



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	<p>Wave – in the style of Quentin Blake’s illustration Hackney resource-EYFS Artists</p> <p>Why are Quentin Blake’s illustrations like scribbles?</p>	<p>create an iconic piece of art.</p> <p>Fireworks art – learning different brush strokes to create different effects using line and colour – take out as we did DT this term?</p> <p>What medium would reflect the appearance of fireworks the best? Why?</p>	<p>materials i.e. Anthony Browne.</p> <p>Compare his use of media with that of Vincent Van Gogh</p> <p>Why do Artists have their own Art style?</p>		<p>dream jars linked to the BFG by Roald Dahl.</p>	<p>and similarities between different practices and disciplines and making links to their own work when making African jewellery.</p>
<p>DT</p> 		<p>Tasting a variety of different breads available in the supermarket and then using these to inspire our own design of bread. We will then be making our very own bread to taste and evaluate.</p> <p>Linked to our topic of The Great Fire of London we will be making our own Tudor house out of 3D nets.</p> <p>What makes types of bread, different?</p>		<p>Create a castle with moat/working drawbridge</p>		<p>Design a purposeful functional appealing product for themselves based on a design criteria. Select and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing when making African jewellery.</p>
<p>Music</p> 	<p>Hands, Feet, Heart</p> <p>What music can you make with your bodies?</p>	<p>Ho Ho Ho</p> <p>Why do we have Christmas music?</p>	<p>I Wanna Play In A Band</p>	<p>Zootime</p>	<p>Friendship Song</p>	<p>Reflect, Rewind and Replay</p>
<p>Computing</p>	<p>Coding and how to stay safe online.</p>	<p>Using spreadsheets and questioning.</p>	<p>Searching effectively on the internet.</p>	<p>Creating pictures using a range of software.</p>	<p>Making music using software.</p>	<p>Using a range of software to present ideas.</p>




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	<p>Can you hurt someone online?</p>	<p>When might you record on a spreadsheet?</p>	<p>Cross curricular (Geography), use Google Maps to create own map.</p> <p>Is the internet the only place where we can search for answers?</p>			
<p>RE</p>	<p>Who is a Muslim and what do they believe? Who is a Jewish and what do they believe?</p> <p>Do we all believe the same thing?</p>	<p>What can we learn from sacred books?</p> <p>Christmas</p> <p>Why do we have sacred books?</p>	<p>How and why do we celebrate special and sacred times?</p> <p>Can we celebrate a sacred time which does not belong to our own religious belief?</p>	<p>How and why do we celebrate special and sacred times?</p>	<p>How should we care for others and the world, why does it matter?</p>	<p>How should we care for others and the world, why does it matter?</p>
<p>PE</p>	<p>Multi skills – using circuits to develop a range of throwing and balancing skills.</p> <p>What sports include ball skills?</p>	<p>Gymnastics – balance, transition and movements.</p> <p>When might we use balance, transition and movements in everyday life?</p>	<p>Table Tennis, Dodgeball, Basketball</p> <p>Do all sports require the same types of throw?</p>	<p>Using a range of different balls for different purposes.</p>	<p>Throwing and catching through field games.</p>	<p>Athletics.</p>
<p>Outdoor learning/Forest School</p>	<p>Crest investigations of bubbles and hygiene (glitter on hands).</p> <p>Build example of physical and human features outside.</p>	<p>Science Crest investigation – muddy puddles and teabags. Candy cane experiment.</p> <p>What materials are strong?</p>	<p>Going out to outdoor learning and use it as a stimulus for their own story. Compass points treasure hunt.</p> <p>What other methods of navigation could you use to locate treasure?</p>	<p>Making habitats outside and test the habitat – make dragon proof and test the materials (links with A2)</p>	<p>Animal needs. Crest investigations.</p>	<p>Art – using some natural resources.</p>



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<p>Curriculum enrichment opportunities (inc visits, hook days, visitors etc)</p> 	NPP: Healthy food, Feelings	Making bread. Now Press Play: Everyday materials, Great Fire of London, Bullying	Growing a plant (hook). Outdoor learning area – painting stones/settling. Fairytale day – dressed as a traditional character. NPP: UK, Maps	Mount Fitchet - Castle visit NPP: Habitats, Castle, Online Safety	Dream Jar adventure trail. External trip? NPP: Humans, animals	Africa day. Plane trip. RE – acting out (drama). External trip? NPP: Number bonds, Silent Cinema, Silent Disco
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