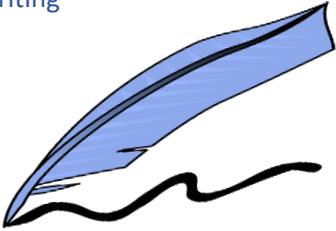
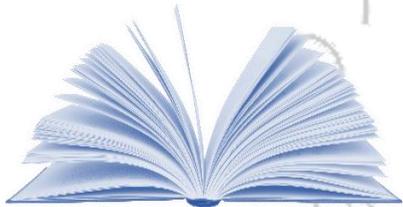


Curriculum Map - Year Two

	HT1	HT2	HT3	HT4	HT5	HT6
Unit of Study	Animals		Space		The Great Fire of London	
Writing 	<u>Genre:</u> Character description Setting description Persuasive poster Non-chronological report Kennings poem		<u>Genre:</u> Instructions Recount – diary Biography Narrative – mystery/science-fiction story Shape poem		<u>Genre:</u> Persuasive leaflet Newspaper report Narrative – adventure story Narrative – historical fiction Letter	
Curriculum Texts: 	<u>Text:</u> The Lion King The Emperors Egg Handa’s Surprise The Time of the Lion Tell Me a Dragon Zog		<u>Text:</u> Space series Planets series Man on the Moon		<u>Text:</u> The Diary of Samuel Pepys	
Maths 	<u>Strands:</u> Place Value Addition Subtraction Measurement – money Multiplication Division  <u>Times tables:</u> Two, Ten		<u>Strands:</u> Multiplication Division Statistics Properties of shape Fractions  <u>Times tables:</u> Five, Three		<u>Strands:</u> Measurement – length & height Position & Direction Measurement – time Measurement – mass, capacity & temperature  <u>Times tables:</u> Two, Five, Ten, Three	

<p>Science</p> 	<p><u>Living Things And Their Habitats</u></p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• 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</li> <li>• identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• 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.</li> </ul>	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<p><u>Plants</u></p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<p><u>Use of Everyday Materials</u></p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>
<p>Art</p>	<p><u>Media: Textiles</u></p> <ul style="list-style-type: none"> <li>• match and sort fabrics and threads for colour, texture, length, size and shape</li> </ul>	<p><u>Skill: Textures</u></p> <ul style="list-style-type: none"> <li>• investigate textures by describing, naming, rubbing, copying.</li> </ul>		<p><u>Media: Drawing</u></p> <ul style="list-style-type: none"> <li>• develop a wide range of art and design techniques using, line, shape, form and space</li> </ul>



Skill: Sewing and Joining

- cut and shape fabric using scissors/snips
- apply shapes with glue or by stitching
- apply decoration using beads, buttons, feathers etc.

- experiment with tools and techniques e.g. layering, mixing media,
- create textured paint by adding sand, plaster
- draw on different surfaces with a range of media.
- use differently textured and sized media.

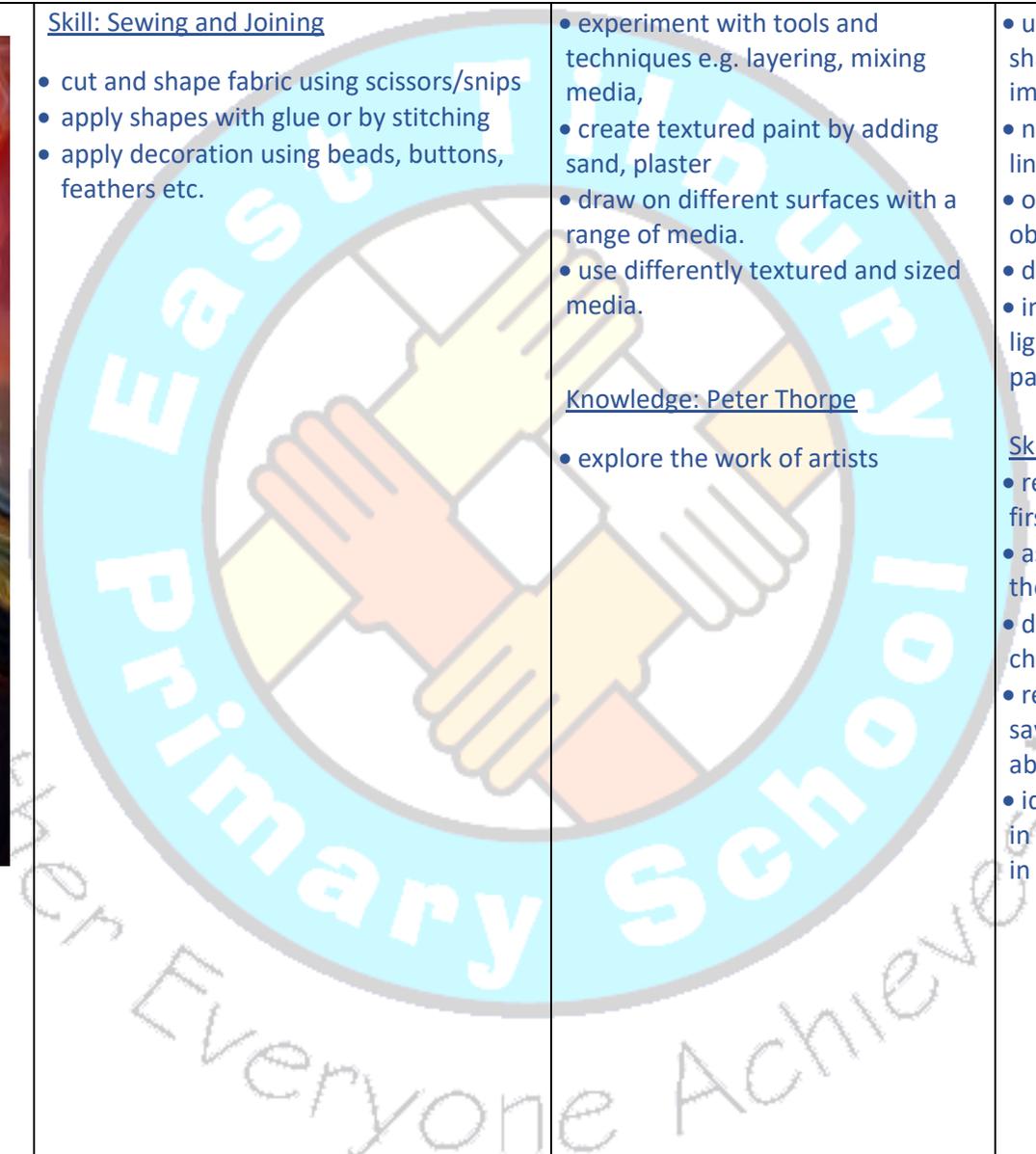
Knowledge: Peter Thorpe

- explore the work of artists

- use drawing to develop and share ideas, experiences and imagination
- name, match and draw lines/marks from observations
- observe and draw shapes from observations.
- draw shapes in between objects
- investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.

Skill: Creativity

- record and explore ideas from first hand observations
- ask and answer questions about the starting points for own work
- develop ideas – try things out, change and adapt
- review own and others work and say what they think and feel about it.
- identify what might be changed in their current work or develop in future work



DT



Technology: Textiles

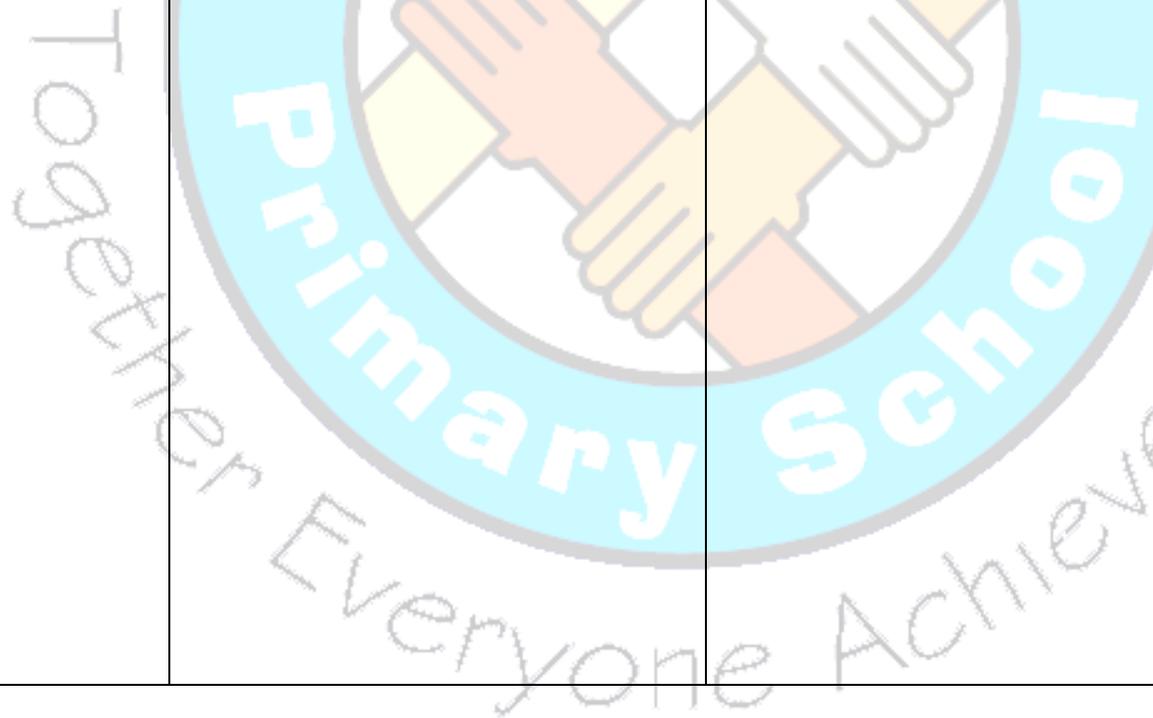
- measure, mark out, cut and shape materials and components
- assemble, join and combine materials and components
- use finishing techniques

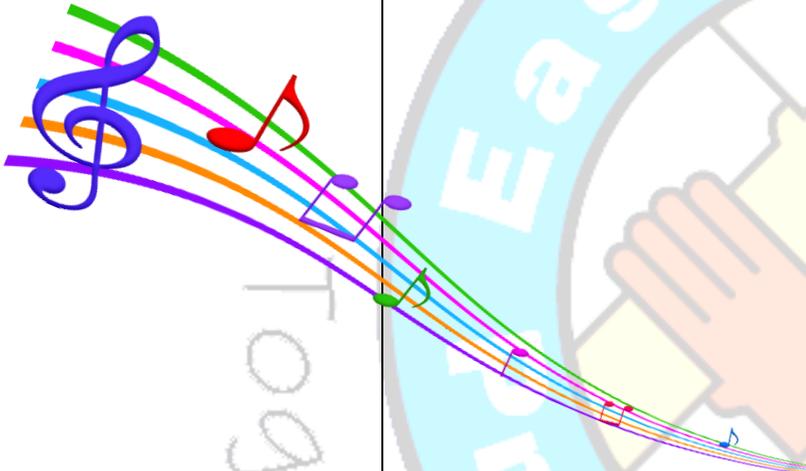
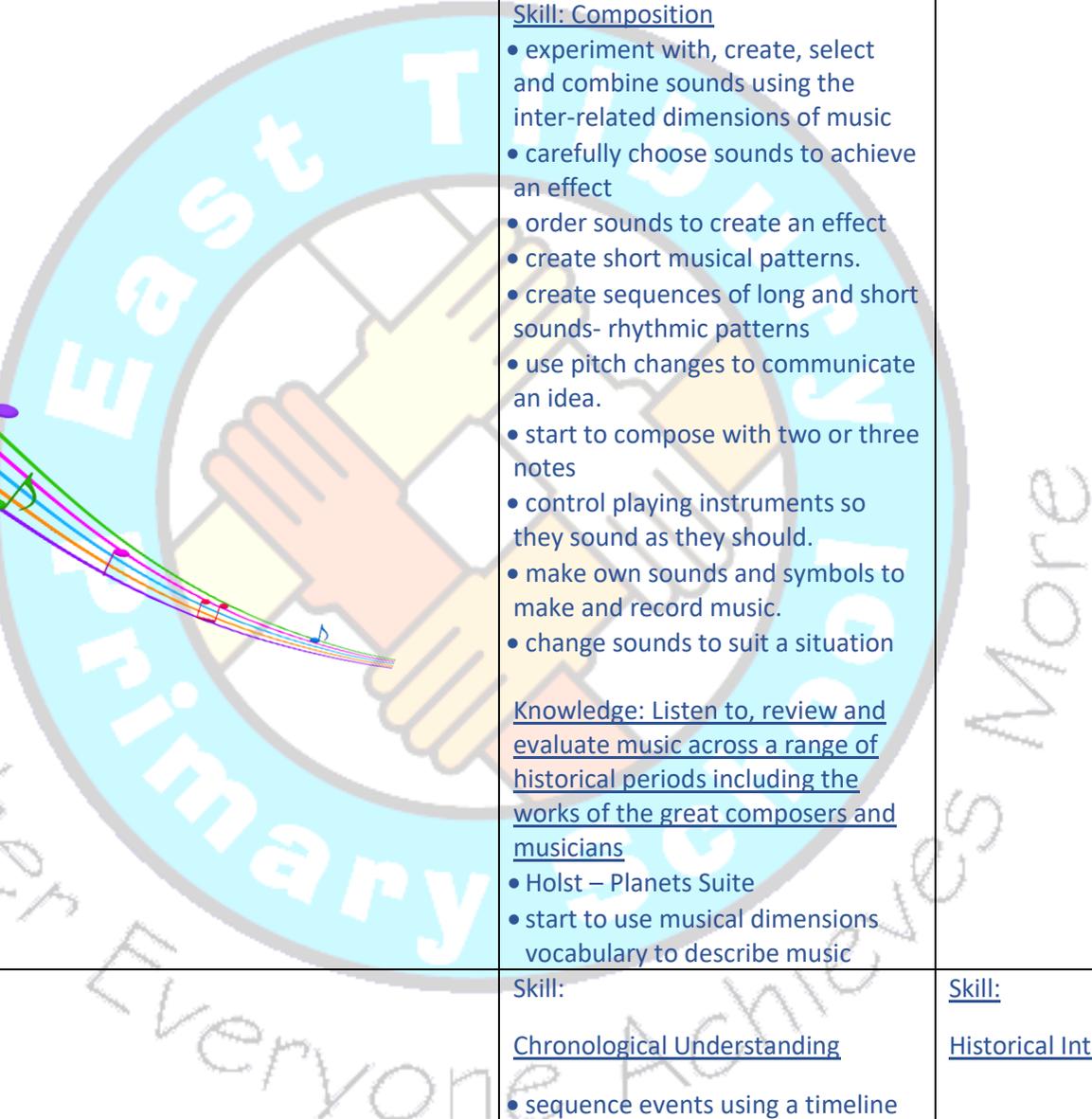
Technology: Food

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from
- follow procedures for safety and hygiene
- that food ingredients should be combined according to their sensory characteristics
- that all food comes from plants or animals
- that food has to be farmed, grown elsewhere (e.g. home) or caught
- how to prepare simple dishes safely and hygienically, without using a heat source
- how to use techniques such as cutting, peeling and grating

Knowledge: Key Individuals

- know about chefs who have developed ground-breaking products and achievements



<p>Music</p> 		<p><u>Skill: Composition</u></p> <ul style="list-style-type: none"> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>• carefully choose sounds to achieve an effect</li> <li>• order sounds to create an effect</li> <li>• create short musical patterns.</li> <li>• create sequences of long and short sounds- rhythmic patterns</li> <li>• use pitch changes to communicate an idea.</li> <li>• start to compose with two or three notes</li> <li>• control playing instruments so they sound as they should.</li> <li>• make own sounds and symbols to make and record music.</li> <li>• change sounds to suit a situation</li> </ul> <p><u>Knowledge: Listen to, review and evaluate music across a range of historical periods including the works of the great composers and musicians</u></p> <ul style="list-style-type: none"> <li>• Holst – Planets Suite</li> <li>• start to use musical dimensions vocabulary to describe music</li> </ul>	
<p>History</p>		<p><u>Skill:</u></p> <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> <li>• sequence events using a timeline</li> </ul>	<p><u>Skill:</u></p> <p><u>Historical Interpretation</u></p>



- use dates to order and place events on a timeline.
- give reasons for some important events

Knowledge:

The lives of significant individuals in the past who have contributed to national and international achievements

- who were Neil Armstrong, Buzz Aldrin and Michael Collins
- who is Tim Peake
- why are they remembered in history

Events beyond living memory that are significant nationally or globally

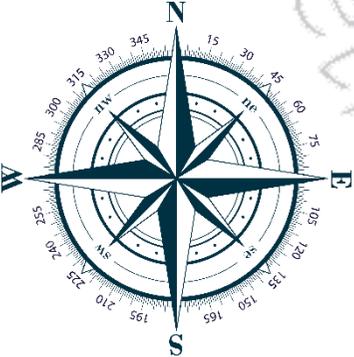
- how The Space Race started and developed
- how the moon landing and Apollo missions took place
- the impact of the moon landing on civilisation

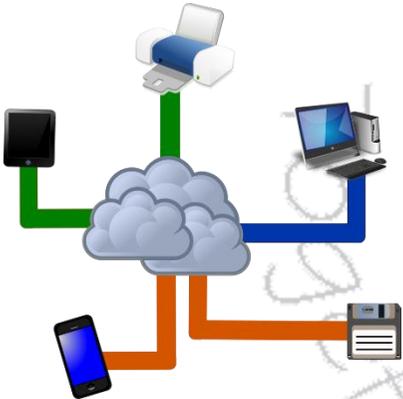
- describe events beyond living memory that are significant nationally or globally
- compare pictures or photographs of people or events in the past
- identify different ways to represent the past
- Provide an account of a historical event based on more than one source
- Identify similarities and differences between ways of life in different periods

Historical Enquiry

- find out about people and events in other times
- how to use a source of evidence and information – why, what, who, how, where to ask questions and find answers
- discuss the effectiveness of sources to answer questions about the past and make comparisons

Knowledge: Events beyond living memory that are significant nationally or globally

			<ul style="list-style-type: none"> <li>• how, where and why The Great Fire of London started</li> <li>• what was London like at the time</li> <li>• what impact did the fire have on London</li> <li>• about the lives of influential figures at the time</li> </ul>
<p>Geography</p>  	<p><u>Skill:</u></p> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</li> <li>• use basic geographical vocabulary to refer to key physical features, including: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> and key human features, including: <i>city, town, village, factory, farm, house, office, port, harbour and shop</i></li> </ul> <p><u>Knowledge:</u></p> <p><u>Place Knowledge</u></p>		<p><u>Skill:</u></p> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>

	<ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> </ul>					
<p>Computing</p> 	<p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> <li>• type into Microsoft word including changing font, font size and text colour</li> <li>• use child-friendly search engine to research information</li> <li>• use Keynote to create, format and animate slides.</li> </ul>		<p><u>Coding - Beebot app &amp; Scratch Jnr</u></p> <ul style="list-style-type: none"> <li>• plan and create a simple set of procedures for a specific purpose that can be saved, retrieved and edited.</li> <li>• use block code commands to enable skits to interact</li> </ul>	<p><u>Graphics &amp; Video – Clips App</u></p> <ul style="list-style-type: none"> <li>• use a device to record and edit video clips.</li> <li>• save a video securely online</li> </ul>	<p><u>Using technology purposefully</u></p> <ul style="list-style-type: none"> <li>• use Microsoft excel to store information</li> <li>• use Microsoft publisher to share information including the use of wordart, importing images and adding backgrounds</li> <li>• save and upload work to googledrive</li> </ul>	
<p>RE</p> 	<p><u>Strand: Who is a Muslim and what do they believe?</u></p> <ul style="list-style-type: none"> <li>• Talk about the fact that Muslims believe in God (Allah) and follow the example</li> </ul>	<p><u>Strand: What can we learn from sacred books?</u></p> <p><u>Islam</u></p> <ul style="list-style-type: none"> <li>• Talk about some of the stories</li> </ul>	<p><u>Strand: What makes some places sacred?</u></p> <p><u>Islam</u></p> <ul style="list-style-type: none"> <li>• Identify special objects and</li> </ul>	<p><u>Strand: Who is a Jew and what do they believe?</u></p> <ul style="list-style-type: none"> <li>• Talk about the fact that Jewish people believe in God</li> </ul>	<p><u>Strand: What can we learn from sacred books?</u></p> <p><u>Judaism</u></p>	<p><u>Strand: What makes some places sacred?</u></p> <p><u>Judaism</u></p> <ul style="list-style-type: none"> <li>• Identify special objects</li> </ul>

 	<p>of the Prophet Muhammad</p> <ul style="list-style-type: none"> <li>• Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like</li> <li>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah</li> <li>• Re-tell a story about the life of the Prophet Muhammad</li> <li>• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel</li> <li>• Recognise some objects used by Muslims and suggest why they are important</li> </ul>	<p>that are used in religion and why people still read them</p> <ul style="list-style-type: none"> <li>• Recognise some ways in which Muslims treat their sacred books</li> <li>• Recognise that sacred texts contain stories which are special to many people and should be treated with respect</li> <li>• Re-tell stories from Islam and suggest the meaning of these stories</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories</li> </ul>	<p>symbols found in a place where people worship and be able to say something about what they mean and how they are used</p> <ul style="list-style-type: none"> <li>• Talk about ways in which stories, objects, symbols and actions used in mosques show what people believe</li> <li>• Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat)</li> <li>• Talk about how the mezuzah in the home reminds Jewish people about God.</li> <li>• Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat</li> <li>• Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about some of the stories that are used in religion and why people still read them</li> <li>• Recognise some ways in which Jewish people treat their sacred books</li> <li>• Recognise that sacred texts contain stories which are special to many people and should be treated with respect</li> <li>• Re-tell stories from Judaism and suggest the meaning of these stories</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories</li> </ul>	<p>and symbols found in a place where people worship and be able to say something about what they mean and how they are used</p> <ul style="list-style-type: none"> <li>• Talk about ways in which stories, objects, symbols and actions used in a synagogue show what people believe</li> <li>• Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel</li> </ul>
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				God, suggesting what it means		
<p>PSHE</p> 	<p><u>Families and friendships</u></p> <ul style="list-style-type: none"> <li>• making friends</li> <li>• feeling lonely and getting help</li> </ul> <p><u>Safe relationships</u></p> <ul style="list-style-type: none"> <li>• managing secrets</li> <li>• resisting pressure and getting help</li> <li>• recognising hurtful behaviour</li> </ul> <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> <li>• recognising things in common and differences</li> <li>• playing and working cooperatively</li> <li>• sharing opinions</li> </ul>		<p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> <li>• belonging to a group</li> <li>• roles and responsibilities</li> <li>• being the same and different in the community</li> </ul> <p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> <li>• the internet in everyday life</li> <li>• online content and information</li> </ul> <p><u>Money and work</u></p> <ul style="list-style-type: none"> <li>• what money is</li> <li>• needs and wants</li> <li>• looking after money</li> </ul>		<p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> <li>• why sleep is important</li> <li>• medicines and keeping healthy</li> <li>• keeping teeth healthy</li> <li>• managing feelings and asking for help</li> </ul> <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> <li>• growing older</li> <li>• naming body parts</li> <li>• moving class or year</li> </ul> <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> <li>• safety in different environment</li> <li>• risk and safety at home</li> <li>• emergencies</li> </ul>	
<p>British Values</p> 		Rule of Law	Individual Liberty	Mutual Respect	Tolerance of others	Democracy

<p>PE</p> 	<p><u>Ball Skills</u></p> <ul style="list-style-type: none"> <li>• Perform some dribbling skills with hands and feet using space</li> <li>• Pass a ball accurately (hands &amp; feet) over longer distances to a team mate</li> <li>• Combine stopping, pick up/collect &amp; send a ball accurately to other players</li> <li>• Be able to describe what the effects of exercise have on their bodies.</li> </ul> <p><u>Team Games</u></p> <ul style="list-style-type: none"> <li>• Make simple decisions about when /where to move in game to receive a ball</li> <li>• Play small sided conditioned games of no more than 4 a side.</li> </ul>	<p><u>Racquet Skills</u></p> <ul style="list-style-type: none"> <li>• Stand in a ready position holding a racquet correctly</li> <li>• Tap the ball/shuttlecock off of the racquet</li> </ul> <p><u>Team Games</u></p> <ul style="list-style-type: none"> <li>• Make simple decisions about when /where to move in game to receive a ball</li> <li>• Play small sided conditioned games of no more than 4 a side.</li> <li>• Understand what a team mate is and an opponent</li> </ul>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Make body tense, relaxed, curled and stretched, in a range of movements.</li> <li>• Perform a sequence with changes in speed &amp; direction including 3 different actions (<i>sometimes giving advice to others</i>)</li> <li>• Be still on single/two + points of contact on floor/apparatus showing tension &amp; control</li> <li>• Link known shape/travel/roll/jump to a balance using floor &amp; on apparatus</li> <li>• Jump/land with control using different body shapes in flight</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Change rhythm, speed, level and direction with consistency.</li> <li>• Dance with control and co-ordination.</li> <li>• Make a sequence by linking sections together.</li> <li>• Link some movement to show a mood or feeling.</li> </ul>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• Run with agility and confidence.</li> <li>• Learn the best jumping techniques for distance.</li> <li>• Throw different objects in a variety of ways.</li> <li>• Hurdle an obstacle and maintain effective running style</li> <li>• Run for distance.</li> <li>• Complete an obstacle course with control and agility.</li> <li>• Use relay batons in relay games.</li> </ul> <p><u>Striking &amp; Fielding</u></p> <ul style="list-style-type: none"> <li>• Send a ball off a tee using a bat or a racket</li> <li>• Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops</li> <li>• Stop moving when the 'bowler' has the ball</li> <li>• Play as a fielder and pass the ball back to the bowler to make the runner stop</li> <li>• Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)</li> </ul>
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	<ul style="list-style-type: none"><li>• Understand what a team mate is and an opponent</li></ul>		
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