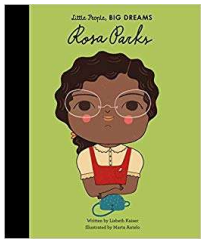
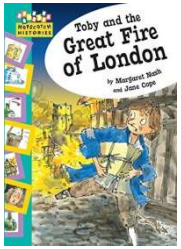
Year 2 Long Term Curriculum Map

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 Time Detectives: The Great Fire of London	Spring 1 Kings, Queens and Castles	Spring 2 The Great British Bake-off	Summer 1 Land Ahoy: Pirates and Explorers	Summer 2 Take One Picture
Core Text: Little People Big Dreams - Rosa Parks 	**Core Text:** Toby and the Great Fire of London 	**Core Text:** Paper Bag Princess 	**Core Text:** The Big Book of the UK 	**Core Text:** The Pirate Cruncher 	**Core Text:** To be decided based on painting
Writing Outcome: To write a **biography** of Rosa Parks	**Writing Outcome:** To write a **recount** of the events of the Great Fire – Samuel Pepys diary entry	**Writing Outcome:** To write a **fairy tale**	**Writing Outcome:** To write a **non - chronological report** fact-file about a country in the UK **(linked to topic)**	**Writing Outcome:** To write **a personal narrative** – letter home from on board ship To write an **adventure story** with a pirate hero or villain	**Writing Outcome:**
Other Texts: Amazing Grace	**Other Texts:** Raven Boy	**Other Texts:** Traditional Tales – Sleeping Beauty, Rapunzel, Cinderella What are you playing at? (PSHE link: gender roles)	**Other Texts:** Folk Tales around the UK	**Other Texts:** Captain Flynn and the Pirate Dinosaurs Peter Pan	**Other Texts:**
Poetry: Linked to National Poetry Day		**Poetry:** The Adventures of Isabel – Ogden Nash		**Poetry:** My Bed is a Boat – Robert Louis Stephenson	
Topic Enquiry:	**Topic Enquiry:**	**Topic Enquiry:**	**Topic Enquiry:**	**Topic Enquiry:**	**Topic Enquiry:**

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.	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	History: Finding out about the Kings and Queens of Great Britain. Focusing in on a monarch of choice. Learning about castles – how they were built, who lived in them, where they were, famous castles.	Geography: Finding out about the 4 countries of the UK and creating tourist information brochures. Holding a Great British Bake off to showcase recipes from all 4 countries.	History: Finding out about the lives of pirates and other sea faring explorers. 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.	Take One Picture
Topic Enrichment Opportunities: Museum of London **Science:** Science Museum	**Topic Enrichment Opportunities:** Walk to the Monument and sites of the Great Fire of London Museum of London London Metropolitan Archives	**Topic Enrichment Opportunities:** Tower of London	**Topic Enrichment Opportunities:** **Science:** The Garden classroom "What Lives in the Park" Forest School	**Topic Enrichment Opportunities:** The Golden Hinde Diana Memorial Playground	**Topic Enrichment Opportunities:** National Gallery
End of Term Project Outcome: International Evening	**End of Term Project Outcome:** Enterprise Week – Christmas Fair	**End of Term Project Outcome:** Museum Week	**End of Term Project Outcome:** Science Fair	**End of Term Project Outcome:**	**End of Term Project Outcome:** Art Exhibition
Global Citizenship Links: International Day of Democracy International Day of Peace Black History Month – celebrating diversity Dyslexia awareness week	**Global Citizenship Links:** Universal Children's Day Anti- Bullying Week Human Rights Day Remembrance Day Children in Need Road Safety Week World Philosophy Day	**Global Citizenship Links:** International Women's Day International Mother Language Day Children's Mental Health Week	**Global Citizenship Links:** Autism Awareness Day Comic Relief Fair Trade Fortnight Mothering Sunday	**Global Citizenship Links:** International Mother Earth Day World Bee Day Walk to school week National Children's Gardening Week	**Global Citizenship Links:** BNF Healthy Eating Week World Environment Day World Oceans Day World Refugee Day Oxfam water week Recycle Awareness Week National School Grounds Week
Science: Everyday materials **Writing Outcome:**	**Science:** Everyday Materials **Writing Outcome:** A report on a person who developed a useful material e.g. John Dunlop	**Science:** n/a	**Science:** Living Things and their Habitats **Writing Outcome:** Non chronological report about an animal	**Science:** n/a	**Science:** Animals including Humans **Writing Outcome:**
Computing: E-Awareness	**Computing:** Online publishing, Programming	**Computing:** Multimedia and word processing Networks and the Internet	**Computing:** Communication and Collaboration	**Computing:** Data Logging Data	**Computing:** Digital Media

Music: The Long and Short of It (exploring duration)	**Music:** Feel the Pulse (exploring pulse and rhythm)	**Music:** Taking Off (exploring pitch)	**Music:** What's the score? (exploring instruments and symbols)	**Music:** Rain rain go away (exploring timbre, tempo and dynamics)	**Music:** Sounds Interesting (exploring sounds)
Performance: International Evening	**Performance:** Nativity Play	**Performance:**	**Performance:** Spring Concert	**Performance:** Class Assembly	**Performance:**
Art: Portrait of Rosa Parks	**DT:** Mechanisms : sliders and levers – Create a pop up Fire of London and animation	**Art:** Making 3D castles and heraldry	**DT:** Moving Toys: Moving Monsters	**DT:** Structures : Shelters – develop a shelter for a desert island	**Art:** Take One Picture
Cooking:	**Cooking:** Bread/ Rock cakes	**Cooking:**	**Cooking:** Great British Bake off	**Cooking:** Fruit smoothies	**Cooking:**
PSHE: Fun, Food and Fitness	**PSHE:** Keeping Safe	**PSHE:** Sex and relationship education: boys and girls, families	**PSHE:** Mental Health	**PSHE:** Drug, alcohol and tobacco education	
PE: Games – Invasion Forest School	**PE:** Games – Invasion Dance	**PE:** Gymnastics Forest School	**PE:** Athletics Dance	**PE:** Games – net, striking and fielding Forest School	**PE:** Athletics Dance

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
Autumn 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	
Spring 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	
Summer 2	Take One Picture				

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	
	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 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?	Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the 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 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?	Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?

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 suggest how to find things out? • Can they use prompts to find things out?	• 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?
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 use information from books and online information to find things out?

	• Can they measure using simple equipment?	
Types of Investigations	• Children should have the opportunity to investigate: • Observing changes over time • Noticing similarities, differences and patterns. • Grouping and classifying. • Carrying our comparative tests. • Finding things out using secondary sources of information	• Can they begin to independently consider controlling variables to create a fair test?