



St Andrew's C. Of E (V.C.) Primary School – Year Two Curriculum Map 2019-2020

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hook/Topic	<p>Long ago in London Toby and the Great Fire of London</p> <p>Putting on a Play: The Great Fire of London</p> <p>Vlad and the Great Fire of London</p> <p>History off the Page</p>	<p>Frozen World Lost and Found The Emperor's Egg Be Brave Little Penguin (for comparison with The Owl Who Was Afraid of the Dark)</p> <p>Discovery The Owl Who Was Afraid of the Dark and other Jill Tomlinson stories</p>	<p>A Pirate's Life For Me How To Make An Apple Pie and See The World Gruffalo Crumble and Other Recipes + other recipe books Non-fiction books about various countries. The Pirate's Next Door The Night Pirates</p> <p>Cutty Sark</p>	<p>Explorers Who was Christopher Columbus? A picture book of Christopher Columbus One Giant Leap Great Explorers (Big Cat Gold band)</p>	<p>Travel and Transport Mr Grumpy's Motor Car All aboard the Bobo Rd William bee's Wonderful world of trains & boats & planes</p> <p>Canal ride, picnic and church visit</p>	CONSOLIDATION/REVISION
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	<p><u>traditional tales and non fiction/ poems</u> Sentence structure,</p> <p>Jack and the Beanstalk Jack and the Baked Beanstalk Jim and the Beanstalk Fairy-tales with a rescue focus e.g.</p>	<p><u>letters, poems, information texts, recounts</u> <i>Dear Teacher, Toby and the Great fire of London, John Patrick Norman McHennesy 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><u>Quest and Adventure stories</u> <i>Lost and Found and The Way Back Home</i> by Oliver Jeffries <i>We're going on a bear hunt</i> by Michael Rosen <i>The Quest</i> Hamilton Group Reader</p>	<p><u>Stories by the same author, Humorous poems, Information texts</u> <i>Willy the Wimp, Gorilla, Silly Billy</i> and <i>The Night Shimmy</i> All by Anthony Browne</p> <p>Grammar includes: Using past tense</p>	<p><u>Stories involving fantasy, Instructions,</u> <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</p>	<p><u>Information texts, Recounts</u> 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</p>

	<p>Rapunzel, Sleeping Beauty etc Co-ordination: using 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>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.</p>	<p>Grammar includes: Identifying and using sentences with different forms; using and distinguishing past and present tense; learning how to use familiar and new punctuation.</p>	<p>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</p>	<p>Essential books: <i>Instructions</i> by Neil Gaiman, Bloomsbury <i>Peepo</i> Jinnie's Ghost</p>	<p>Donaldson</p> <p>Grammar includes: Learning how to use past and present tense correctly including the progressive form; learning how to use familiar and new punctuation.</p>
<p>Big Write/ Cross curricular writing</p>	<p>Diary as a child during the fire. Instructions on how to escape a fire safely.</p> <p>Compare the fire at Windsor castle to the Great Fire of London Instructions Time slip story</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 castle Compare life in a castle under Elizabeth I and Victoria.</p>
<p>Science</p>	<p>Every day Materials 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</p>	<p>Every day materials 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>	<p>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) iii) describe the importance for</p>	<p>Living things and habitats i) explore and compare the differences between things that are living, dead, and things that have never been alive ii) identify that most living things live in habitats to which they are suited and describe how different habitats</p>	<p>Plants 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>	<p>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 microhabitats. Describe how animals obtain their food from plants and other animals, using the idea</p>

	ones fit the bill; create artwork by exploring the textures of materials and learn all about wax and how to re-mould it.		humans of exercise, eating the right amounts of different types of food, and hygiene	provide for the basic needs of different kinds of animals and plants, and how they depend on each other		of a simple food chain, and identify and name different sources of food.
RE/PHSE	<p>How and why do we celebrate significant times? What makes some celebrations sacred to believers?</p> <p>The main symbols from each faith and their meaning How do Christians show their faith – Jonah, the Prodigal Son</p>	<p>Why does Christmas matter to Christians?</p> <p>Giving and receiving at Christmas Story of the Wise men, the purpose of giving gifts Expressing religious meaning. How do festivals bring people together? What are the ingredients of a festival?</p> <p>Nativity:</p>	<p>Easter/Special Places</p> <p>What is the good news that Jesus brings?</p> <p>Prayer, worship and reflection; identity and belonging; sources of wisdom; beliefs and practices</p>	<p>Why does Easter matter to Christians?</p> <p>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 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>
Living the values – using Coram resources and collective worship sessions/other opportunities to reinforce these ideas.						
Geography	<p>Local Geography- London and other cities, monuments</p> <p>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. Start to look at maps and their features</p>	<p>Sail the ocean blue</p> <p>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.</p> <p>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>Our Local Area</p> <p>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>		
History	<p>Plague/Great Fire of London</p> <p>What was happening in and for England leading up to the fire? What were the buildings and homes like? Why did the fire spread so</p>	<p>Concepts: (maths, science, religion and values, geography, arts) What is the past? How do we know about what has happened before? How does the past influence us now?</p>	<p>Exploration and Piracy</p> <p>Concepts : good and evil modern link – new frontiers represent many possibilities such as the internet + all the problems How has exploration changed our understanding of the world? How does exploration change learning and how we live?</p>	<p>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>		

	quickly? Who was the king? Who had been his father? What did people learn / do from the fire?					
Art	Colour: identify primary colours by name; mix primary shades and tones Create textured paint by adding sand, plaster Mondrian and primary colours Collage create a collage of fire using different types of papers on the top of Tudor style houses(examine what Tudor houses were like) Use charcoal to create an picture of Old St Paul's	Stitching Match and sort fabrics and threads for colour, texture, length, size and shape Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching	Artist study Look at the work of a range of artists, craft makers and designers Describe the differences and similarities between different practices and disciplines, make links to their own work		Clay Manipulate materials in a variety of ways including rolling and kneading Manipulate materials for a purpose, e.g. pot, tile	Printing Print with a range of hard and soft materials, eg. Corksm pen barrels, sponge Make simple marks on rollers and printing palettes Take simple prints, ie, mono printing.
DT	Recipes and baking Make a stir fry	Make Tudor straw houses and then set alight. Make a fire engine Christmas stocking stitch	Make ice-lollies with fruit.	Create a moving picture with light and dark.	Make a jack-in-the-box	Design and dress up for a banquet. Bake a pie with blackbirds in it.
Music	Sea shanties, Pirate songs, Singing in unison Using percussion to keep time. Introduction to part singing	High and Low Sounds/ All about the beat Keeping in time, repeating and creating an ostinato pattern with a line over the top The Nutcracker Peter and the wolf Stories with music Instruments of the orchestra Melody and dynamic	Mechanical toys and their sounds How do we make sounds – learning about instruments such as the mechanical organ and music boxes	Playground chanting, singing rounds, Music halls What is a hymn? Making up music-how can we write it down?	<i>Music from other places</i> <i>Different pitches, different colours</i>	National songs, national beats, What is a gamelan? Do a project on the music of a different culture
PE	The concept is INVASION GAMES Learning skills relating to games; throwing catching, taking turns, piggy in the middle – Fire Movement Piece	Dances from other cultures and styles Funtrition (external) Movement, stretching and gymnastics: techniques of rolling, jumping and use of the bench	Games Development of skills and also knowledge and understanding of health and fitness	Games Develop knowledge of games to create their own	Athletics and orienteering Use growth mindset How can I better my time? How can I improve?	Athletics and orienteering
Computing	Starting Research		Getting Creative		Messages and Virtual Worlds	
	Independent	Communicating and collaborating	Digital Media	Using Data	Programming –	Modelling and Simulations

	<p>Computing skills – Begin to manipulate information using copy and paste for a specific purpose Enter <u>given</u> text into a search engine to find specific given web sites Understand that web sites have a specific address e.g. www.bbc.co.uk/</p>	<p>online Creating and Publishing Look at the different ways that messages can be sent, letters, telephone, email, text, instant messaging etc Continue to contribute ideas to a class or group email and together respond to messages- this can be to real life of 'fictitious' characters Word process work, changing the font, font size, colour and adding images and using text boxes, word art, and cut, copy and paste ensuring they can save and load their work.</p>	<p>Word Processing Skills – typing own fairytales Record video for a range of purposes. Use a computer to create basic images. Continue to take photographs for a range of different purposes, developing independence. Independently record sounds using a range of different tools.</p>	<p>Use technology to create graphs and pictograms, adding labels and amending the charts as appropriate.</p>	<p>Programming and Control Scratch/ Animation Further develop their understanding of computational thinking. Continue to explore floor turtles, combining sequences of instructions to follow a pattern or create a shape.</p>	<p>Enter information into a basic computer simulation and explore the effects of changing the variables in simulations and discuss the benefits of using these simulations.</p>
	<p>Online Safety is integrated within the Computing and PHSE curriculum and is taught throughout the year.</p>					
Forest School	<p>Making fires in conjunction with history / Let's make damper</p>	<p>What does Forest school tell us about our local area? Forest school csi</p>	<p>Plants and our forest school Seed growing</p>			

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.