

Curriculum Map 2018-2019

YEAR TWO

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Around the World in 80 days The children will learn about different countries as they travel around the world and discover many wonderful and exciting places. As they visit the various countries, they will link the countries with their continents. The children will get a chance to learn about many different things, all over the world! Pack your suitcases, we're ready to go!		London's Burning London's burning! Fetch the engines! This term, Year 2 are finding out all about London, focusing on September 1666, when a fire raged through our capital city. We will be researching London then and now and making comparisons about how London has changed. Using today's technology, we will think about how the news might have spread if the fire had happened in modern times, and discuss more efficient fire fighting methods.		Food, Glorious Food! This term, we will be creating our very own class recipe book. The children will learn about the importance of clear instructions, and will research different recipes from around the world.	
Literacy Text to Support	The Lonely Beast Zog The Snail and the Whale		Katie in London		Lighthouse keeper's lunch	
Traditional and Fairy Tales	The Snail and the Whale Zog Squash and a Squeeze		The Princess and the Pea/Pea and the Princess			
Science	Habitats <ul style="list-style-type: none"> 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 micro-habitats. 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. Notice that animals, including humans, 		Materials <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, Record and communicate their findings in a range of ways and begin to use simple scientific language. 		Plants <ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Observe and describe how seeds and bulbs grow into mature plants. Observe closely, using simple equipment. Use their observations and ideas to suggest answers to questions 	

	<p>have offspring which grow into adults</p> <p>Animals including humans</p> <ul style="list-style-type: none"> • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene • Gather and record data to help answer questions. 		
Visits and Visitors	<p>Gatton Park (Maths)</p> <p>Airport Day</p>	<p>Forest School</p> <p>The Great Fire of London day.</p>	
Experiences	<p>Airport Day</p>	<p>Making bread</p> <p>Making playdough</p> <p>Investigating polymorph</p> <p>Forest School</p> <p>Live vlogging the Great Fire of London</p> <p>Virtual visit to London</p>	
History	<ul style="list-style-type: none"> • Identify some of the ways that we can find out about the past. • Describe an artefact e.g. materials; size; signs of wear and tear. 	<ul style="list-style-type: none"> • Use pictures and role play to tell stories from the past. • Describe the similarities and differences between life during a time in the past and life today. • Discuss significant events and people from the wider world, within and beyond their living memory 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past. • Place events and objects in chronological order.
Geography	<ul style="list-style-type: none"> • Draw maps of real life and made up places. • Create keys for symbols on his/her map. • Ask questions about places studied at KS1. • Use information books to compare the similarities and differences between places studied at KS1. • Use aerial photographs to identify key landmarks, and basic human and physical features of the area studied. • Name and locate the world's seven continents and five oceans using globes, maps and atlases. 	<ul style="list-style-type: none"> • Use aerial photographs to identify key landmarks, and basic human and physical features of the area studied. • Use basic geographical vocabulary identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop • Follow directions: up, down, left, right, forwards and backwards. • Follow directions on a map: North, South, East, West • Draw a route showing features. 	<ul style="list-style-type: none"> • ask questions about places studied at KS1. • draw maps of real life and made up places.

	<ul style="list-style-type: none"> Identify hot and cold areas of the world in relation to the Equator and North and South Poles. 		
Computing	Digital safety <ul style="list-style-type: none"> Children know to keep personal information private when using technology Children know they should ask for help if they feel unsure about any online content or contact and who to ask. Children can describe common uses of information technology beyond school 	Using a tablet/computer <ul style="list-style-type: none"> Children can use technology purposefully to create, organise and store digital content. Children can use technology purposefully to retrieve and manipulate digital content. 	Coding <ul style="list-style-type: none"> Children can create simple programs Children can debug simple programs Children can use logical reasoning to predict the behaviour of simple programs
Art	Creating Aboriginal Art. <ul style="list-style-type: none"> make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines load a brush with the correct amount of paint and choose the correct brush size. use different brushtypes to make differentmarks: lines, blobs, dots,dashes. 	<ul style="list-style-type: none"> Show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs. 	
Design technology	<ul style="list-style-type: none"> can roll, fold, tear and cut paper and card. 	<ul style="list-style-type: none"> Design our own pudding lane Creating London landmarks find ways to make his/her structures more stable so they are freestanding cut along straight lines, curved lines and shapes marked out by a template. use tape and glue to create temporary joints, fixed joints, & moving joints. make a mock up of his/her design and discuss it. tell someone about his/her design idea use IT to explore his/her design ideas. 	<ul style="list-style-type: none"> say what they like and do not like about existing products. name foods from each section of the EatWell plate and understands they should eat at least 5 portions of fruit and veg each day. use the right tools to peel, grate and chop. read a simple scale to measure and weigh out ingredients. understands that food comes from plants and

			animals and has to be farmed, grown or caught.
RE	The Bible, Harvest, Thanks giving and Christmas.	Easter	
Music	Learning and performing songs from Africa and France. <ul style="list-style-type: none"> • Performing he/she can sing in tune. • sing in unison with a group. 	Learning and Performing London's Burning.	
PSHEC	When to make your own decisions. The role of School Council <ul style="list-style-type: none"> • describe simple ways to stay safe in different environments. • understands the difference between a secret and a surprise. 	Dealing with emotions. <ul style="list-style-type: none"> • share personal successes with his/her class. • use vocabulary to describe when they feel good and bad and discuss simple ways to manage these feelings. • explain how others are feeling and how they show those feelings. e.g. Smiling, crying, being quiet etc. 	<ul style="list-style-type: none"> • describe how to keep fit and healthy and understand basic dental hygiene. • understands how to resist teasing or bullying and who to go to for help if they witness it.