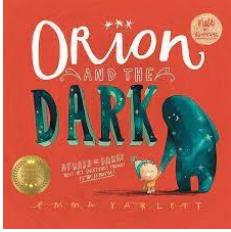
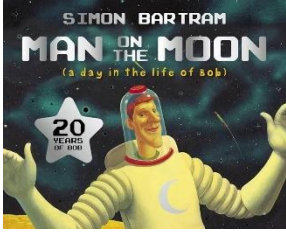

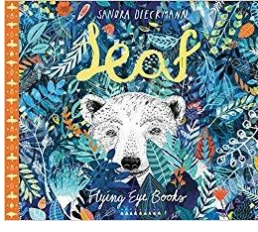

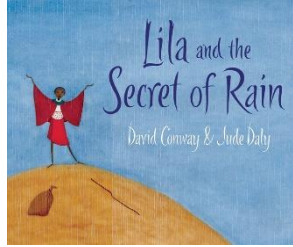


Year 2 curriculum map

	Term 1	Term 2	Term 3--	Term 4	Term 5	Term 6
Core Texts	 <p>Orion and the dark</p>	 <p>Man on the Moon Beegu</p>	 <p>Rapunzel Necklace of tear drops</p>	 <p>Leaf Emperors Egg</p>	 <p>The Bee who spoke</p>	 <p>Lila and the secret of rain Mama Panya's pan-cakes</p>
English – writing opportunities	setting description Character description Free verse poem Letter	setting description Character Description Questions third person retelling City poems	setting description Non-fiction leaflet Description Narrative Free verse poem	setting description Diary entry Poetry Narrative Letter	Setting description Writing in role poetry Explanatory writing - instructions Letter Narrative	Setting description Poetry Narrative Non-fiction leaflets Character description
English - SPAG	Nouns Conjunctions: and, or, but Present tense and past tense (ed endings) Demarcate sentences with ,. ! and ? Proof read and edit sentences Build vocabulary	Demarcate sentences with ,. ! and ? Proof read and edit sentences Apostrophes for omission (contractions) Spell Year 2 common exception words Build vocabulary	Nouns, adjectives and verbs. Correct tense Applying rules for suffix 'ed' Use a comma to separate items in a list Contractions using apostrophes Build vocabulary	Adverbs Expanded noun phrases Conjunctions Common irregular past tense verbs Use a comma to separate items in a list; Using a simple dictionary Build vocabulary	Cloze procedure sentences – select a suitable adjective / verb / noun A wider range of conjunctions. Verbs – change past to present and vice versa Use Capital Letters, full stops, question marks, exclamation marks and commas in a list. Build vocabulary	Varied adverbs Revise and consolidate previous learning Subordinate conjunctions Present and past tense Use Capital Letters, full stops, question marks, exclamation marks and commas in a list. Build vocabulary
Maths – white Rose	Place Value Addition and Subtraction	Addition and Subtraction shape	Money Multiplication and Division	Multiplication and Division Length and height mass, capacity, temperature	fractions time	statistics Position and direction

<p>Science – knowledge and skills</p>	<p>Animal's needs for survival Knowledge I know how to describe the basic needs of animals including humans for survival</p> <p>Skills I can ask simple questions and recognise that they can be answered in different ways.</p> <p>Humans Knowledge I know the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Skills I can identify and classify</p>	<p>Materials Knowledge I know how to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Skills I can identify and classify</p> <p>Sustainability: Plastic Knowledge I know how plastic is helpful and harmful.</p> <p>Skills I can explore the world around them and raise their own questions (non-statutory).</p>	<p>Plants (bulbs and seeds) Knowledge I know how seeds and bulbs grow into mature plants</p> <p>Skills I can observe closely, using simple equipment.</p> <p>Living things and their habitats Knowledge I know that most living things live in habitats to which they are suited</p> <p>I know how different habitats provide the basic needs of different kinds of animals and plants</p> <p>Skills I can gather and record data to help in answering questions.</p>	<p>Living things and their habitats Knowledge I know how to explore and compare the difference between things that are living, dead and things that have never been alive</p> <p>I know there is interdependence between animals and plants/ food chains-web</p> <p>Skills I can gather findings from previous experiments to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Plants (light and dark) Knowledge I know plants need water, light and a suitable temperature to grow and stay healthy through investigatory tasks</p> <p>Skills I can observe closely, using simple equipment.</p> <p>Growing Up Knowledge I know that animals, including humans, have offspring which grow into adults.</p> <p>Skills I can ask simple questions and recognise that they can be answered in different ways. To identify and classify</p>	<p>Growing Up Knowledge I know that animals including humans have offspring that grow into adults</p> <p>Skills I can identify and classify</p> <p>Sustainability: Wildlife Knowledge I know how we impact the environment around us.</p> <p>Skills I can research how we can be sustainable and support wildlife</p>
<p>RE</p>	<p>Creation Who made the world? Knowledge I know the story of creation from Genesis 1:1–2:3 simply.</p> <p>I know what the story tells Christians about God, creation and the world.</p> <p>I know at least two examples of what Christians do to look after the world for God.</p> <p>Skills I can think, talk and ask questions about living in an amazing world.</p>	<p>Universal How should we care for others and the world and why does it matter? Knowledge I know Bible stories and stories from another faith about caring for others and the world identify ways that some people make a response to God by caring for others and the world</p> <p>Skills I can talk about issues of good and bad, right and wrong arising from the stories</p>	<p>Humanism What is humanism? Knowledge I know what humanism is and how humanists live their lives.</p> <p>I know what humanists believe and how they celebrate significant events in their lives.</p> <p>Skills I can think, talk and ask questions about how others live their lives and explore different ideas.</p>	<p>Salvation Why does Easter matter to Christians? Knowledge I know the story of Holy Week and Easter and make a link with the idea of Salvation.</p> <p>I know how Christians show their beliefs about Jesus as saviour in church worship.</p> <p>Skills I can think, talk and ask questions about whether the text has something to say to them exploring different ideas.</p>	<p>Islam Who is a Muslim and what do they believe? Knowledge I know some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah</p> <p>I know a story about the life of the Prophet Muhammad</p> <p>I know some objects used by Muslims and suggest why they are important.</p> <p>Skills I can think, talk and ask questions about different religions and how others live their lives and explore different ideas.</p>	<p>Islam Who is a Muslim and what do they believe? Knowledge I know some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel</p> <p>Skills I can think, talk and ask questions about different religions and how others live their lives and explore different ideas.</p>

<p>Geography Kapow knowledge and skills</p>				<p>Would you prefer to live in a hot or cold place? Knowledge I know where the seven continents and oceans are on a world map. I know some similarities and differences between the UK and Kenya. I know some features of hot and cold countries. Skills I can use maps to locate specific places I can describe key sims/diffs between UK and Kenya. I can locate some hot and cold places on a map.</p>	<p>Why is our world wonderful? Knowledge I know the names and locations of the five oceans on a world map. I know the names of some of the UK's features and landmarks. I know what the human and physical features of a city are. Skills I can use maps to locate the different oceans. I can identify human and physical features of the four capital cities of the UK I can draw human and physical features of my local area on a sketch map</p>	<p>What is it like to live by the coast? Knowledge I know what a coast is. I know some of the features of the coast I know how people use Weymouth and Hastings. Skills I can use simple compass directions. I can use maps to locate different coastal areas I can identify human and physical features of a coast.</p>
<p>History Kapow knowledge and skills</p>	<p>How was school different in the past? Knowledge I know the differences between schools now and schools of the past – clothing, subjects taught, rules and ages for going to school. Skills I can identify changes in living memory I can show where events fit on a chronological framework. I can correctly order 4 events on a timeline.</p>	<p>How did we learn to fly? Knowledge I know important events surrounding the history of flying. I know about influential, historical pilots including The Wright Brothers and Bessie Coleman. Skills I can ask questions I can use primary sources to answer questions. I can correctly order 5 events on a timeline</p>	<p>What is a monarch? Knowledge I know a monarch is a king or a queen and how they are celebrated. I know about William the Conqueror and his impact on the country and local area. Skills I can compare monarchs and ways of life at different times. I can sequence events and monarchs on a timeline. I can make simple observations. I can make links within a unit of study.</p>			

<p>Art and DT Kapow knowledge and skills</p>	<p>Art – Drawing: Tell a story Knowledge I know how to create texture. I know how to use a range of drawing techniques. I know illustrators how show how characters feel. Skills I can show increasing control with a range of media. I can make choices about which materials and techniques to use.</p>	<p>Art – Painting and mixed media: Life in colour Knowledge I know how to mix secondary colours. I know how to use collage materials to add texture. I know how to create texture using painting tools. Skills I can use hands and tools with confidence when cutting, shaping and joining materials. I can use my observational skills to look closely and reflect what I can see. I can talk about art I have seen using subject vocabulary.</p>	<p>DT: Textiles: Pouches Knowledge I know that sewing is a method of joining fabric. I know some different sewing stitches I know the importance of tying a knot after sewing the final stitch. Skills I can thread a needle. I can decorate a pouch using fabric glue and running stitches. I can evaluate my stitching.</p>	<p>DT: Mechanisms: Making a moving monster Knowledge I know that mechanisms are moving parts that produce movement. I know a lever is something that turns on a pivot. I know a linkage mechanism is made up of a series of levers. Skills I can design a moving monster with specific design criteria. I can make linkages using card for levers and split pins for pivots. I can evaluate my own designs against the design criteria.</p>	<p>DT: Cooking and nutrition: Balanced diet Knowledge I know ‘diet’ means the food and drink that a person or animal usually eats. I know ‘ingredients’ means the items in a mixture or recipe. I know I should eat a range of different foods from each food group, and roughly how much of each food group. Skills I can chop and grate food safely. I can spread soft foods. I can identify the 5 food groups of a balanced diet.</p>	<p>Art: Sculpture and 3D: Clay houses Knowledge I know how to manipulate clay by hand in different ways. I know how to use clay tools to score clay. I know people make art to explore an idea in different ways. Skills I can create and critique both figurative and abstract art. I can talk about how I can improve my work. I can talk about how art I made.</p>
<p>Music Sing up- Knowledge and skills</p>	<p>Tony Chestnut Knowledge I know what rhythm is I know what a melody is Skills I can improvise rhythms I can play a tuned instrument I can compose call and response music</p>	<p>Carnival of the animals Composing music inspired by birdsong Knowledge I know different instruments make different sounds and these could represent different things such as animals I know a range of musical vocabulary Skills I can play a range of instruments I can talk about different sounds I can follow a conductor</p>	<p>Time (Percussion Unit) Knowledge I know how to hold beaters and a range of instruments correctly Skills I can play a range of instruments such as triangles, tambourines and claves I can play a rhythm with a steady beat I can play a c major scale</p>	<p>Orawa /Trains Knowledge I know about duration and rhythm I know some musical vocab such as crescendo, diminuendo, accelerando and ritonuto Skills I can perform to a musical idea I can perform a rhythm pattern I can follow a conductor I can compose short musical pieces</p>	<p>Swing-a-long with Shostakovich / Charlie Chaplin Knowledge I know what beats are I understand how beats can be grouped I understand how to use notes of different pitch/duration and dynamics Skills I can mark a beat by tapping/capping etc I can move to a variety of rhythms I can compose a simple soundtrack to a silent film</p>	<p>Tanczymy labada Knowledge I know a polish song I know music can help people share traditions and culture I know some body percussion Skills I can play a tuned instrument I can invent a 4 beat pattern using body percussion I can match the beat of others including recorded music</p>
<p>PHSE Jigsaw Knowledge and skills</p>	<p>Being in my world Knowledge I know my behaviour can impact on other people in my class. Skills</p>	<p>Celebrating differences Knowledge I know that sometimes people get bullied because they are seen to be different; this</p>	<p>Dreams and goals Knowledge I know how I played my part in a group and the parts other people played to create a product.</p>	<p>Healthy me Knowledge I know why foods and medicines can be good for my body comparing ideas with less healthy/unsafe choices.</p>	<p>Relationships Knowledge I know that some things might make me feel uncomfortable in a relationship and</p>	<p>Changing me Knowledge I know the correct terms for the private parts of my body and why these are private.</p>

	<p>I can compare my own and my friends choices and can express why some choices are better than others.</p>	<p>might include people who do not conform to stereotypes. Skills I can explain how it feels to have a friends and be a friend. I can explain why it is ok to be different from my friends.</p>	<p>I know how the skills of the group complimented each other. Skills I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>Skills I can compare my own and my friends choices and can express how it feels to make healthy and safe choices.</p>	<p>compare this with relationships that make me feel safe and special. Skills I can give examples of some different problem solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>I know why some types of touches feel ok and others don't. Skills I can tell you what I like/don't like about being a boy/girl, getting older and recognise that others might feel differently to me</p>
Computing Knowledge and skills	<p>Digital photography Knowledge I know the basic principles of digital photography. I know images can be changed and edited. Skills I can use digital photography to create a picture. I can use technology safely and respectfully. I can identify real and edited photos.</p>	<p>Robot algorithms Knowledge I know what algorithms are. I know algorithms use precise and clear instructions. Skills I can create simple programs. I can debug simple programs. I can use logical reasoning to predict behaviour of simple programs.</p>	<p>Information technology around us Knowledge I know a range of common uses of IT beyond school. I know the common types of technology. I know how to stay safe online. Skills I can identify common features of IT. I can use IT for different types of activities. I can explain the need to use IT in different ways.</p>	<p>Making music Knowledge I know how to experiment with sound using technology. I know how to save and retrieve my work. Skills I can use technology to create music. I can refine my musical pattern. I can review my work.</p>	<p>Pictograms Knowledge I know how to collect and input my data. I know how to draw a conclusion from my pictogram. I know what an attribute is and how to group by them. Skills I can use technology to organise data. I can use a computer program to present information in different ways.</p>	<p>Programming quizzes Knowledge I know how to run a program. I know how to improve my project. I know how to create a series of commands. Skills I can change a given design. I can create a program based on the new design. I can compare my project to my design.</p>
MFL	N/A					
PE – getset4PE Knowledge and skills	<p>Invasion games Knowledge I know how to send and receive the ball in different ways with increasing control I know how to move into spaces away from defenders I know why I should to stay close to other players when defending. Skills I can co-operate and work as a team.</p>	<p>Dance Knowledge I know how to link ideas I know how to use different pathways and travelling actions to include levels. Skills I can be independent and confident when performing. I can work with a partner to explore using unison, matching and mirroring. I can reflect on a performance. I can think about space, actions and dynamics in dance.</p>	<p>Gymnastics Knowledge I know some different shapes, balances, rolls and jumps and find ways to combine them Skills I can create different shapes, balances, rolls (barrel, straight, forward). I can develop different travelling actions.</p>	<p>Net and wall Knowledge I know how to hit a dropped ball over a net. I know what an underarm throw is. I know about how important it is to use the ready position to move towards a ball. Skills I can throw, catch, hit and track a ball. I can co-operate with a partner.</p>	<p>Striking and fielding Knowledge I know some different striking and fielding activities I know how to hold a bat I understand that there are different roles within a fielding team. Skills I can develop underarm and overarm throw. I can catch (with two hands), track and bowl a ball. I can bat a ball. I can collaborate with others effectively.</p>	<p>Athletics Knowledge I know how to run and jump safely over obstacles I know how to use overarm throwing for distance. Skills I can run, jump and throw for distance. I can jump for height. I can throw for accuracy. I can explore ideas. I can select and apply skills.</p>

	<p>I can dribble, throw, catch, pick, receive, run, jump and change direction. I can persevere with skills, I find tricky.</p>			<p>I can develop decision making skills.</p>		
<p>Cultural capital – core offer</p>	<p>Topic day – Victorian school day</p>	<p>In school pantomime</p>			<p>(Farmer John) Crossing Continents and Oceans - workshop</p>	<p>African drumming workshop Hastings</p>