

Year 2 Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Fact file Poetry Recounts – personal experiences Labels and captions Invitations Letters	Little Red Riding Hood- traditional tale Character Studies Recounts, labels and captions Instructions Letters Cinquain poems	Recounts Posters Traditional tales – Hansel and Gretel Character descriptions Instructions Diary account	Recounts Diary account Adventure stories Character descriptions	Recount Fact Files Letters Riddles Narrative Instructions	Information texts Posters Poetry Narrative
Mathematics	Number and place value Length, mass and weight Addition and subtraction 2D and 3D shape	Counting, multiplication and sorting Statistics (pictograms & tally charts) Fractions Capacity and volume Money Time	Number and place value Mass/ weight 2D and 3D shape Counting and money Multiplication Division	Measurement (length, mass and weight) Addition and subtraction Fractions Position and direction (turns- 1/4, 1/2 and 3/4 ; clockwise and anticlockwise) Time	Number and place value Statistics (block diagrams and tables) Addition and subtraction Capacity, volume and temperature Fractions Position and direction Time 2D and 3D shape	Time Multiplication and division Statistics (including finding the difference) Measurement Sorting
Topic title	Memory Box		Bright lights, Big City	Paws, Claws and Whiskers		Bounce
Science	The growth and development of animals and humans; the senses; drawing and labelling parts of the human body.		Find out about the materials used to create buildings in Tudor London; using paper and card to create a Tudor building; fire and fire safety- use everyday language to describe why and how fire spreads.	Identify whether an animal is a herbivore, carnivore or omnivore from its physical characteristics; sort and group familiar animal species; investigate variation amongst classmates; complete a simple test to compare living things; compare the basic body parts of animals and humans and consider how any adaptations are fit for purpose.		Investigate how different animals move and classify them; use bubble blowers to create a variety of different sized bubbles and observe how they behave; use different malleable materials to create balls and investigate and describe their properties; design an investigation and test one property of a range of balls (e.g. 'Which is

				the bounciest ball?'; learn about the effects of exercise on the body and record observations using cameras or voice recorders; learn how to take a pulse; make a poster promoting the benefits of exercise;
Computing		Use the internet to collect images of famous London landmarks; use the 'London zoo' website to plan a tour around the zoo.	Use the internet to find information for animal fact files.	
History	Compare their own life and interests with when they were younger; study and describe artefacts of everyday items from the past; order a range of story books from oldest to newest	Learn about the causes and effects of the 'Great Fire of London'		Learn about famous sports people and consider the challenges that they faced and what they did to overcome them.
Geography	Use simple geographical terms to describe the local environment; make simple maps to describe and record an outdoor walk.	Use photographs and videos to find out about the similarities and differences between the local environment and a place in another country	Use maps and atlases to locate the habitats of a variety of animals around the world; make a simple annotated map or plan of a wildlife park	
Art & Design	Draw or paint a picture about a special experience; use photographs to create a collage; paint a family portrait		Use a range of drawing materials to create pictures of animals and pets; use print-making and collage materials to make patterns based on natural markings; paint using a range of tools such as hands, feet, rollers and pads; make sculptures using clay, modroc and recycled materials; make animal masks.	Create 'giant artwork' using sponge balls; create a class sculpture using a variety of balls. Self - portrait in the style of David Hockney.
DT	Organise a teddy bear's picnic; make simple healthy sandwiches with a balance of sweet and savoury fillings (measuring and weighing); use different materials to create a celebration card	Use a range of tools and materials to make a souvenir; create, paint and decorate a model of a famous London landmark	Design and make a label for a product having studied and evaluated commercially available products; design and make an enclosure for a particular zoo animal	Make and race a balloon powered car; follow instructions to make a bouncy ball

Music	Sing songs and rhymes. Perform a class song or rap. Christmas production songs		Learn traditional songs and nursery rhymes e.g. 'Oranges and Lemons' & 'London's burning, Knees up Mother Brown.	Perform animal songs and rhymes to an audience.	Listen to different types of music and consider activities best suited to their temp and style.	
PHSCE	New Beginnings Throughout the year – Core Values, attitude, behaviour, courage, determination, enthusiasm, friendship, resilience	Friendship	Going for Goals	Good to be Me Living and Learning Together	Relationships Living and Learning together	Changes
PE	<p>Physical Me: To practise / explore my travelling, stability and object control skills safely on my own and with a partner considering stopping, landing and control of FMS skills. To make and play a 2 v 1 competitive game that considers simple attacking and defending tactics.</p> <p>Gymnastics Physical Me: To practice FMS ABCs in gymnastics context, showing some confidence, self-control and competence. To be able to travel, jump, roll, and take the weight of the body on the hands and balance with some co-ordination, balance and body control safely on the floor and apparatus</p>	<p>Physical Me: To practise / explore my travelling, stability and object control skills safely on my own and with a partner considering stopping, landing and control of FMS skills. To make and play a 2 v 1 competitive game that considers simple attacking and defending tactics and includes changing pace within the game.</p> <p>Gymnastics Physical Me: To be aware of body shape whilst performing the basic actions e.g. stretched and curled, narrow and wide. To be able to vary actions by</p>	<p>Physical Me: To practise / explore my travelling, stability and object control skills safely on my own and with a partner considering posture, stopping, landing, changing direction, pace and control of FMS skills. To make and play a 2 v 1 competitive game that considers simple attacking and defending tactics and includes changing pace, direction and posture within the game.</p> <p>Gymnastics Physical Me: To perform some of the basic actions really slowly. To link together 3 of the basic actions to make a short sequence under control showing changes in speed. To make up a sequence that links at least 3 different types of jump together on the floor and land safely, balanced</p>	<p>Physical Me: To practise / explore my travelling, stability and object control skills safely on my own and with a partner considering posture, stopping, landing, changing direction, pace and control of FMS skills. To make and play a 2 v 2 competitive game that considers simple attacking and defending tactics and includes changing pace, direction and posture within the game.</p> <p>Gymnastics Physical Me: To perform most of FMS some emerging ABCs efficiently with body control, changes of speed, levels and direction. To be able to perform gymnastics</p>	<p>Physical Me: To practise / explore my travelling, stability and object control skills safely on my own and with a partner considering posture, stopping, landing, changing direction, pace, co-ordination of movement and control of FMS skills. To make and play a 2 v 2 competitive game that considers simple attacking and defending tactics and includes changing pace, direction and posture.</p> <p>Gymnastics Physical Me: To be able to link actions together in a short sequence of at least 3 actions that can be repeated on both floor and apparatus. To be able to apply changes</p>	<p>Physical Me: To practise / explore my travelling, stability and object control skills safely on my own and with a partner considering the ready position, posture, stopping, landing, changing direction, pace, dodging and control of FMS skills. To make and play a 3 v 1 competitive game that considers simple attacking and defending tactics and includes changing pace, direction and posture, cross lateral movement.</p> <p>Gymnastics Physical Me: To be able to perform a sequence of at least 4 actions with a clear start and finish position. To ensure there clear</p>

	<p>To be able to perform each of the basic actions in at least 4 different ways on floor and apparatus. To work in a group to safely and move the gymnastics equipment following the safety rules. To be able to plan which balances and actions to use in gymnastics to adapt to the apparatus when moving over, around and under.</p>	<p>focusing on different body shapes – tuck, pike, straddle on both floor and apparatus. To be able to perform the 5 basic jumps with controlled landing. To be aware of the direction in which the basic actions are being performed, backwards, forwards, sideways, diagonal, up and down.</p>	<p>and in full control.</p>	<p>actions and FMS with confidence and competence and be able to recognise how to make their work aesthetically pleasing. To know how to and can rock and roll from one balanced position into another on a different part of my body keeping control and holding my balances for at least 5 seconds</p>	<p>in direction and speed to actions on both floor and apparatus. To show changes in speed and direction and different pathways when travelling in space.</p>	<p>shapes and is performed with a degree of fluency and rhythm of movement. To know how to and can turn smoothly with control, or jump and turn with control to face a different direction and when ready apply this to the sequence.</p>
<p>French</p>						
<p>RE</p>	<p>Believing Who is a Christian and what do they believe? What do different people believe about God? Why do some people believe God exists? Do we need to prove God's existence?</p>				<p>Expressing How and why do we celebrate special and sacred times? (Christians, Jewish people and/or Muslims) Which times are special and why? Why are festivals important to religious communities?</p>	