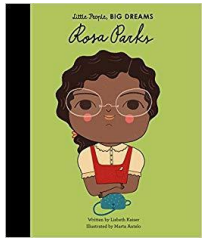
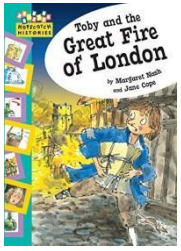
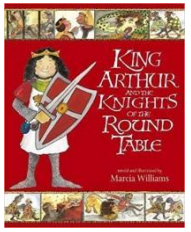
Love God, love your neighbour as yourself – be the Good Samaritan *Luke 10.25-37*

Year 2 Long Term Curriculum Map

Our spiritual journey begins where children are at; what they need to know next so they remember more.

Autumn Term Global Citizenship Theme: Equality and Rights		Spring Term Global Citizenship Theme: Respect for Others		Summer Term: Global Citizenship Theme Ecological Awareness	
Autumn 1 Rosa Parks	Autumn 2 Kings, Queens and Castles	Spring 1 Land Ahoy: Pirates and Explorers	Spring 2 Take One Picture	Summer 1 Time Detectives: The Great Fire of London	Summer 2 The Great British Bake-off
Core Text: Little People Big Dreams - Rosa Parks 	**Core Text:** Paper Bag Princess 	**Core Text:** The Pirate Cruncher 	**Core Text:** To be decided based on painting	**Core Text:** Toby and the Great Fire of London 	**Core Text:** King Arthur and the Knights of the Round Table 
Writing Outcome: To write a **biography** of Rosa Parks	**Writing Outcome:** To write a **fairy tale/ myth**	**Writing Outcome:** To write an adventure **story** with a pirate hero	**Writing Outcome:** **poetry**	**Writing Outcome:** To write a **recount** of the events of the Great Fire – Samuel Pepys diary entry	**Writing Outcome:** To write **a personal narrative**
Other Texts: Amazing Grace	**Other Texts:** Traditional Tales – Sleeping Beauty, Rapunzel, Cinderella	**Other Texts:** Molly Rogers Pirate Girl Captain Flynn and the Pirate Dinosaurs	**Other Texts:**	**Other Texts:** Folk Tales around the UK	**Other Texts:**
Poetry: Poems on a Theme		**Poetry: Performance Poetry (classic poetry)**		**Poetry: Poetic Language**	

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Monsters - The Monster Sale – Brian Moses It's Behind You! Monster Poems by P. Cookson & D. Harmer		The owl and the Pussycat – Edward Lear		***Word choice for imagery*** – including noun phrases and **simile**	
Maths **Place Value** Counting, partitioning and Writing numbers to 100	**Maths** **Place Value** Comparing and ordering numbers to 100 Counting on the number line Counting in 2s, 3s, 5s and 10s.	**Maths** **Money** Count money – pence and pounds Make the same amount Compare amounts of money Calculate with money Make a pound Find change Problems **Multiplication and division** Recognise, make and add equal groups Arrays Egaul groups by sharing / grouping 2, 10 & 5 times table Divide by 2 , 10 & 5 Doubling / halving Odd and even	**Maths** **Length and Height** Measure in centimetres and metres Compare lengths and heights Order lengths and heights Four operations with lengths and heights **Mass, Capacity and Temperature** Compare mass Measure in grams / kilograms Compare volume and capacity Measure in millilitres and litres Temperature Four operations with mass, capacity and volume	**Maths** **Fractions** Make equal parts Recognise and find a half, quarter, third Unit fractions Non-unit fractions Equivalence of a half and two quarters Find three quarters Count in fractions **Time** O'clock and half past Quarter to and quarter past Telling time to 5 minutes Hours and days Find duration of time Compare durations of time	**Maths** **Position and Direction** Describing movement and turns Making patterns and shape Problem solving with position **Statistics** Tally charts Draw and interpret pictograms Clock diagrams
History: Finding out about and comparing the lives of Rosa Parks and Emily Davison. Looking at the impact and changes that resulted from their actions. Thinking about activism today- Malala Yousafzai.	**Geography:** Finding the best locations to build a castle. **History:** Finding out about the Kings and Queens of Great Britain. Focusing in on Elizabeth I and comparing her to Elizabeth II. Learning about castles – castles through time, how they were built, attack and defence, life in a medieval castle.	**Geography:** Finding out about the oceans and continents of the world through map work. Learning about the points of the compass and how to find our way using a compass. Mapping Sir Francis Drake's voyage around the world. **History:** Finding out about Sir Francis Drake and his voyages. Was he a Pirate or a Privateer?	Take One Picture	**Geography:** Mapping the Great Fire of London. **History:** Investigating the historical sources that tell us about the Great Fire of London. Finding out about what caused it, the main events and its impact on London	**Geography:** Finding out about the geography of the 4 countries of the UK. Holding a Great British Bake off to showcase recipes from all 4 countries.

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		Finding out about the lives of pirates and some famous pirates.			
Global Citizenship: **Equality and Rights** **Power and Governance (4 weeks)** Who gets to make the rules? How can we make it fair? How can people change rules that they think are not fair? Project Outcome: School Elections **Social Justice and Equity (6 weeks)** What is equality? Why do some people have more than others? Why don't some children have clean water to drink? How can we help people who don't have enough Project Outcome – Social Enterprise : Raise money for Water Aid **Human Rights (5 weeks)** What are your rights at school? Rights and responsibilities. How can you respect the rights of other people at school? How should we treat someone with different beliefs? Does everyone have the right to Education? Project Outcome: Create a School Charter of Rights and Responsibilities (gather views from other classes to include)		**Global Citizenship:** **Respect for Others** **Identity and Diversity (8 weeks)** What would the world be like if we were all the same? Where do I belong? What does belonging mean? Why do you think it's important to treat each other fairly? Project Outcome: Kindness Postcards **Peace and Conflict (4 weeks)** What causes arguments? What can we do when we don't agree? How can we express our point of view without offending others?		**Global Citizenship:** **Ecological Awareness** **Sustainable Development (8 weeks)** **Starting Point: Whole School Earth Day** What are environments like around the world? Why do people make changes to their environment? What impact do these changes have? Why should we save energy? How can we care for the environment and reduce our negative impact on it **Globalisation and Interdependence (6 weeks)** What features are there in different environments? How are they similar and how do they differ? Why do people make changes to their environment? What impact do the changes have? Why is it important for us all to think about saving energy? What can we do in our classroom to save energy? Project Outcome: Energy saving school campaign- audit energy use in the school and take action to reduce it	
P4C Prejudice – Hometalk 36	**P4C** Family – Hometalk 60	**P4C** Courage – Hometalk 21	**P4C** Art – Hometalk 24	**P4C** Change – Hometalk 19	**P4C** Traditions – Hometalk 46
Science: Living Things and their Habitats	**Science:** N/A	**Science:** Everyday Materials	N/A	**Science:** Plants	**Science:** Animals including Humans
Music		**Music** Transport – create a musical response to a non-musical stimulus		**Music** Explore songs of the Beatles – including 'Yellow Submarine'	

Kookaburra Sits – sing as a round and understand dynamics and tempo when singing. Fireworks song – creating a new verse		Caribbean song including 'Shake the Papaya Down'		Peter and the Wolf	
Art: Portrait of Rosa Parks	**DT:** Making 3D castles and heraldry (painted shields?)	**DT:** Structures: Shelters – develop a shelter for a desert island	**ART:** Take One Picture	**DT:** Mechanisms: sliders and levers – Create a pop-up Fire of London and animation	**DT:** Moving Toys: Moving Monsters
Cooking: Vegetable salad		**Cooking:** Lentil Stew		**Cooking:** Spinach Pasties	
Computing **E-safety:** Media Balance - How Technology makes you feel **Different uses of Use of computers**	**Computing** **E-safety:** Cyberbullying **Multimedia & digital writing J2 write – including online research**	**Computing** **E-safety:** News and Media **Data – Pictograms (J2)**	**Computing** **E-safety:** Privacy & Security- Internet Traffic Light **Programming On screen robots**	**Computing** **E-safety:** Digital Footprint **Digital Photography**	**Computing** **E-safety:** Relationships for Communication **Scratch Jr - Sequencing**
PSHE: **Physical health and wellbeing** What keeps me healthy?	**PSHE:** **Mental health and emotional wellbeing** Friendship	**PSHE:** **Keeping safe and managing risk** Indoors and outdoors	**PSHE:** **Drug, alcohol and tobacco education** Medicines and me	**PSHE:** **Relationships and health education** Boys and girls, families	**PSHE:** **Relationships and health education** Boys and girls, families
RE: Why did Jesus teach the Lord's prayer as the way to pray?	**RE:** How does the symbol of light help us to understand the meaning of Christmas for Christians?	**RE:** **Judaism** How are Jewish festivals celebrated and remembered?	**RE:** How do the symbols of Easter help us to understand the meaning of Easter for Christians?	**RE:** **Islam** How do Muslims show commitment to God (Allah)?	**RE:** Why do Christians make and keep promises before God?

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PE: Dodging 1 Dance	**PE:** Gymnastics: Pathways	**PE:** Gymnastics: Linking Dance	**PE:** Hands 1 Feet 1	**PE:** Rackets, bats and Balls Dance	**PE:** Games for Understanding Hands 2

Year 2 National Curriculum Coverage					
Term	**Topic**	**History objectives**	**Geography Objectives**	**Art/ DT**	**Music**
Autumn 1	Rosa Parks and Emily Davison	• Changes within Living memory • The lives of significant individuals in the past who have contributed to national and international achievements (compare different periods)	• Understand geographical differences through studying the human and physical geography in a contrasting non -European country	• to use drawing, painting to develop and share their ideas, experiences and imagination • knowledge and skills as laid out in the KS1 programme of study	See curriculum outline for music
Summer 2	Time Detectives -Great Fire of London	• Events beyond living memory that are significant nationally or globally • Significant historical events, people and places in their own locality	• 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	• build structures, exploring how they can be made stronger, stiffer and more stable • Design, make and evaluate as laid out in KS1 programme of study	
Spring 1	Kings, Queens and Castles	• The lives of significant individuals in the past who have contributed to national and international achievements (compare different periods)		• to use sculpture to develop and share their ideas, experiences and imagination • knowledge and skills as laid out in the KS1 programme of study	
Autumn 2	The Great British Bake Off		• Name, locate and identify characteristics of the four countries and capital cities of the UK and is surrounding seas • Use world maps, atlases and globes to identify the UK and its countries	• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. • Design, make and evaluate as laid out in KS1 programme of study	
Summer 1	Land Ahoy-Pirates and Explorers	• The lives of significant individuals in the past who have contributed to national and international achievements	• Use world maps, atlases and globes to identify the UK and it's countries as well as the countries, continents and oceans studied at this key stage • Use simple compass directions and locational and directional language to describe the location of features and routes on maps • Name and locate the world's seven continents and five oceans	• Design, make and evaluate as laid out in KS1 programme of study	
Spring 2	Take One Picture				

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Year 2 Enquiry Skills Map			
Subject Area		**End of Year Expectations**	**Greater Depth**
History		Can they identify some ways that people from the past have impacted upon our lives? Can they explain how the local area was different in the past? Can they recognise that certain celebrations are as a direct result of an event that occurred in the past? Can they use appropriate words and phrases to describe historical events?	Can they explain and summarise significant events of people and the past? Can they present a viewpoint and give reasons why an event occurred?
Geography		Can they label a diagram or photograph using some geographical vocabulary? Can they describe a locality? Can they identify key features of a locality by using a map?	Can they use a range of geographical evidence to make predictions? Can they make comparisons between people and places and explain their reasons ?
DT	**Developing, Planning and Communicating Ideas**	Can they generate ideas through comparing existing products? Can they plan an innovative product? Can they choose the most appropriate tools and materials and explain their choices? Can they describe their design by using pictures, diagrams, and words?	
	Working with Tools, Equipment, Materials and Components	Can they join materials/ components together in different ways? Can they measure materials to use in a model or structure? Can they use joining, folding or rolling to make it stronger?	
	Evaluating Processes and Products	Can they assess how well their product works? If they did it again, can they explain what they would improve?	
Art	**Drawing**	Can they understand where they might use different grades of pencil in their drawing and why? Can they use charcoal and pastels to create different drawing styles? Can they create different tones using light and dark? Can they use different shading techniques to create different tones? Can they show patterns and texture in their drawings? Can they use a viewfinder to focus on a specific part of an artefact before drawing	

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	Painting	Can they mix paint to explore colour theory? Can they create shades of a colour? Can they experiment with watercolour techniques to create different effects?	
	Printing	Can they create a repeat print? Can they create an impression in a surface and use this to print? Can they find printing opportunities in everyday objects?	
	Textiles/ 3D	Can they mould, form and shape and bond materials to create a 3D form? Can they using bonding techniques to add parts onto their sculpture? Can they apply a smooth surface to a sculptural form? Can they add line and shape to their work? Can they bond fabrics together? Can they build an image using fabrics? Can they create a large scale textile or sculpture piece through class collaboration?	
	Collage	Can they interpret an object through collage? Can they use different kinds of media to embellish and add details on their collage and explain what effect this has?	
	Sketch Books	Can they begin to demonstrate their ideas through sketches in their sketchbooks? Can they make links with an artist and show this in their sketchbooks? Can they use their sketchbooks as a mode to record experimentation?	
	Knowledge	Can they make links to an artist to inspire their work? Can they make topic links to their art? Can they say how other artist/craft maker/designer have used colour, pattern and shape?	Can they make comparisons between their own artwork and other artists'? Can they articulate what they are trying to express in their own artwork? Can they make suggestions for improvement in their own and others' artwork? Can they transfer skills into a different medium e.g. using drawing skills when painting?
Music	**Performing**	Can they understand the importance of a warm up? Can they follow the melody using their voice or an instrument? Can they sing songs as an ensemble following the tune (melody) well?	Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?

		Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo? Do they have control when playing instruments? Can they perform musical patterns keeping a steady pulse?	
	Composing	Can they order sounds to create a beginning, middle and end? •Can they represent sounds pictorially with increasing relevance? •Can they choose sounds to achieve an effect (including use of technology)? •Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)? •Can they create short, rhythmic patterns – sequences of long and short sounds? •Are they selective in the control used on an instrument in order to create an intended effect? •Can they create their own symbols to represent sounds? •Can they choose sounds to create an effect on the listener?	Can they use simple structures (e.g. repetition and order) in a piece of music? •Do they know that phrases are where we breathe in a song?
	Appraising	Can they identify particular features when listening to music? •Can they begin to associate sounds they hear with instruments? •Can they independently identify the pulse in a piece of music and tap along? •Can they listen carefully to recall short rhythmic patterns?	Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?

		•Can they begin to recognise changes in timbre, dynamics and pitch? •Are they able to recognise and name different instruments by sight? •Can they evaluate and improve their own work and give reasons?	

Year 2 Science Knowledge and Skills Map		
Area	**End of Year Expectations**	**Greater Depth**
Living Things and their Habitats	● Can they match certain living things to the habitats they are found in? ● Can they explain the differences between living and non-living things? ● Can they describe some of the life processes common to plants and animals, including humans? ● Can they describe how a habitat provides for the basic needs of things living there? ● Can they describe how some animals get their food using basic food chains? ● Can they describe how plants and animals are suited to their habitat? ● Finding things out using secondary sources of information. ● Can they use <see, touch, smell, hear or taste> to help them answer questions? ● Can they organise things into groups?	● Can they name some characteristics of an animal that help it to live in a particular habitat? ● •Can they describe what animals need to survive and link this to their habitats?
Plants	● Can they describe what plants need to survive? ● Can they observe and describe how seeds and bulbs grow into mature plants? ● Can they investigate and describe the impact of removing light, soil or water from a growing or germinating plant. ● Observing changes over time.	● Can they describe what plants need to survive and link it to where they are found? ● Can they explain that plants grow and reproduce in different ways?

	● Can they suggest how to find things out? ● Can they use prompts to find things out?	
Animals Including Humans	● Can they describe what animals need to survive? Can they explain that animals grow and reproduce? ● Can they explain why animals have offspring which grow into adults? ● Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) ● Can they explain the basic needs of animals, including humans for survival? (water, food, air) ● Can they describe why exercise, balanced diet and hygiene are important for humans? Can they suggest how to find things out? ● Can they use prompts to find things out? ● Finding things out using secondary sources of information	● Can they explain that animals reproduce in different ways?
Materials		
Classifying and Grouping Materials	● Can they describe the simple physical properties of a variety of everyday materials? ● Can they compare and group together a variety of materials based on their simple physical properties? ● Can they use see, touch, smell, hear or taste to help them answer questions? ● Can they use some scientific words to describe what they have seen and measured?	● Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.? ● Can they sort materials into groups and say why they have sorted them in that way? ● Can they say which materials are natural and which are man-made?

Changing Materials	● Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching) ● Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam) ● Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses? ● Can they organise things into groups? Can they find simple patterns (or associations)? ● Can they say whether things happened as they expected?	● Can they explain how materials are changed by heating and cooling? ● Can they explain how materials are changed by bending, twisting and stretching? ● Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?
Working Scientifically		
Observing Closely	● Can they use <see, touch, smell, hear or taste> to help them answer questions? ● Can they use some scientific words to describe what they have seen and measured? ● Can they compare several things?	● Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting?
Performing Tests	● Can they carry out a simple fair test? ● Can they explain why it might not be fair to compare two things? ● Can they say whether things happened as they expected? ● Can they suggest how to find things out? ● Can they use prompts to find things out?	● Can they say whether things happened as they expected and if not why not
Identifying and Classifying	● Can they organise things into groups? ● Can they find simple patterns (or associations)? ● Can they identify animals and plants by a specific criteria, e.g. lay eggs or not; have feathers or not?	● Can they suggest more than one way of grouping animals and plants and explain their reasons?
Recording Findings	● Can they use text, diagrams, pictures, charts, tables to record their observations? ● Can they measure using simple equipment?	● Can they use information from books and online information to find things out?
Types of Investigations	● Children should have the opportunity to investigate: ● Observing changes over time ● Noticing similarities, differences and patterns.	● Can they begin to independently consider controlling variables to create a fair test?

	● Grouping and classifying. ● Carrying our comparative tests. ● Finding things out using secondary sources of information	