



St Andrew's Church Of England (V.C.) Primary School – Year Two Curriculum Map 2021-2022

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hook/Topic	<u>World War 1 and World War 2</u> What is Remembrance Day? Who do we remember? What was life like for children in the War?		<u>Exploring the World</u> I want to be an explorer. Where do I go? Is everywhere discovered? Why do maps need keys? Where are the equatorial and polar areas? What would we find there?		<u>The Great Fire of London</u> What was life like in London before, during and after the Great Fire of London?	
Maths	Numbers 10-100; Calculations within 20; Fluently add and subtract within 10; Addition and subtraction of two-digit numbers; Introduction to multiplication.		Introduction to multiplication continued; Introduction to division structures; Shape; Addition and subtraction of two-digit numbers.		Money; Fractions; Time, Position and direction; Multiplication and division- doubling, halving, quotitive and partitive division; Sense of measure- capacity, volume, mass	
English	<u>Poetry: Vocabulary building (list poems)</u> Read list poems. Write and perform own versions. <u>Fiction: Traditional Tales</u> Write a re-telling of a traditional story.	<u>Non-Fiction: Recount</u> Write first person recounts retelling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person. <u>Poetry: Structure – Calligrams</u> Write own calligrams (based on single words).	<u>Fiction: Stories with recurring literary language</u> Use a familiar story as a model to write a new story. <u>Poetry: Vocabulary Building</u> Read, write and perform free verse.	<u>Non-Fiction: Report Assemble</u> information on a subject, sorting and categorising information; use comparative language to describe and differentiate. <u>Poetry: Structure – Calligrams</u> Write own calligrams (shape poems)	<u>Fiction: Traditional Tales – Myths (creation stories)</u> Write a creation myth based on ones read e.g. 'How the zebra got his stripes.' <u>Poetry: Vocabulary Building</u> Read, write and perform free verse	<u>Non-Fiction: Instructions</u> Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams. <u>Non-Fiction: Explanations</u> Produce a flowchart, ensuring content is clearly sequenced. <u>Poetry: Take one poet – poetry appreciation</u> Personal responses to poetry. Recite familiar poems by ear.
Science	<u>Animals including humans/growth</u> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <u>Living things and habitats</u> 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		<u>Every day Materials</u> Explore the useful properties of materials with a range of investigations involving absorbency and flexibility. Discover which type of kitchen towel or cloth is most effective at mopping up spills; consider why building materials must be absorbent and which ones fit the bill; create artwork by exploring the textures of materials and learn all about wax and how to re-mould it. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses		<u>Plants</u> 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.	

	describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other 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.		Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching		
RE	How and why do we celebrate significant times? What makes some celebrations sacred to believers?	What can we learn from sacred books and stories? Why does Christmas matter to Christians? – Digging deeper	Who is Jewish? What do they believe and how do they live? How do we show we care for others? Why does it matter?	How do we show we care for the Earth? Why does it matter? Why does Easter matter to Christians? Different ways of giving thanks to God The Lord's Prayer Shabbat and Passover	Who is an inspiring person? What stories inspire Christian, Jewish people? What is the 'good news' Christians believe Jesus brings?
Geography	<u>Sail the Ocean</u> Why do maps need keys? Where are the equatorial and polar areas? What is the Antarctic continent like? What lives there? What lives in the Ocean? Where is the Great Barrier Reef and what is it like?		<u>Around the world</u> What is it like where we live? What is it like where they live (a Kenyan village)? How is our village similar or different?		<u>London and other cities and monuments</u> Where is London? What is London like? What are the human and physical features of London? What landmarks can you visit? What is the River Thames used for?
History	<u>World War 1 and World War 2</u> What is Remembrance Day? When was the First World War? Who was Walter Tull? What was life like for children in the war? Who do we remember?		<u>Significant Explorers</u> How has exploration changed our understanding of the world? How does exploration change learning and how we live?		<u>Great Fire of London</u> How was London different in the 17 th Century? Which major events preceded the fire? Why did the fire in 1666 burn down so many more houses than in other fires at the time? How do we know what happened during the fire?
Art	<u>Printing- Using Natural Objects</u> Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing. Experiment with overprinting motifs and colour.		<u>Artist study: Archimboldo</u> Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of pencils Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones. Understand the colour wheel and colour spectrums. Be able to mix all the secondary colours using primary colours confidently. Continue to control the types of marks made with the range		<u>Clay</u> Use equipment and media with increasing confidence. Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc. Explore carving as a form of 3D art. Focus on Edouard Martinet

			of media. Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.			
DT	<u>Templates and Joining</u> Design, make and evaluate a Stocking for a child for Christmas/ winter festivities.	<u>Sliders and Levers</u> Design, make and evaluate a greetings card for a child for Easter/ Spring.	<u>Wheels and axles</u> Design, make and evaluate a fire engine for a child for a toy.			
Music	<u>Hands Feet Heart</u> All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music. <u>Ho Ho Ho</u> All the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.	<u>I Wanna Play In A Band</u> I Wanna Play In A Band is a Rock song written especially for children. In this song you learn about singing and playing together in an ensemble. <u>ZooTime</u> All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	<u>Friendship Song</u> This is a song about being friends. <u>Reflect, Rewind and Replay</u> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.			
PE	<u>Gymnastics</u> In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. <u>Ball Skill</u> In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.	<u>Team Games</u> Pupils develop their understanding of invasion games and the principles of defending and attacking. <u>Sending and Receiving</u> Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball.	<u>Dance</u> Pupils will explore space and how their body can move to express and idea, mood, character or feeling. <u>Target Games</u> Pupils develop their understanding of the principles of target games.	<u>Striking and Fielding</u> In this unit, pupils develop their understanding of the principles of striking and fielding games. <u>Fitness</u> Pupils will take part in a range of fitness activities to develop components of fitness.	<u>Athletics</u> In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. <u>Net and Wall</u> Pupils will develop the basic skills involved in net and wall games.	<u>Team Building (OAA)</u> Pupils develop their communication and problem-solving skills. <u>Yoga</u> Pupils learn about mindfulness and body awareness
Computing	<u>Coding</u> Children will be coding using the 2Code tool.	<u>Online Safety</u> The online safety units within the Computing Scheme of Work provide in-depth coverage of computing related online safety aspects.	<u>Spreadsheets</u> 2Calculate is a simple to use spreadsheet (and more!) for beginners and beyond.	<u>Creating Pictures</u> These lessons use the Purple Mash tool 2Paint a Picture.	<u>Making Music</u> The children can use 2Sequence to explore harmony and build up musical scores. <u>Effective Searching</u>	<u>Presenting Ideas</u> The children will learn how to think about users and how they engage with technology.

		<p><u>Questioning</u> This unit is designed to help children learn about the importance of phrasing questions and that certain data-handling resources are limited in the answers they can provide</p>			<p>These lessons allow the children to develop an understanding of what the Internet is. It will also give them the basic tools to help them search for information more effectively.</p>	
<p>PSHE</p>	<p><u>Me and My Relationships</u> Children can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. Children can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together. Children can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. Most of the time children can express their feelings in a safe, controlled way.</p>	<p><u>Valuing Difference</u> Children can say how I could help myself if I was being left out. Children can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.</p>	<p><u>Keeping Myself Safe</u> Children can give some examples of safe and unsafe secrets and they can think of safe people who can help if something feels wrong. Children can give other examples of touches that are ok or not ok (even if they haven't happened to them) and they can identify a safe person to tell if they felt 'not OK' about something. Children can explain that medicine can be helpful or harmful, and say some examples of how they can be used safely.</p>	<p><u>Rights and Responsibilities</u> Children can give examples of things that help them to be settled and calm in the classroom. Children can give examples of when they have used some of these ideas to help them when they are not settled.</p>	<p><u>Being My Best</u> Children can name different parts of the body that are <i>inside</i> them and help to turn food into energy. Children know what they need to get energy. Children can explain how setting a goal or goals will help them to achieve what they want to be able to do.</p>	<p><u>Growing and Changing</u> Children can tell you who helps them grow (people who look after them) and what things they can now do for themselves that they couldn't when they were younger. Children can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). Children can give examples of how to give feedback to someone.</p>