













Year 2 Curriculum Map – New National Curriculum

Teacher: Mrs Farhana Suleman

<u>Year 2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><u>ENGLISH</u></p> 	<p>Stories with familiar settings Pattern, Rhythm and Rhyme Write up on 'The great Fire of London'</p>	<p>Non-Chronological reports News report writing</p>	<p>A twist in the tale Word detectives Write up on 'Florence Nightingale'</p>	<p>A closer look Does chocolate grow on trees?</p>	<p>Instructions Muddles and mishaps Playscripts</p>	<p>Silly stuff Unusual places to live.</p>
<p><u>NUMERACY</u></p> 	<ul style="list-style-type: none"> • Number:multiplication and division • Number:fractions • Measurement • Geometry-property of shape • Geometry-position and direction • statistics 	<ul style="list-style-type: none"> • Number:multiplication and division • Number:fractions • Measurement • Geometry-property of shape • Geometry-position and direction • statistics 	<ul style="list-style-type: none"> • Number:multiplication and division • Number:fractions • Measurement • Geometry-property of shape • Geometry-position and direction • statistics 	<ul style="list-style-type: none"> • Number:multiplication and division • Number:fractions • Measurement • Geometry-property of shape • Geometry-position and direction • statistics 	<ul style="list-style-type: none"> • Number:multiplication and division • Number:fractions • Measurement • Geometry-property of shape • Geometry-position and direction • statistics 	<ul style="list-style-type: none"> • Number:multiplication and division • Number:fractions • Measurement • Geometry-property of shape • Geometry-position and direction • statistics
<p><u>SCIENCE</u></p> 	<p><u>Living things</u></p> <ul style="list-style-type: none"> • To explore and compare the difference between things that are living, dead and things that have never been alive 	<p><u>Animals inc humans</u></p> <ul style="list-style-type: none"> • To notice that animals, including humans, have offspring which grow into adults • To find out about and describe the basic needs of animals including humans, for survival (water, food and air). • To describe the 	<p><u>Everyday Materials 1</u></p> <ul style="list-style-type: none"> • 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><u>Plants</u></p> <ul style="list-style-type: none"> • To observe and describe how seeds and bulbs grow into mature plants • To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<p><u>Habitats</u></p> <ul style="list-style-type: none"> • To 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 	<p><u>Everyday materials 2</u></p> <ul style="list-style-type: none"> • To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching • To find out about people who have developed useful new materials

		importance of humans of exercise, eating the right amounts of different types of food and hygiene			<p>other.</p> <ul style="list-style-type: none"> To identify and name a variety of plants and animals in their habitats, including microhabitats. To 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>GEOGRAPHY</u></p> 		<p>Our Wonderful World Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world. Children continue to build on their map skills developed in Year 1 using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks.</p>		<p>Weather around the world Children will learn about different types of weather in their immediate environment along with the four seasons. The children will then have the opportunity to build on this knowledge and introduce them to hot and cold areas of the world and the impact of weather types. Children will have opportunities to observe and record the weather, present their own weather forecasts and make valuable links with Science, Computing, Numeracy and Literacy from across the curriculum.</p>		<p>Different Country Study – Let’s go to China! This unit will teach your child about the geography of China through focusing on the main human and physical features of the country, extending children’s knowledge of the world. Children will learn about the geographical similarities and differences between China and the United Kingdom. Children continue to build on their map skills using atlases, world maps and globes more widely, along with using webcams, online mapping programmes and interpreting a range of information.</p>

<p><u>HISTORY</u></p> 	<p><u>The Great Fire of London</u></p> <p>To find out when the Great Fire Of London took place and why. Also to look at what London was like in 1666 and compare it to now</p>		<p><u>Florence Nightingale</u></p> <p>To find out who Florence Nightingale was and what she did and what impact she made during the Crimean war.</p>		<p><u>Travel and Transport</u></p> <p>. This Travel and Transport unit will teach your child about the development of travel and transport throughout history. Alongside consolidating the children's understanding of chronology through using timelines and making comparisons between old and new forms of transport, the unit focuses on early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes.</p>	
<p><u>COMPUTING</u></p> 	<p>Understanding sequences and instructions</p>	<p>Understanding simple input, process & output.</p>	<p>Modelling simple Algorithms.</p>	<p>Creating and debugging simple programs</p>	<p>Use technology safely and respectfully keeping personal information private.</p>	<p>Use technology purposefully to create, organize, store, manipulate and retrieve digital content.</p>
<p><u>DT</u></p> 		<p><u>Puppets</u> Design and make- making a textile product Evaluate- children look at hand puppets and base their design on their investigations into how the puppets have been made and who they have been designed for Technical knowledge- create a puppet that works using a given technique</p>			<p><u>Vehicles</u> Design and make- have gained an understanding of how simple mechanisms related to moving vehicles work, make a wheeled vehicle which moves and which generally matches their design intention Evaluate – children to evaluate against their design criteria. Technical knowledge- They learn about wheels and axles and how to use these when making wheeled vehicles.</p>	

<p><u>ART</u></p> 	<p><u>Cityscapes and Landscapes</u> Children explore shape and pattern in buildings. They produce prints and rubbings of patterns found in buildings and go on to look at, and record, the use of shape, space and pattern in local buildings.</p>		<p><u>Colour Chaos</u> This Colour Chaos unit will teach your child about choosing, using and mixing their own colours to create quality art work that shows progression in skills. The children will have the opportunity to explore the life and work of six key abstract artists and, working primarily in paint, to create pieces in a range of abstract styles.</p>	<p><u>Nature Sculptures</u> Children explore line, shape, colour and texture in natural forms. They make observations of natural objects and use their observations as the basis for textile design. They use their experience of fabrics to make a collage and learn and use simple techniques for applique. Skills: line, collage, colour, textiles, texture, shape</p>		<p><u>Islamic Patterns</u> Children explore patterns linked to the Islamic heritage. They look at photos of designs in mosques and link this to architecture. They visit mosques and use ideas as a basis for designing their own mosaic tiles. Skills: line, colour, pattern, space.</p>
<p><u>RE</u></p> 	<p>Awareness of other religions in our area</p>		<p>Awareness of other religions in our area</p>		<p>Awareness of other religions in our area</p>	
<p><u>PSHE</u></p> 	<p>New beginnings.</p>	<p>Say NO to Bullying</p>	<p>Good to be Me</p>	<p>Getting on and Falling out.</p>	<p>Relationships.</p>	<p>Changes</p>
<p><u>MUSIC</u></p> 	<p>The long of short of it</p>			<p>Sounds, how they are made</p>	<p>Listening, voice and memory</p>	
<p><u>P.E</u></p> 	<p>Games</p>	<p>Games</p>	<p>Gymnastics</p>	<p>Movement</p>	<p>Athletics/Fitness fun</p>	<p>Games</p>