

## Year 2 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>The Great Fire of London</b> <i>See Hamilton Trust - The Great Fire of London Block A,B,D &amp; F</i>		<b>Islands and Seas</b> <i>See Hamilton Trust - Oceans and Seas - Block E and Block A</i>		<b>Emergency 999</b> Focus on Florence Nightingale & Mary Seacole  <i>See Hamilton Trust - Fighting Fit!</i>	
 <p><b>Science</b></p> <p><i>See Hamilton Trust scheme of work for support</i></p>	<p><b>Working Scientifically: On-going Unit</b></p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>○ asking simple questions and recognising that they can be answered in different ways</li> <li>○ observing closely, using simple equipment</li> <li>○ performing simple tests</li> <li>○ identifying and classifying</li> <li>○ using their observations and ideas to suggest answers to questions</li> <li>○ gathering and recording data to help in answering questions.</li> </ul>					
	<b>Uses of every day materials</b>		<b>Plants</b>		<b>Animals, including humans &amp; Living things and their habitats</b>	
	<p>Pupils should be taught to:</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> <li>□ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ observe and describe how seeds and bulbs grow into mature plants</li> <li>□ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>		<p><b>Animals, including humans</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ notice that animals, including humans, have offspring which grow into adults</li> <li>□ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>□ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Living things and their habitats</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ explore and compare the differences between</li> </ul>	

			<p>things that are living, dead, and things that have never been alive</p> <ul style="list-style-type: none"> <li>□ 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</li> <li>□ identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>□ 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.</li> </ul>
<p><b>Humanities</b></p>  <p><i>See Hamilton Trust scheme of work for support</i></p>	<p><b>History</b> The Great Fire of London: Pupils should be taught about: □ events beyond living memory that are significant nationally or globally □ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Samuel Pepys and King Charles II] □ significant historical events, people and places in their own locality.</p> <p><b>Geography</b> Pupils should be taught to:</p> <p><b>Locational knowledge</b> □ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p><b>Human and physical geography</b> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical skills and fieldwork</b> □ use world maps, atlases and globes to identify the</p>	<p><b>History</b> Christopher Columbus: Pupils should be taught about: □ events beyond living memory that are significant nationally or globally □ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Christopher Columbus] □ significant historical events, people and places in their own locality.</p> <p><b>Geography</b> Pupils should be taught to:</p> <p><b>Locational knowledge</b> □ name and locate the world's seven continents and five oceans □ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Place knowledge</b> □ understand geographical similarities and differences through studying the human and</p>	<p><b>History</b> Mary Seacole and/or Florence Nightingale Pupils should be taught about: □ events beyond living memory that are significant nationally or globally □ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Mary Seacole and/or Florence Nightingale]</p> <p><b>Geography</b> Pupils should be taught to:</p> <p><b>Human and physical geography</b> □ use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical skills and fieldwork</b> □ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct</p>

	<p>United Kingdom and its countries</p> <ul style="list-style-type: none"> <li>□ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>□ 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</li> <li>□ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<p>physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>□ use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>□ use world maps, atlases and globes to identify the the countries, continents and oceans studied at this key stage</li> <li>□ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	<p>basic symbols in a key</p> <ul style="list-style-type: none"> <li>□ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
	<p><b>What Does it mean to be a Buddhist? Where is the Light of Christmas? Christmas Through Music and Art</b></p>	<p><b>The Parables of Jesus How do Easter Symbols help us understand the true meaning of Easter? Easter through Music and Art</b></p>	<p><b>Why are they having a Jewish Party? Noah God's Rules for Living Why did Jesus teach the Lord's prayer as the way to pray?</b></p>

R.E



see LBDS Scheme  
of work

⊙ How Buddhists live their lives through their faith. How the teachings of Buddhism are arranged through the eight-fold path, four noble truths, symbols and five precepts. Children will learn about the sangha (Buddhist community) and Dharma (ultimate truth).

AT1 Learning About Religion

Main Focus: Forms of Expression

AT2 Learning From Religion

Main Focus: Meaning, Purpose and Truth

⊙ Explain that Christians call Jesus 'the light of the world'.

Understand that Christians believe that as light can guide us in the dark, Jesus guides believers. Know about the Christingle and what the parts represents.

Talk about what symbol they might add to the Christingle and why they would choose that symbol.

Know that the Wise Men were guided by the light of a star so they could visit the new baby king.

Be able to think / talk and express feelings about the 'guiding light' in their lives.

⊙ Why Christians believe Stories Jesus told are important; selection of different parables - what they teach about life and about the nature of God.

⊙ This unit covers the different Christian symbols linked to the Easter Story, specifically focusing on the cross, bread and wine, various symbols of new life and water.

AT1 Learning About Religion

focus: Forms Of Expression

AT2 Learning From Religion

focus: Values and Commitments

⊙ Key festivals which are important to Jewish people; How they are celebrated with reference to specific symbols;

How these are similar to other festivals, both in Judaism and in other faiths.

Understanding of important festivals in own life and life of Jewish people;

Links to thinking, feeling and behaviour.

Value: Respectfulness.

AT1 Learning About Religion

Main focus: Practices and Ways of Life

AT2 Learning From Religion

Main focus: Values and Commitments

⊙ What the 10 Commandments are. How these are God's rules for living and Christians (and Jews) believe them to be rules that they are commanded to follow. What the 10

Commandments teach about the nature of God.

The unit asks the pupils to reflect on their own 'rules' for living together.

AT1 Learning About Religion: Beliefs, Teachings and Sources.

AT2 Learning From Religion: Values and Commitments.

⊙ There are different interpretations and understandings of the story of Noah; God chose to cleanse His creation of sin; God gives grace and second chances; God never gives up on his 'plan; God has made a covenant with His creation.

AT1 Learning About Religion.

Focus: Beliefs, Teachings and Sources.

AT2 Learning From Religion.

Focus: Meaning, purpose and truth.

⊙ The importance of prayer to Christians, and in particular, The Lord's Prayer;

How this prayer is the way that Jesus taught his followers to pray to God;

The meaning of each phrase in The Lord's

			<p>Prayer: - God the "Father" as a loving and caring figure, Trust in God for providing daily needs, Forgiving and forgiveness, Temptation and God as a guide, Praise for God; How The Lord's Prayer is used by Christians worldwide.</p> <p>AT1 Learning About Religion: Focus: Beliefs, teaching and sources</p> <p>AT2 Learning From Religion: Focus: Values and commitments</p>
--	--	--	---

<p><b>Computing</b></p> 	<p><b>We are researchers:</b> Research a topic (Great Fire of London) safely, effectively and efficiently - using a structured approach (mind mapping). They share their findings with others through a short PowerPoint presentation</p>	<p><b>We are games testers:</b> Work out how some simple Scratch games work. They also look at free online or open source games and share their favorite games with the class.</p>	<p><b>We are photographers:</b> Review photos online, practice using a digital camera, take photos to fit a given theme, edit their photos, and then select their best images to include in a shared portfolio.</p>	<p><b>We are zoologists:</b> Children go on a bug hunt, recording and identifying the small animals they find. They then organise the data they have collected, record it using a graphing package, and interpret the graph to answer questions about the animals.</p>	<p><b>We are astronauts:</b> Program a sprite (such as a spaceship) to move around the screen. This unit acts as a springboard for programming in Year 3.</p>	<p><b>We are detectives:</b> Children are challenged to solve a mystery by reading, sending and replying to emails, and by listening to a witness statement. They use a fact file sheet to create a table and identify the culprit.</p>
<p><b>Children will develop the following key skills across the year:</b></p> <ul style="list-style-type: none"> <li>• Understand use of algorithms</li> <li>• Write &amp; test simple programs</li> <li>• Use logical reasoning to make predictions</li> <li>• Organise, store, retrieve &amp; manipulate data</li> <li>• Communicate online safely and respectfully</li> <li>• Recognise uses of IT outside of school</li> </ul>						
<p><b>Art</b></p>  <p><i>See Suffolk scheme of work for support</i></p>	<p><b>Great Fire of London Landscapes</b></p>	<p><b>Making your own Fantasy Island</b></p>	<p><b>Animal prints</b></p>			
<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>* To experiment with a range of different materials on different sources to focus on 'tone'</li> <li>* To respond to music with a piece of art, using the genre of music as a starting point for their art piece.</li> <li>* To look closely and draw an object or group</li> </ul>		<p><b>3D</b></p> <ul style="list-style-type: none"> <li>* To investigate and respond to Aboriginal Art work.</li> <li>* To explore art work on a didgeridoo and ask questions behind this</li> <li>*To create their own didgeridoo, mark making in the style of aboriginal art</li> <li>* To use different tools for decorating</li> </ul>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>*To explore a range of printing materials</li> <li>*To create their own stencils for printing</li> <li>* To experiment with different printing techniques</li> <li>*To layer printing techniques to create a printed image</li> <li>*To use clay to create an inverted stencil.</li> </ul>			

	<p>of objects</p> <ul style="list-style-type: none"> <li>* To investigate with, and describe texture</li> <li>* To observe and record from different view points.</li> </ul>	<ul style="list-style-type: none"> <li>* To roll clay to an even thickness</li> <li>* To change the surface of clay by pulling, pinching and rolling</li> <li>* To experiment with different techniques to create patterns and decorations in the clay.</li> </ul>	(clay slab relief)			
<p><b>Design Technology including Cooking</b></p>  <p>See Hamilton Scheme of work for support</p>	<p><b>Design and make a Tudor house.</b></p>		<p><b>Making your own Fantasy Island</b></p>			
	<p>Children will develop the following key skills:</p> <ul style="list-style-type: none"> <li>* select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>* evaluate their ideas and products against design criteria</li> <li>* build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>		<p>Children will develop the following key skills:</p> <ul style="list-style-type: none"> <li>* design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>* select from and use a wide range of materials and components, including construction materials and textiles, according to their characteristics</li> <li>* explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</li> </ul>			
<p><b>Cooking and Nutrition</b></p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Cooking Week takes place once a term and where possible is linked to topic or science.</p>						
<p><b>Cooking and Nutrition Content</b></p> <p>Pupils should be taught to: use the basic principles of a healthy and varied diet to prepare dishes &amp; understand where food comes from.</p>						
 <p>See Val Sabin</p>	<p>Master basic movement, e.g. running, jumping, throwing, catching and apply them into simple invasion games.</p> <p>Gymnastics balance,</p>	<p>Master basic movement, e.g. running, jumping, throwing, catching and apply them into simple invasion games (Benchball).</p>	<p>Apply simple tactics in small games - including basic principles of attack and defense.</p> <p>Gymnastics balance, agility and co-ordination.</p>	<p>Aiming and hitting using various pieces of equipment - including bats, balls, beanbags, quoits.</p> <p>Perform dances using simple movement</p>	<p>Participate in small sided team games.</p> <p>Gymnastics balance, agility and co-ordination.</p>	<p>Master basic movement, e.g. running, jumping, throwing, catching - <b>Athletics; Sports Day preparation.</b></p> <p>Perform dances using</p>

<p><i>Scheme of work for support</i></p>	<p>agility and co-ordination.</p>	<p>Perform dances using simple movement</p>				<p>simple movement</p>
<p><b>Music</b></p>  <p><i>See Charanga website for support</i></p>	<p><b>Hands, Feet, Heart</b> (A topic on South African Music) Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>□ listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<p><b>Musical Theory and Glockenspiel</b> Stage 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ play tuned and untuned instruments musically</li> <li>□ listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<p><b>I wanna play in a band</b> (A topic on rock and blues music) Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ play tuned and untuned instruments musically</li> <li>□ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>□ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Zootime</b> (A topic on improvisation with a focus on Reggae Music) Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>□ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>The Long and Short of it</b> (Exploring Duration) Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>□ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Reflect, Rewind, Replay</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>□ play tuned and untuned instruments musically</li> <li>□ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>□ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
<p><b>MFL - French</b></p>  <p><i>See Little</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ listen attentively to spoken language and show understanding by joining in and responding</li> <li>□ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>		<p>Celebrating birthdays Recognising similarities between words in different languages Enjoying a short story</p>	<p>New Year Enjoying a short story Watching (and performing) a simple finger rhyme</p>	<p>Learning everyday language through a song Celebrating other languages; recalling numbers 1-3 or 1-6 through Recognising previously learned language,</p>	

<p><i>Languages Scheme of work for support</i></p>	<p>Reacting to food items Observing the preparation of a simple dish; tasting and reacting Reacting to food items while taking part in a circle game Christmas</p>	<p>Numbers 1 to 3; noticing patterns Thank you. One, two, three</p>	<p>problem solving Exploring the sound of some words in a foreign language Action song Exploring an aspect of culture</p>
<p> <b>British Values</b>  <b>Opportunities to develop Spiritual, Moral, Social and Cultural Learning and promote fundamental British Values</b>  <i>See Camden PHSCE scheme of work</i></p>	<p>What a community is Agreeing a class charter and creating a happy, caring and safe class community Different feelings in different situations Helping others feel welcome Working as a group Stopping teasing and bullying How it feels to be left out Helping to include everyone and care for each other Similarities and differences between people- respecting differences Knowing our likes and dislikes What makes a good friend Understanding other people's feelings and showing empathy Solving friendship problems with empathy What medicines are and different types Safe ways to take medicines Feeling ill and feeling better Recognising different hazards in the home and outside and how to keep safe Describe what can cause accidents</p>	<p>How we learn best Setting and achieving goals How to persevere when we are bored Caring about people who are special to me My special family and different types of families How to cooperate with others What is right and wrong in different situations What I am good at Standing up for myself How my behaviour affects others Difference between healthy and not so healthy people My healthy day and how I keep healthy What healthy eating is and how to choose healthy foods What makes a place healthy and who keeps it healthy</p>	<p>Changing behaviour for the better Similarities and differences between males and females and challenging stereotypes Naming parts of the body Growing and changing from baby to older person How we are growing and changing Identifying what they have learned and achieved in Year 2 Feelings about leaving places or people What is important to me Helping someone who is lonely Working together to achieve Different kinds of communities they belong to- class, school, family Making happy caring communities for everyone Making a caring school Different people and services that help us in the community</p>