



St Andrew's C. Of E (V.C.) Primary School – Year Two Curriculum Map 2020-21

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hook/Topic	World War 1 and World War 2 What is Remembrance Day? Who do we remember? What was life like for children in the War?		Exploring the World 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?		How do we know about world events from the past? What was life like in London before, during and after the Great Fire of London?	
Maths	Counting, securing counting to 100 in tens and ones, more than less than, odd and even numbers, place value to three digits, number bonds to 20 secured,	Recognise and name currency, add and subtract mentally, use written methods, to add and subtract, begin to see multiplications as grouping and repeated addition, compare, describe and order measures, telling time, ordering time, duration and units of time.	Recognise, find, write, name and count fractions, equivalent fractions, number problems, multiply /divide mentally and use written methods	Recognise and name common shapes, describe properties and classify shapes, draw and make shapes and relate 2D and 3D shapes, including nets, patterns.	Describe position, direction and movement, interpret and represent data, solve problems involving data + all areas covered in number in terms 1 and 2	Revision of all concepts: number, shape, measures , statistics and application/mastery
English	traditional tales and non fiction/ poems Sentence structure, Hfl Autumn poetry unit Hfl Traditional stories unit Jack and the Beanstalk Jack and the Baked Beanstalk Jim and the Beanstalk Fairy-tales with a rescue focus e.g. Rapunzel, Sleeping Beauty etc Co-ordination: using	Stories by the same author, Humorous poems, Information texts <i>Willy the Wimp, Gorilla, Silly Billy and The Night Shimmy</i> All by Anthony Browne Grammar includes: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command. letters, poems, information texts, recounts	Quest and Adventure stories <i>Lost and Found and The Way Back Home</i> by Oliver Jeffries <i>The Quest</i> Hamilton Group Reader Grammar includes: Identifying and using sentences with different forms; using and distinguishing past and present tense; learning how to use familiar and new punctuation. Grammar includes: Using past tense consistently; using subordination and co-ordination writing sentences with two main clauses or with subordinate clauses; using expanded noun phrases; using familiar and new punctuation correctly	Stories involving fantasy, Instructions, <i>The Dragon Machine</i> by Helen Ward <i>George and the Dragon</i> by Chris Wormell <i>The Paper Bag Princess</i> by Robert Munsch Essential books: <i>Instructions</i> by Neil Gaiman, Bloomsbury <i>Peepo</i> <i>Jinnie's Ghost</i>	Information texts, Recounts Essential books: <i>Maisie's Dragon</i> by Philippa Danvers <i>Harry and The Bucketful of Dinosaurs</i> by Ian Whybrow <i>Nana, what is an information text?</i> By Ruth Merttens. Hamilton Group Reader <i>Tyrannosaurus Drip</i> by Julia Donaldson Grammar includes: Learning how to use past and present tense correctly including the progressive	

	<p>conjunctions (and, or, but) to join simple sentences; learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command.</p> <p>Securing phase 6 phonics,</p> <p>Phonics screening check</p>	<p><i>Dear Teacher, Toby and the Great fire of London, John Patrick Norman McHennesy</i> <i>Diary of a Wombat</i> by Jackie French. Harper Collins <i>Diary of a Baby Wombat</i> by Jackie French. Harper Collins <i>Chicken's Bad Dream</i> Hamilton Group Reader <i>The dog who wouldn't stop barking</i></p>			<p>form; learning how to use familiar and new punctuation.</p>	
<p>Big Write/ Cross curricular writing</p>	<p>Poem – choice of subject matter – focus on adjectives Traditional tale on how to escape a fire safe</p> <p>Tell the story of a chicken who has just hatched and thinks he's a duck because he hatched in the wrong place.</p>	<p>Make a Found poster describing the penguin in case anyone has lost it. Up-levelling the original story (use the film on mute) to help t4w. Alternative stories of Lost and Found e.g. from the POV of the penguin OR a tiger who knocked on the door etc. Write a non-chronological report on an animal. Science- explanation- life cycles.</p>	<p>Write a first-person story from the POV of a pirate describing their travels.</p> <p>Write in a diary each week as a pirate travelling around the world, describing their location and the things they can see/what the weather is like/what they eat.</p>	<p>Write a diary entry from the POV of Plop</p> <p>PSHE- write a story about overcoming your fears. Poster: who can you turn to when things are difficult? NSPCC Blue Cross: how to take care of your pet.</p>	<p>Playscript Write a re-telling of a traditional story.</p> <p>Science-instructions- how to plant/grow a seed.</p>	<p>NCR on a dragon. Explanation for dragon training. Story about a castle rescue.</p> <p>Topic- NCR on a Plague and great fire Compare life for a character in the bible –</p>
<p>Science</p>	<p>Animals including humans/growth How do humans grow and change? i) notice that animals, including humans, have offspring which grow into adults ii) find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>Every day Materials Explore the useful properties of materials with a range of investigations</p>	<p>Every day materials Identify and compare the suitability of a variety of everyday materials,</p>	<p>Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water,</p>		

	<p>iii) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Living things and habitats</p> <p>i) explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>ii) 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</p> <p>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>			<p>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.</p>	<p>including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>light and a suitable temperature to grow and stay healthy.</p>
<p>RE / PHSE</p>	<p>Key Question1: 7 How and why do we celebrate significant times? What makes some celebrations sacred to believers? e.g Harvest - How do some religious communities express their thankfulness for our world? Harvest festival – linked to giving, charities,</p>	<p>Key Question1: 8: What can we learn from sacred books and stories?</p> <p>Christianity, Judaism Sources of wisdom Symbols and actions Prayer, worship and refection Identity and belonging</p>	<p>Key Question1: 4: Who is Jewish? What do they believe and how do they live? Judaism Belief and practices Identity and belonging</p>	<p>Why does Easter matter to Christians? Different ways of giving thanks to God The Lord's Prayer Shabbat and Passover</p>	<p>Religious Leaders/ Judaism</p> <p>Justice and fairness; human responsibility and values; Ultimate questions</p> <p>Judaism</p> <p>Easy questions- difficult answers</p> <p>Showing care and concern</p> <p>Whose community? Who made the world ?and other big questions Why am I here? What is good ? What is bad? Is death the end?</p>	

	<p>prayer. What is Sukkot and how is it celebrated? <u>Christianity, Judaism</u></p> <p>Christians <u>Belief and practices</u> Identity and belonging</p>	<p>Key Question1: 2:Why does Christmas matter to Christians? – Digging deeper part of UC 1.3 (Incarnation) <u>Christianity</u> <u>Belief and practices</u><u>Sources of wisdom</u></p>	<p>Key Question1: 9 How do we show we care for others? Why does it matter? <u>Christianity, Judaism</u> <u>Belief and practices</u> <u>Human responsibility and values</u><u>Ultimate questions</u> <u>Justice and fairness</u></p>		
<p>Living the values - using Coram resources and collective worship sessions/other opportunities to reinforce these ideas.</p>					
<p>Geography</p>	<p>Our Local Area Use locational and directional language when describing position. Use locational and positional language when identifying routes on a map. Use simple fieldwork and observational skills to research a well-known area. Use simple compass directions to describe the position of features on a map</p> <p>. Start to look at maps and their features</p>	<p>. Sail the ocean blue Name and locate the world's oceans/seas/continents Identify human and physical features Compare seasonal and daily weather patterns Study a non-European locality and compare its features with UK. Positional language-compass directions.</p>	<p>Around the world. Look at holiday destinations and locate them on the globe and in atlases, identifying which continent they belong to. We will work out how to get to our holiday destination and what the weather will be like. Ask geographical questions. Express own views about a place, people or environment.</p>	<p>. London and other cities, monuments What are the human and physical features of London? Naming countries and cities in the UK. Barnaby and Paddington visit London, start to identify the physical features of London and link to the literacy strand of writing postcards and letters</p>	
<p>History</p>	<p>World War 1 and World War 2</p>		<p>Exploration and Piracy Concepts ; good and evil modern link – new frontiers represent many</p>	<p>Plague/Great Fire of London What was happening in and for England leading up to the fire? What were the buildings and homes like?</p>	

		<p>possibilities such as the internet + all the problems</p> <p>How has exploration changed our understanding of the world? How does exploration change learning and how we live? History of Travel</p> <p>The history of flight. Starting with hot air balloons and finding out about innovations in travel methods: We will learn about Wright brothers, George Stephenson and other significant historical figures related to travel and exploration.</p>	<p>Why did the fire spread so quickly?</p> <p>Who was the king? Who had been his father? What did people learn / do from the fire?</p> <p>Concepts: (maths, science, religion and values, geography, arts)</p> <p>What is the past?</p> <p>How do we know about what has happened before?</p> <p>How does the past influence us now?</p>			
<p>Art</p>	<p>Colour: identify primary colours by name; mix primary shades and tones</p> <p>Create textured paint by adding sand, plaster</p> <p>Mondrian and primary colours</p>	<p>Stitching</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p>	<p>Artist study</p> <p>Look at the work of a range of artists, craft makers and designers</p> <p>Describe the differences and similarities between different practices and disciplines, make links to their own work</p> <p>Archimboldo</p>		<p>Clay</p> <p>Manipulate materials in a variety of ways including rolling and kneading</p> <p>Manipulate materials for a purpose, e.g. pot, tile</p> <p>Collage</p> <p>create a collage of fire using different types of papers on the top of Tudor style houses(examine what Tudor houses were like)</p> <p>Use charcoal to create an picture of Old St Paul's</p>	<p>Printing</p> <p>Print with a range of hard and soft materials, eg. Corksm pen barrels, sponge</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints, ie, mono printing.</p>
<p>DT</p>	<p>Cutting skills – making paper toys</p>	<p>Christmas stocking stitch</p>	<p>Make ice-lollies with fruit.</p>	<p>Create a moving picture with light and dark.</p>	<p>Make Tudor straw houses and then set alight.</p> <p>Make a fire engine</p> <p>Raincoat for Barnaby</p>	<p>Design and dress up for a banquet + project on a page</p>

Music	<p>Unit: Listening appraisal- The Nutcracker Peter and the wolf Stories with music Instruments of the orchestra Melody and dynamic</p> <p>Hands, Heart Style: South African styles</p> <p>untuned percussion instruments played in class.</p>	<p>High and Low Sounds/ All about the beat Keeping in time, repeating and creating an ostinato pattern with a line over the top</p>	<p>Mechanical toys and their sounds How do we make sounds – learning about instruments such as the mechanical organ and music boxes</p>	<p>Playground chanting, singing rounds, Music halls What is a hymn? Making up music-how can we write it down?</p>	<p><i>Music from other places</i> <i>Different pitches, different colours</i></p>	<p>National songs, national beats, What is a gamelan? Do a project on the music of a different culture</p>
PE	<p>The concept is GAMES Learning skills relating to games; throwing catching, taking turns, piggy in the middle –</p>	<p>Dance Dances from other cultures and styles Funtrition (external) Movement, stretching and gymnastics: techniques of rolling, jumping and use of the bench</p>	<p>Games Development of skills and also knowledge and understanding of health and fitness</p>	<p>Games Develop knowledge of games to create their own</p>	<p>Athletics and orienteering Use growth mindset How can I better my time? How can I improve? Fire Movement Piece</p>	<p>Athletics and orienteering</p>
Computing	<p>2 paint a picture To be introduced to 2Paint A Picture. To look at the impressionist style of art (Monet, Degas, Renoir). To recreate pointillist art and look at the work of pointillist artists such as Seurat. To look at the work of Piet</p>	<p>2code To introduce algorithms. . To use Repeat and Timer commands. Debugging. To explore the possible actions of different types of objects. To create a more complex program to retell a story, using 2Code.</p>	<p>Online safety To know how to refine searches using the search tool. To know how to share work electronically using the display boards. Have some knowledge and</p>	<p>Spreadsheets/tables Reviewing prior use of Spreadsheets Copying and Pasting Totalling tools Using a spreadsheet to add amounts Creating a table and block graph</p>	<p>Tree and database To show that the information provided on pictogram is of limited use beyond answering simple questions. To use YES or No questions to separate information.</p>	<p>To understand the terminology associated with searching. To gain a better understanding about searching on the Internet. To create a leaflet to help someone search for information on the Internet.</p>

	Mondrian and recreate it using the Lines template. To look at the work of William Morris and recreate it using the Patterns template. To explore surrealism and eCollage		understanding about sharing work on Purple Mash and the Internet. Using 2email respond characters. How do we talk to others when they aren't there in front of us?		To construct a binary tree to separate different items. Use 2Question (a binary tree) to answer questions. To use a database to answer more complex search questions. To use the search tool to find information.	
	Online Safety is integrated within the Computing and PHSE curriculum and is taught throughout the year.					
Forest School	Looking after God's world. Forest church activities What does Forest school tell us about our local area?	<u>Forest school csi</u>		Plants and our forest school Seed growing		

Our Curriculum is based upon the children's interests and as a result the topic, trips and ideas shown above are for information only and are subject to change.