

Year 2 Long Term Curriculum Map 2021-2022

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book and Topic Question	Toby and the Great Fire of London	Paddington	Jumanji	Greta and the Giants	Mythical creatures and Faraway places.	Ocean meets Sky We are Water protectors
English - Fiction	Story writing	Meet the Browns Christmas story	First roll of the dice	Adaptation of the story Drama Easter story	Dragon Machine Write an alternative version of the story. Mulan- write a diary entry as Mulan recalling her adventures.	Ocean meets Sky We are Water protectors Story Writing
English – Non-fiction	Diary - Recount Newspaper report	Brochure about London	Instruction on how to make/play the board game	Email to PM		Postcard Instructions
Poetry	London's Burning	Christianity acrostic	Easter poems (afternoons only)	Easter – Haiku (Afternoons only)		
Maths	Number and place value Addition and subtraction	Addition and subtraction Multiplication and division Measures - Money	Multiplication and division Statistics Geometry – properties of shape Fractions	Measurement – length and height Capacity, mass and temperature Number and place value Addition and Subtraction	Time Position and direction Addition and subtraction Four Operations and Fractions Measurement Consolidation	Investigations Consolidation – dependent on AFL
Science Investigation	Exploring materials – burning, waterproof. Asking and answering questions. Explore the basic needs of humans.	Living things and their habitats. Link to Paddington living in the city. How do they adapt? How do they obtain food? Food chains.	Comparing things that are living, non-living and never lived. Identifying plants linked, name and how they adapt to environments. Living things and their habitats.	Observe and describe how seeds and bulbs grow into mature plants. What do plants need to be healthy? Identifying plants linked, name and how they adapt to environments.	Describe importance of exercise and eating the right amounts of food.	Notice that animals have offspring and describe needs of animals. Describe importance of exercise and eating the right amounts of food.
Art and Design	Tudor houses (3D and evaluate)	Sketch/drawing of London	Painting - famous artist and paint design Sketching 3d collage		Sketching Water Colours.	
Design technology	Design, make and evaluate a Tudor house Levers and sliders – opening door.	Design and create the London Eye	Design, make and evaluate board games.		Make a fruit salad – cut, peel and grate. Junk modelling – dragon machine.	Understand different food groups describe how foods are grown/caught.

						Junk modelling- Design and make a boat that floats.
Geography	<p>Locational knowledge: Geographical skills and fieldwork. Locating 4 countries and capital cities, Corby</p> <p>-Maps and aerial photographs. Locate great fires.</p> <p>Name and locate capital city of London and Corby. Fieldwork to devise a map.</p>	<p>Name and locate countries of UK and capital cities. Physical and human features - London. Use maps and atlases. Continents - bears. Geographical skills and fieldwork</p> <p>-Sorting London key places- Compare human/ physical features to where Paddington comes from.</p> <p>-Map skills- creating a grid map of London- keys/ physical/ human features. -To use map to write instructions for Paddington.</p> <p>-Seasons/ weather- Paddington's home to London look at equator/ continents.</p> <p>-Seasons in the UK</p>	<p>Continents and oceans – animal habitats. Use maps and atlases. Geographical skills and fieldwork</p> <p>- Animals around the world- continents/ equator</p> <p>- Animals around the world- continents/ equator- why are animals suited in certain places</p>	<p>Rainforests – Equator/ Continents and oceans</p> <p>Use maps and atlases</p>	<p>Compare UK to contrasting country (UK and Saudi)</p> <p>Equator</p> <p>Use maps and atlases</p>	<p>Physical features/maps - lakes, rivers oceans how they work together. Effects on fish and environment with plastic. Impact on farming changes to land over time. Deforestation.</p>
History	<p>Compare version of GFOL. Sources of evidence. Asking questions about the past. Ordering/timelines. Recount significant events/people. Drama.</p>	<p>Ordering/ timelines- Key events in London's history (GFOL, Guy Fawkes, Olympics, Today)</p> <p>Compare London 1666 to 2021</p> <p>Recount significant events and people (RE)</p>	<p>History of significant person George Seurat</p>	<p>Recount significant events and people (RE)</p> <p>Sources of evidence</p> <p>Recount significant people - Greta</p>	<p>Recount significant events and people (RE)</p> <p>St George</p> <p>Muhammed</p> <p>Queen</p>	<p>Changes in their own lives (PSHE)</p>
RE	<p>Christianity- (Harvest)</p> <p>A3-Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>C2-Find out about and respond with ideas to examples of co-operation</p>	<p>Christianity- (Incarnation – Why do Christians believe God gave Jesus to the World?)</p> <p>Advent + Christmas story.</p> <p>A1-Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of</p>		<p>Christianity – (Easter Crucifixion/resurrection)</p> <p>A3-Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>C3-Find out about questions of right and</p>	<p>Islam – Ramadan/Eid ul Futr</p>	<p>Islam – (Prayer at home, praying at regular intervals)</p> <p>A3-Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>

	between people who are different.	life, in order to find out about the meaning behind them. A2-Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. A3-Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. B1- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.		wrong and begin to express their ideas and opinions in response.		B2-Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Ramadan/Eid A3-Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. C2-Find out about and respond with ideas to examples of co-operation between people who are different. Special places – (Mosque) A3-Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. B3-Notice and respond sensitively to some similarities between different religions and worldviews.
PHSE Assembly PSHE Assembly	Being me- I can identify hopes and Fears Being me- I understand the rights and responsibilities for being a member of my class and school/ I can help make my class a safe and fair place Healthy me - I know what I need to keep my body healthy- medicines, exercise, diet Healthy me - I can sort foods into the correct food groups Healthy me - I can make some healthy snack and food choices (healthy food clay plate)	Dreams and Goals- Careers available in London- what do I want to be? I can choose a realistic goal and think about how to achieve it. Dreams and Goals- I can work with other people to solve problems- What job could Paddington do? Dreams and Goals- I can work cooperatively in a group to create an end product- create a group knowledge organiser about London	Dreams & Goals Problem Solving & Staying Positive– Step 2 Vocabulary – ambition, persevere, aspire Vocabulary – explaining, communication, positivity, negativity	Celebrating Differences Staying Positive & Aiming High – Step 2 Vocabulary – stereotypes, purpose, fairness, unique, assumptions Vocabulary – adapting, persevere	Being me- Know how to make their class a safe and fair place. Show good listening skills. Be able to work cooperatively. Celebrating Differences Recognise that they shouldn't judge people because they are different. Understand that everyone's differences make them special and unique. Dreams & Goals Be able to work effectively with a partner. Be able to choose a partner with whom they work well	BM CD DG HM R CM Skills Builder – Staying positive, aiming high, leadership, teamwork Judaism Music Visitor Judaism

					<p>Be able to work as part of a group. Recognise how it feels to be part of a group that succeeds and store this feeling.</p> <p>Healthy Me Desire to make healthy lifestyle choices. Identify when a feeling is weak and when a feeling is strong. Feel positive about caring for their bodies and keeping it healthy. Have a healthy relationship with food. Express how it feels to share healthy food with their friends</p> <p>Earth Day Skills Builder – Speaking, Problem Solving, Creativity Judaism Friendship Fun Day Music Visitor</p>	
Music	<p>Singing songs London’s Burning – song: singing in a round, Songs linked to Sept 1666 Pitch, dynamics, a round/canon Toby and the Great Fire of London</p>	<p>Singing, playing untuned percussion Listening with concentration Diwali drumming Christmas Carols – singing Verse, chorus, posture Paddington</p>	<p>Exploring untuned percussion Drumming – rhythm and pace</p> <p>Untuned percussion- rhythm and pace, graphic notion, perform and rehearse- body percussion, create musical notations- making a storm- tempo Jumanji</p>	<p>Create, select and combine sounds Use simple music notation Perform and rehearse as a group Create a music map (graphic notation) for a storm Perform in a group Texture, ensemble Greta and the Giants</p>	<p>Create, select and combine sounds Explore use of volume and pitch How music makes us feel identify simple differences in pieces of music. listen with concentration to a range of music. describe how music makes me feel e.g. happy or sad. Rhythms and pattern create a rhythm pattern. play an instrument following a rhythm pattern. explain that music is created and played by humans. LINK TO DRAGON DANCING & CHINESE MUSIC Pitch, dynamics,</p>	<p>Singing songs Rehearse and perform Group performances of songs for Farewell/Leavers Assembly Pitch, dynamics, Posture</p>

					The Dragon Machine Mulan	
PE	<p>MOVING Using different movements to solve problems</p> <p>COORDINATION Looking after objects whilst moving quickly</p> <p>BALANCE & AGILITY Throw and catch different objects in different scenarios</p>	<p>BALANCE & AGILITY Move quickly and with balance</p> <p>NEGOTIATING SPACE RELATING TO OTHERS Change direction and stay in control</p> <p>Manipulating body to fit in space</p>	<p>DECISION MAKING. ANGLES & SURFACES Use senses to be aware of what is around me.</p> <p>Knowing when to attack and defend.</p> <p>Solving problems.</p> <p><i>Dance Enrichment</i></p>	<p>SPACIAL AWARENESS OBJECT CONTROL</p> <p>Moving balls in different directions around obstacles.</p> <p>Confident moving through spaces. Moving when I cannot see.</p> <p>Notice space around me.</p> <p><i>Dance Enrichment</i></p>	<p>REACTION & READJUSTMENT</p> <p>OBJECT CONTROL Control objects using equipment</p> <p>Know the best way to carry lots of objects</p> <p>Use different body parts to make contact with a moving object</p> <p>I can dodge moving objects</p> <p><i>Dance Enrichment</i></p>	<p>EXPRESSION & DANCE I know which foods are healthy and which are not</p> <p>I know how to be happy and calm</p> <p>Move to different beats in different ways.</p> <p><i>Dance Enrichment</i></p>
Computing	Information Technology use technology purposefully to create, organise, store, manipulate and retrieve digital content ☑ recognise common uses of information technology beyond school ☑ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Digital photography use technology purposefully to create, organise, store, manipulate and retrieve digital content ☑ recognise common uses of information technology beyond school	Robot Algorithms understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ☑ create and debug simple programs ☑ use logical reasoning to predict the behaviour of simple programs ☑ use technology purposefully to create, organise, store, manipulate and retrieve digital content	Pictograms use technology purposefully to create, organise, store, manipulate and retrieve digital content	Making Music use technology purposefully to create, organise, store, manipulate and retrieve digital content	An Introduction to Quizzes understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ☑ create and debug simple programs ☑ use logical reasoning to predict the behaviour of simple programs

Online safety	<p>Self-image and Identity I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help</p>	<p>Online Relationships and Reputations I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p>	<p>Online Bullying, Health, Wellbeing and Lifestyle. I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help. I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone accessing online technologies.</p>	<p>Managing Online information. I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be real or true.</p>	<p>Privacy and Security. I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p>	<p>Copyright and Ownership. I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them.</p>
Outdoor Learning	Burn houses	Going to the church		Local walk to the woods	Visit a mosque	
Skills Builder					<p>Listening 0-2 Creativity 0-2 Staying positive 0-2 Aiming High 0-2</p>	
Careers and Employability	Firefighters	Tour guide, Delivery driver, store assistant	Scientists	Activist, Scientist, lumberjack		Farmer, accountant