






Curriculum Map

Year 2	Term 1 7 Weeks	Term 2 7 Weeks	Term 3 5 Weeks	Term 4 6 Weeks	Term 5 SATs Term 6 Weeks	Term 6 7 Weeks
Topic/Theme	Bugs and Beasts		Dragonology		Little Masterchefs	
Fiction	Caterpillar shoes 	Where the Wild Things Are 	The Paper Bag princess 	NCR on Castles  (Oxford Owl)	The Antlered Ship 	The Lighthouse Keepers Lunch 
Non fiction	Non chronological report on a made up bug	Recount	Recount	NCR on castles	Letters	Instructions – how to make a sandwich
Spine Books	Harry the poisonous centipede  Lynne Reid Banks	  	The boy who grew dragons  Andy Shepherd	  	5 children and IT  E Nesbit	 
Poetry	Mini beast poems		Dragon poems		Performance poetry	
Maths	Place Value Addition Subtraction Money Inverse	Multiplication Division Fractions Money Time Inverse Position & Direction	Time Measure Money Place Value 4 operations	Shape Position & Direction Statistics 4 operations Fractions Symmetry	SATs Revision Gaps	Consolidation Gaps

<p>Science</p>	<p><u>Our Local Environment</u> This topic covers the following learning objectives:</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive. • 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. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • 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 	<p><u>Healthy Me</u></p> <ul style="list-style-type: none"> • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p><u>Materials Monster</u></p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p><u>Squash, Bend, Twist & Stretch</u></p> <ul style="list-style-type: none"> • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p><u>Young Gardeners</u></p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p><u>Little Masterchefs</u></p> <ul style="list-style-type: none"> • Find out about and describe the basic needs of humans for survival (water, food and air). • Describe the importance for humans of eating the right amounts of different types of food, and hygiene. • Observe and describe how seeds and bulbs grow into mature plants.
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<p>History</p>		<p><u>Bonfire Night and GFL</u> In this unit, the children will:</p> <ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time • choose and use parts of stories and other sources that they know and understand key features of events • understand some of the ways in which we find out about the past • identify different ways in which it is represented • use a wide vocabulary of everyday historical terms • know where events they study fit within a chronological framework. 		<p><u>Our Local Heroes</u> In this unit, the children will:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • know where the people they study fit within a chronological framework • ask and answer questions • study significant historical people and places in their own locality • understand some of the ways in which we find out about the past and identify different ways in which it is represented • choose parts of sources to show that they know and understand key features of events • use a wide vocabulary of everyday historical terms. 		<p><u>Holidays</u> In this unit, the children will:</p> <ul style="list-style-type: none"> • learn about changes within living memory • understand historical concepts such as continuity and change, similarity and difference • ask historically valid questions • identify similarities and differences between ways of life in different periods • ask and answer questions • understand some of the ways in which we find out about the past • identify different ways in which the past is represented • use a wide range of everyday historical terms • use parts of stories and other sources to show they know and understand key features of events • use sources to show they know and understand the past • suggest reasons why changes took place.
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<p>Geography</p>	<p>Seasons In this unit, the children will:</p> <ul style="list-style-type: none"> • develop locational and place knowledge about their locality, and the UK as a whole • understand basic subject-specific vocabulary relating to physical geography • begin to use geographical skills, including first-hand observation, to enhance their locational awareness • identify seasonal and daily weather patterns in the UK • use simple fieldwork and observational skills in their school, its grounds and surroundings • use and construct basic symbols in a key. 		<p>Our Wonderful World . In this unit, the children will:</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the seven continents and oceans • use world maps, atlases and globes • understand geographical similarities and differences when studying both human and physical geography • identify the locations of hot and cold areas around the world • use basic vocabulary to refer to physical and human features • develop knowledge about the world. 		<p>Journeys – food In this unit, the children will:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production • use locational and directional language (e.g. near and far) to describe the location of features and routes on a map • name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas • use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. 	
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<p>Topic Books</p>						
<p>D & T</p>	<p>Salt dough sculptures – bug making</p>		<p>Sewing – making a castle flag</p>			<p>Making Lighthouses</p>
<p>Art</p>		<p>Great Fire of London – St Paul's Cathedral</p>		<p>Paul Klee – Castle and the Sun</p>		<p>Water colour Sea scapes (Winslow Homer)</p>
<p>ICT</p>	<p>2.6 - We are zoologists – collecting data about bugs</p>	<p>2.2 - We are game testers – Exploring how computer games work</p>	<p>2.1 - We are astronauts - Programming on screen</p>	<p>2.4 - We are researchers – Researching a topic</p>	<p>2.5 - We are detectives – Collecting clues</p>	<p>2.3 - We are photographers – Taking better photos</p>
<p>PE</p>	<p>Multi-skills</p>	<p>Skip to the beat</p>	<p>Brilliant ball skills</p>	<p>Active athletes</p>	<p>Throwing and catching</p>	<p>Sports Day</p>
<p>RE</p>	<p>Christianity – what did Jesus teach</p>		<p>Judaism Passover Islam – prayer</p>	<p>Christianity – Easter resurrection</p>	<p>Judaism Prayer at home</p>	<p>Haaj</p>
<p>PSHE (Jigsaw)</p>	<p>Being Me in My World</p>	<p>Celebrating Differences (inc. anti-bullying)</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing me</p>
<p>Music</p>	<p>Charanga</p>	<p>Charanga</p>	<p>Charanga</p>	<p>Charanga</p>	<p>Charanga</p>	<p>Charanga</p>