

Year 2 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Mansfield or (Tulum) Mexico – Where would you rather live?</p>		<p>Explorers of the World - Who was the greatest?</p>		<p>Hospitals and Healthcare – Who are Edith Cavell, Florence Nightingale and Mary Seacole?</p>	<p>Mining in Mansfield – What was the impact on our community?</p>
Writing Units						
	<p>Outcome Recount: write a diary entry</p>	<p>Outcome Non-fiction: write a report</p>	<p>Outcome Fiction: write a story with an adventure focus</p>	<p>Recount: write a recount of events from character's point of view</p>	<p>Outcome Recount: write a letter in role</p>	<p>Outcome Fiction: write a story with a moral focus</p>
Geography	<p>Mansfield or (Tulum) Mexico – Where would you rather live? <u>Can I use globes and atlases to understand about the world?</u> 1) Can I use atlases and globes to discover the continents and oceans of the world? 2) What is the effect of the equator and the poles on the climate across the world? 3) What are the countries, capital cities and surrounding seas of the UK? <u>How can I represent the geographical features of my local area on a map?</u> 4) Where is my local area and what are the key human and physical features?</p>		<p>Weather and Climate (Fieldwork)</p> <ol style="list-style-type: none"> 1) What is the difference between weather and climate? 2) How can we read a weather map? 3) How can we collect weather data? 4) How can we collect and record weather data? 5) How can we analyse our weather data and evaluate our fieldwork? 			

	<p>5) Can I create a map of my school using key map features?</p> <p>6) Can I create a map of my local area using aerial photographs?</p> <p><u>What are the similarities and differences between my local area and Tulum, Mexico?</u></p> <p>7) Where is Mexico?</p> <p>8) How do the physical features of Tulum compare to my local area?</p> <p>9) How do the human features of Tulum compare to my local area?</p> <p>10) How can we present the information we have gathered to answer the question 'What are the similarities and differences between my local area and Tulum, Mexico?'</p>					
History		<p>Explorers of the World - Who was the greatest?</p> <p>1) How can we find out about the past?</p> <p>2) Why do people explore?</p> <p>3) Who are the important explorers from the past?</p> <p>4) What are the famous explorations from the past?</p> <p>5) Can we compare different explorations?</p> <p>6) How have explorations changed over time?</p>	<p>Hospitals and Healthcare – Who are Edith Cavell, Florence Nightingale and Mary Seacole?</p> <p>1) How can we find out about the past?</p> <p>2) Who was Florence Nightingale, and why was she important?</p> <p>3) Who was Edith Cavell Nightingale, and why was she important?</p> <p>4) Who was Mary Seacole and why was she important?</p> <p>5) When did FN, ED and MS become significant?</p> <p>6) Why did FN, ED and MS act the way they did?</p> <p>7) How has the past been represented?</p> <p>8) How did FN, ED and MS change our hospitals?</p>	<p>Local Mining Topic</p> <p>significant historical events, people and places in their own locality.</p>		
Maths	<p>Place Value x 4 weeks</p> <p>Addition and Subtraction x 5 weeks</p> <p>Geometry – Shape x 3 weeks</p>		<p>Measurement – Money x 2 weeks</p> <p>Multiplication and Division x 5 weeks</p> <p>Measurement – Length and Height x 2 weeks</p> <p>Measurement – Mass, Capacity and Temperature x 3 weeks</p>	<p>Fractions x 3 weeks</p> <p>Measurement - Time x 3 weeks</p> <p>Statistics x 2 weeks</p> <p>Geometry – Position and Direction x 2 weeks</p> <p>Consolidation x 2 weeks</p>		
Reading	<p>Animal Groups</p> <p>Non-Chron Report</p> <p>1a/1b</p>	<p>Village, Town or City</p> <p>Non-Chron Report</p> <p>1a/1b</p>	<p>The World</p> <p>Non Chron</p> <p>1a/1b/1d</p>	<p>The Legend of Nian</p> <p>Fiction</p> <p>1a/1c/1d</p>	<p>Monarchs of England and Great Britain</p> <p>Non Fiction</p>	<p>Florence Nightingale</p> <p>Diary</p> <p>1b/1c/1d</p>

	The Enormous Carrot Narrative 1b/1c/1d	Castles Through the Ages Non-Chron 1b/1c/1d	Visit Mexico Persuasive Leaflet 1a/1b/1c	I've seen a moose bake banana bread Poetry 1b/1d	1a/1b/1c Weather Poetry 1b/1d	Stories for other cultures Narrative 1b/1d
Art	Yayoi Kusama 1. To learn about who Yayoi Kusama is. 2. To experiment with different techniques for creating polka dots. 3. To recreate a piece of artwork using collage. 4. To create a 3-D form from clay using the rolling technique 5. To use paint to recreate a painting in the style of Kusama's pumpkins		Earth Art 1. To explore ways of painting on rocks. 2. To be able to make sculptures with sticks and twigs. 3. To be able to make animal pictures with leaves. 4. To learn how to weave with natural materials 5. To explore ways of making mandalas 6. To be able to make a collage using natural materials.		Henri Rousseau 1. To understand about the life of the artist Henri Rousseau 2. To explore and use the skills and techniques used by Henri Rousseau. 3. To understand the meaning of Henri Rousseau's genre, Portrait-Landscape 4. To understand about the animals in Rousseau's paintings. 5. To use their imaginations and skills to paint their own pieces of art.	
DT	Food and Nutrition A Balanced Diet 1. Hidden sugars in drinks 2. Taste testing combinations 3. Designing and making a wrap 4. Making and evaluating a wrap		Structures – Baby Bear's Chair 1. Exploring Stability 2. Strengthening Materials 3. Making Baby Bear's Chair 4. Fixing and testing Baby bear's Chair		Mechanisms – making a moving monster 1. Pivots, levers and linkages 2. Making Linkages 3. Designing my monsters 4. Making my monster	Textiles – Pouches 1. Running stitch 2. Using a template 3. Making a pouch 4. Decorating a pouch
Computing	Creating Media Photography 1. To use a digital device to take a photograph 2. To make choices when taking a photograph 3. To describe what makes a good photograph 4. To decide how photographs can be improved 5. To use tools to change an image 6. To recognise that photos can be changed	Creating Media Presentation Skills 1. To use basic computer skills and folders 2. To organise ideas for a presentation. 3. To create a simple presentation with text. 4. To add and format an image 5. To reorder slides and present a presentation 6. To search and print	Data and information Pictograms 1. To recognise that we can count and compare objects using tally charts 2. To recognise that objects can be represented as pictures 3. To create a pictogram 4. To select objects by attribute and make comparisons 5. To explain that people can be described by attributes 6. To explain that we can present	Computer Systems and Networks IT around us 1. To recognise the uses and features of information technology 2. To identify the uses of information technology in the school 3. To identify information technology beyond school 4. To explain how information technology helps us. 5. To explain how to use information technology safely	Creating Media Digital Music 1. To say how music can make us feel 2. To identify that there are patterns in music 3. To experiment with sound using a computer 4. To use a computer to create a musical pattern 5. To create music for a purpose 6. To review and refine our computer work	Programming Quizzes 1. To explain that a sequence of commands has a start 2. To explain that a sequence of commands has an outcome 3. To create a program using a given design 4. To change a given design 5. To create a program using my own design 6. To decide how my project can be improved

			information using a computer	6. To recognise that choices are made when using information technology		
PE (a)	Mr Saleh Games – Travelling with a ball/using Space Mr Saleh Gymnastics – Travelling and Linking Actions/Rolls	Mr Saleh Games – Throwing and catching a ball Mr Saleh Athletics – Throwing/Running	Mr Saleh Games – Striking and hitting a ball Lauren Dance	Mr Saleh Games – Attacking and Defending/Passing a ball Lauren Gymnastics – Shapes and Balances - Yoga	Express Games – Competing games with self and others Mr Saleh Athletics – Jumping	Express Athletics – Sports Day Teacher Led Gymnastics - Jumps, Handstands, cartwheels and round offs
PE (b)	Mr Saleh Games - Travelling with a ball/using Space Lauren Dance	Mr Saleh Games - Throwing and catching a ball Lauren Gymnastics – Travelling and Linking Actions/Rolls	Express Athletics – Throwing/Running Mr Saleh Games - Striking and hitting a ball	Express Games – Competing games with self and others Mr Saleh Games – Attacking and Defending/Passing a ball	Express Athletics - Jumping Lauren Gymnastics – Jumps, Handstands, cartwheels and round offs	Express Athletics – Sports Day Lauren Gymnastics – Shapes and Balances - Yoga
RSHE	No Outsiders To welcome different people (x1)	No Outsiders To have self-confidence (x1)	No Outsiders To understand what diversity is (x1)	No Outsiders To think about what makes a good friend (x1)	No Outsiders To communicate in different ways (x1)	No Outsiders To know I belong (x1)
	Healthy and Happy Friendships What makes a happy friendship? (x3) (Discovery Ed)	Similarities & Differences Strengths, abilities and stereotypes (x3) (Discovery Ed)	Caring and Responsibility Special people in our communities (x3) (Discovery Ed)	Families and committed relationships The diversity of families (x3) (Discovery Ed)	Healthy Bodies, healthy minds Staying safe and healthy (x3) (Discovery Ed)	Coping with Change Growing up and setting goals (x3) (Discovery Ed)
	E-Safety (Project Evolve) (x1) Self-Image and Identity – To explain how other people may look and act differently online and offline	E-Safety (Project Evolve) (x1) Online Relationships – To explain who I should ask before sharing things about myself or others online	E-Safety (Project Evolve) (x1) Online Relationships – To explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online	E-Safety (Project Evolve) (x1) Online Reputation – To explain how information put online about someone can last for a long time	E-Safety (Project Evolve) (x1) Online Bullying – To explain what bullying is, how people may bully others and how bullying can make someone feel	E-Safety (Project Evolve) (x1) Managing Online Information – To explain why some information I find online may not be real or true
	Keeping Safe (x1) (Teacher Planned) – To know about what to do	Shared Responsibilities Needs of living things (x1) (Teacher Planned)	Strangers (x1) (Teacher Planned) To know how	Being Safe (Y&T) Relationships – Keeping Safe (x1) – To recognise	Shared Responsibilities	Economic wellbeing: Money (x1)

	if there is an accident and someone is hurt – To know how to get help in an emergency	– To know how people and other living things have different needs: about the responsibilities of caring for them.	to respond safely to adults they don't know	when a situation is safe or unsafe/To describe some ways that they can keep safe/ To describe how to get help	Environment (x1) – To know about things they can do to help look after their environment	(Teacher Planned) – To know about the difference between needs and wants that sometimes people may not always be able to have things they want/ To know than money needs to be looked after and the different ways of doing this
Phonics	<u>The Higher Levels 5 Switch It Spell Sounds</u>	Move onto Year 2 spelling rules				
Music	<u>Pulse, Rhythm and Pitch</u>	<u>Playing in an Orchestra</u>	<u>Inventing a Musical Story</u>	<u>Recognising Different Sounds</u>	<u>Exploring Improvisation</u>	<u>Our Big Concert</u>
RE	<u>Story</u> How and why are some stories important in religions? <ol style="list-style-type: none"> To know about the Jewish Bible and the importance of the Torah To know the story of Noah To develop knowledge of the characters involved in Noah To know why the story of Noah is important to Jewish people. To know why the story of Noah is important to Christian people. To know why the story of Noah is valuable to people today. 	<u>Believing</u> What do Jewish people believe about god, creation, humanity and the natural world? What are some ways Jewish people show their beliefs and how the belong? <ol style="list-style-type: none"> To know the Jewish story of God's Creation. Re-tell the Jewish story of God's Creation. Learn about Shabbat. Experience Shabbat. Explain why Shabbat is important to Jewish people. 	<u>Belonging</u> What does it mean to belong? What is it like to belong to the Christian religion in Nottinghamshire today? <ol style="list-style-type: none"> What does 'belonging' mean? What does 'belonging' mean to Christian people? Write letters to a church asking what belonging means to them. Reflect – what does belonging mean to different people? What does belonging mean to me? 	<u>Leaders</u> What makes some people inspiring to others? (Moses and Saint Peter)		
Science 2023/2024	<u>Our Changing World</u> <ol style="list-style-type: none"> What lives in a habitat? 	<u>Materials: Good Choices</u> <ol style="list-style-type: none"> Can you describe the object? 	<u>Growing Seeds and Bulbs</u>	<u>Growing Up (animals and humans)</u>	<u>Changing Materials</u> <ol style="list-style-type: none"> How can I change the shape of an object? 	<u>Growing Healthy Plants</u> <ol style="list-style-type: none"> How can we care for our plants?

	<p>2. How does a habitat change through the year?</p> <p>3. How do the animals in a habitat depend on each other?</p> <p>What is your habitat</p> <p>4. What is in your habitat?</p> <p>5. What do different animals eat in their habitats?</p> <p>6. Where can I live?</p>	<p>2. Is that a good choice of material?</p> <p>3. Which materials are good for a toddler's play dungarees?</p> <p>4. What fabric will make a bedroom dark?</p> <p>5. What shall we use to make a teabag?</p> <p>6. Which is the bounciest ball?</p>	<p>1) How do plants grow and change over time?</p> <p>2) How are seeds and bulbs different?</p> <p>3) What do seeds need to germinate?</p> <p>4) How tall will they grow?</p> <p>1. What have we learnt about how a seed germinates?</p>	<p>1) How do animals change as they grow?</p> <p>2) What do animals need to survive?</p> <p>3) How can we sort food into groups?</p> <p>4) How can humans stay clean?</p> <p>5) How can humans stay active?</p> <p>1. How do humans stay healthy?</p>	<p>2) What properties allow a material to be changed?</p> <p>3) Which material is fit for purpose?</p> <p>1. What can pushes and pulls do?</p>	<p>2) Do mature plants need light?</p> <p>3) Does temperature affect the growth of mature plants?</p> <p>4) Do mature plants need water?</p> <p>5) What have we learnt about what mature plants need to grow healthy?</p>
<p>Science 2024/2025</p>	<p>Local Habitats</p> <p>1) Are the things I find alive, have never been alive or once were alive?</p> <p>2) What lives in my tree?</p> <p>3) What animals live in this woody habitat?</p> <p>4) What animals live in this grassy habitat?</p> <p>5) What do animals that live in the wood eat?</p> <p>6) What do animals that live in the pond eat?</p>	<p>Choosing Materials</p> <p>1) Is that a good choice of material?</p> <p>2) Which ball bounces highest?</p> <p>3) Which materials are good for a toddler's play dungarees?</p> <p>4) Who develops new materials?</p>	<p>Growing Seeds and Bulbs</p> <p>1) How do plants grow and change over time?</p> <p>2) How are seeds and bulbs different?</p> <p>3) What do seeds need to germinate?</p> <p>4) How tall will they grow?</p> <p>5) What have we learnt about how a seed germinates?</p>	<p>Growing Up (animals and humans)</p> <p>1) How do animals change as they grow?</p> <p>2) What do animals need to survive?</p> <p>3) How can we sort food into groups?</p> <p>4) How can humans stay clean?</p> <p>5) How can humans stay active?</p> <p>6) How do humans stay healthy?</p>	<p>Changing Materials</p> <p>1) How can I change the shape of an object?</p> <p>2) What properties allow a material to be changed?</p> <p>3) Which material is fit for purpose?</p> <p>4) What can pushes and pulls do?</p>	<p>Growing Healthy Plants</p> <p>1) How can we care for our plants?</p> <p>2) Do mature plants need light?</p> <p>3) Does temperature affect the growth of mature plants?</p> <p>4) Do mature plants need water?</p> <p>5) What have we learnt about what mature plants need to grow healthy?</p>