

## Year 2 Curriculum Map

Autumn Autumn 1 8 weeks Autumn 2 7 weeks		Spring Spring 1 6 weeks Spring 2 7 weeks		Summer 4 weeks Summer 2 7 weeks	
<b>Beach Combers</b>		<b>Land Ahoy</b>		<b>Story a day</b>	
Question	Why did God make all of us different? What would happen if we were all the same?	Question	What have the pirates left us?	Question	What is your favourite traditional story?
Hook:	Chicks arrive in school	Hook:	Mysterious box of artefacts arrive (old and new) Letter arrives from Sunny (Meerkat Mail)	Hook:	Hot seat one of the characters from a story, Can the chn guess what story the character is from?
Experience	Chn look after the chicks in school	Experience	Pirate day – children come dressed as pirates	Experience	Trip to Lichfield
Books	Old egg, How to catch a goblin Giraffes can't dance	Books	Land Ahoy, the pirates next door	Books	Traditional Tales Catch Owl
Arts	Christmas card, clay giraffe	Arts	Boats and flags	Arts	Binca Bookmark
<p>The Pegasus rule of law <b>SMSC</b> <b>Skills</b></p> <ul style="list-style-type: none"> <li>Accepting and engaging with British values</li> <li>Knowledge of Britain's democratic parliamentary system and its role in shaping our history and values, including its current work and role in developing our country</li> </ul> <p>WRITING- <b>Outcome: Describing</b> setting description – recount <b>SMSC</b></p> <ul style="list-style-type: none"> <li>Ability to be reflective</li> </ul>		<p>WRITING- <b>Narrative</b> Setting <b>Describing</b></p> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Use of imagination and creativity in learning</li> </ul> <p><b>Science</b> <b>Sc1: Perform simple tests</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> </ul>		<p><b>Writing : Describing</b> <b>Narrative</b> Alternative ending</p> <p><b>SATs preparation</b></p> <p><b>Short narrative from another culture</b> <b>Poetry</b></p> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Opportunity to respect, accept and celebrate diversity shown through tolerance and positive attitudes towards different religions, ethnic and socio-economic groups in local, national and global communities</li> </ul>	

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<ul style="list-style-type: none"> <li>Hearing the viewpoint of others</li> <li>Willingness to reflect on their experiences</li> </ul> <p><b>Outcomes: Label</b> a variety of wildlife and sort in alphabetical order ( language tags and string)</p> <p><b>Outcomes: Non Chronological report</b></p> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Enjoyment and fascination in learning about themselves, others and the world around them</li> </ul> <p><b>Outcomes – Poetry</b></p> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li><b>Skill: Use modelling materials to create an imaginary or realistic forms</b></li> </ul> <p><b>SCIENCE-</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>Compare and contrast animals in other environments</li> <li>Name some inner organs within the human body</li> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pet</li> </ul>	<ul style="list-style-type: none"> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>Working scientifically objectives as applicable</li> </ul> <p><b>ART</b></p> <ul style="list-style-type: none"> <li>Use line and tone to sketch</li> <li>Blend colour</li> </ul> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Willingness to participate in and respond to artistic, sporting and cultural opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Ability to recognise the difference between right and wrong, and apply to life including living in modern Britain</li> </ul> <p><b>GEOGRAPHY-</b></p> <p><b>POS:</b> Locational and place knowledge, human and physical features, geographical skills and fieldwork</p> <p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>Use simple compass directions</li> <li>Use aerial photos</li> <li>Identify human and physical features</li> <li>Use basic geographical vocabulary – river, soil, vegetation</li> </ul> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Opportunity to respect, accept and celebrate diversity shown through tolerance and positive attitudes towards different religions, ethnic and socio-economic groups in local, national and global communities</li> <li>Using a range of social skills in different contexts including working with others from different religious, ethnic and social backgrounds</li> <li>Understanding and appreciation of cultural influences that have shaped own heritage and that of others</li> </ul> <p><b>DT:</b></p> <p><b>Skill:</b> Design a purposeful product</p> <p><b>Outcome:</b> Binca – bookmark / Birmingham Landmark / logo</p>
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<ul style="list-style-type: none"> <li><b>SCI</b> Ask scientific questions and know that they can be answered in different ways</li> <li><b>Sc1:</b> Gather and record data to help answer questions</li> </ul> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Interest in exploring and reasoning regarding moral and ethical issues, including hearing the viewpoints of others</li> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul> <p><b>RE-</b></p> <div style="background-color: #fce4d6; padding: 5px; border: 1px solid #ccc;"> <p><b>Theme:</b> Christmas - Jesus as gift from God</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Why do Christians believe God gave Jesus to the world?</p> <p><b>Religion:</b> Christianity</p> </div> <p><b>SEAL-</b></p> <p>Rama and Sita – Diwali Being safe – bonfire night Anti-bullying Create a clay Poppy</p>		<p><b>RE-</b></p> <div style="background-color: #fce4d6; padding: 5px; border: 1px solid #ccc;"> <p><b>Theme:</b> The Covenant</p> <p><b>Key Question:</b> How special is the relationship Jews have with God?</p> <p><b>Religion:</b> Judaism</p> </div> <div style="background-color: #fce4d6; padding: 5px; border: 1px solid #ccc;"> <p><b>Theme:</b> Community and Belonging</p> <p><b>Key Question:</b> Does going to a Mosque give Muslims a sense of belonging?</p> <p><b>Religion:</b> Islam</p> </div> <div style="background-color: #fce4d6; padding: 5px; border: 1px solid #ccc;"> <p><b>Theme:</b> Rites of Passage and good works</p> <p><b>Key Question:</b> What is the best way for a Jew to show commitment to God?</p> <p><b>Religion:</b> Judaism</p> </div> <div style="background-color: #fce4d6; padding: 5px; border: 1px solid #ccc;"> <p><b>Theme:</b> Hajj</p> <p><b>Key Question:</b> Does completing Hajj make a person a better Muslim?</p> <p><b>Religion:</b> Islam</p> </div>
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Question	Why did God make all of us different?	Question	What do we need to build a boat?		
Hook:	What would happen if we were all the same?	Hook:	Bike – with a range of inventions on		
Experience	Chicks arrive in school	Experience	Design an invention with a range of devices on		
Books	Chn look after the chicks in school	Books	<b>Mrs Armitage / Quentin Blake</b>		
Arts	DT – den building	Arts	Science link – flowers		
<p>WRITING- Instructions Narrative <b>Explanation</b> chronological report.</p> <p><b>HISTORY-</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Recall main events</li> <li>• <b>Enquiry:</b> Answer simple questions based upon the past, based upon observing sources.</li> <li>• <b>Chronological Understanding:</b> Using terms concern with the passing of time.</li> </ul> <p><b>POS:</b> Learning about an event beyond living memory; recalling key events; compare to event in living memory</p> <p>ART- <b>Skill:</b> Using techniques of an artist in own work</p> <p>RE-</p>		<p><b>Writing</b> <b>Narrative</b> <b>Describing</b></p> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>• Willingness to reflect on their experiences</li> <li>• Ability to recognise the difference between right and wrong</li> <li>• Understanding consequences of their behaviour</li> <li>•</li> </ul> <p><b>Science- Biology</b> Plants <b>Sc1:</b> Observe closely using simple equipment</p> <ul style="list-style-type: none"> <li>• Observe and describe how seeds grow and bulbs grow</li> <li>• Find out and describe how and why plants need water, light and a suitable temperature</li> </ul> <p><b>Science</b> <b>Sc1:</b> Identify and classify</p>			

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<p><b>Theme:</b> What did Jesus teach?</p> <p><b>Key Question:</b> Is it possible to be kind to everyone all of the time?</p> <p><b>Religion:</b> Christianity</p> <p><b>MATH LINKS-</b></p> <p>Venn diagrams, sorting mini beasts. Bar chart for mini beasts found on trip.</p> <p>Sorting and classifying different materials</p>	<ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul> <p><b>Art:</b> <b>Skill:</b> Using techniques of an artist in own work Colour technique and design.</p> <p><b>RE</b></p> <div style="background-color: #fce4d6; padding: 5px; margin-bottom: 5px;"> <p><b>Theme:</b> Passover</p> <p><b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?</p> <p><b>Religion:</b> Judaism</p> </div> <div style="background-color: #fce4d6; padding: 5px; margin-bottom: 5px;"> <p><b>Theme:</b> Prayer at home</p> <p><b>Key Question:</b> Does praying at regular intervals help a Muslim in his/ her everyday life?</p> <p><b>Religion:</b> Islam</p> </div> <div style="background-color: #fce4d6; padding: 5px;"> <p><b>Theme:</b> Easter - Resurrection</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p><b>Religion:</b> Christianity</p> </div> <p><b>SMSC</b></p>	
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- Interest in exploring, understanding of, and respect for different faiths and cultural diversity

Homework project-  
Great fire of London

Special people (999, Childline and knowing address)