**Y2 Curriculum Map 2019-20**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1  | Summer 2  |
|  | **Geography** | **Geography** | **History** | **History** | **History** | **Geography** |
| **Topic Title** | A journey of discovery | Wild Weather | Chocolate, Chocolate, Chocolate! | Fairy tales | We can be heroes!  | Sea you later |
| **Topic Description and Cross-curricular Links** | We will start Year 2 by learning about our different cultures (including British values) **and location of continents and countries. We will be discovering where we would like to take a journey to.** We will be comparing the lives and journeys of Christopher Columbus and Neil Armstrong and reflecting on their global impact. **Rules and daily rituals:** Silent lines, line order, class rules and expectations, how we enter/exit our class, day/date/weather, book presentation expectations. **Life skill -** Getting dressed/undressed for PE incl buttons | As the weather gets colder, we will be choosing the most suitable materials for different weather and discussing weather around the world. We will also be learning about different methods of communication, including email.In the lead up to **Remembrance day, we will learn about a significant local person (Walter Tull).****We will understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of Kenya, which links to our class text.****Rules and daily rituals:** Introduce compliments of the day, golden tickets, change class responsibilities.**Life skill -** Shoe laces | We will start with chocolate tasting. We will learn about the Life of George Cadbury (events beyond living memory that are significant nationally). We will write stories set on Planet Chocolate, design our own chocolate bars and finish the topic by putting on a chocolate exhibition to showcase our learning.We will contrast Finsbury Park and an area in Ghana where cocoa beans grow.**Rules and daily rituals:** Introduce weekly show and tell of relevant keepsakes, change class responsibilities.. **Life skill -** Hand washing and teeth brushing | We will be thinking about some classic fairy tales in a different way in this topic and making comparisons of Queen Elizabeth I and Queen Victoria.We will be creating our own fairy tale stories. In Science we will be studying plants and will be growing our own beanstalks.**Rules and daily rituals:** change class responsibilities.**Life skill -** Planting and caring for plants | We will be learning all about some of our favourite superheroes in Literacy through stories and character descriptions. We will be comparing some of our favourite real life heroes who have made big changes in our world historically (Florence Nightingale and Mary Seacole)**Rules and daily rituals:** change class responsibilities.**Life skill -** First aid  | We finish Year 2 with a celebration of all our wonderful learning. By the end of the topic, we will be able to name and locate 5 oceans, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. We will take a trip to the aquarium and learn about the animals that live there, their habitats and eco-systems which support them. **Rules and daily rituals:** Begin talking about expectations for next year and how the rules/rituals might change.**Life skill -** Fire safety  |
| **Trips/Stimuli** | WOW start: Around the world in a dayTrip/Visitor: Drumming workshopGarden workshop with Sophia | WOW start: Mystery challengeGarden workshop with Sophia | WOW start: Chocolate tasting‘Planting’ the rainforest with rainforest photo boothGarden workshop with Sophia | WOW start: Engineering day Building structures - spaghetti and marshmallow towersNewspaper chairsGarden workshop with Sophia | WOW start: Super food cooking dayGarden workshop with Sophia | WOW start: Water bottle art installation dayTrip: AquariumGarden workshop with Sophia |
| **Topic Outcome** | Class book - Our journeys | Winter performance | Rainforest/Deforestation display | Class fairy tale anthology | Superhero day | Under the sea factfiles  |
| **Literacy** | Sentence types, cursive handwriting and presentation while reading and writing stories about cultures and ourselves, class responsibilities.Statement (for writing about lifecycles and ourselves)If… I would… sentences.**Grammar non-negotiable**Capital letters.Full stops Spacing between words - **Higher level learning**Question marksSuffixes- ful, lessSize of letters**Handwriting**JoinsCoordination  | Different forms of communication.The children will write a diary entry about something that has happened to a character they created. NF- Thrill City- email and a letter.The children will use formal and informal language to write an email, invitation and a role play.**Grammar**Conjunctions for subordinationApostrophes for possession and contractionsNouns and noun phrasesCommas in listsCommand sentences- ‘come to our..’Exclamation sentences- something that happened to the character | Story writing - a fantasy story set on planet chocolateNF- chocolate an information text in anthology- put on exhibition for the rest of schoolMaybe make a video?iMovie, puppet pals**Grammar**Verb tenseTenses in textsInstructions, command sentences (making chocolate)Questions- for exhibitionSuffixes- ment, ness, suffixes Teach suffixes- ing, er and est when we do a holiday recount | Story writing - Children will create a new fairy taleLittle beautyInto the woods (his take on little red riding hood)NF- how to turn a class hamster into a dinosaur- used to teach adverbs. Children write a set of instructions for how to make a made up creature**Grammar**Ly- adverbsHow to use a dictionary Conjunctions for coordination | RewriteSuper story- innovationCharacter description of awesome manNF - Bean diaries**Grammar****TBC** | Poetry - Children imagine a new sea creature and create a poem using kennings to describe itNF Journey to the Deep- non chronChn learn the difference between fact and opinion**Grammar****TBC** |

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| **Key texts/ Guided reading** | Journey <https://www.teachingideas.co.uk/library/books/journey>RWI books | The night shimmyChatterbox Ben | Chocolate planetCharlie and the chocolate factoryQuick, let’s get out of here (chocolate cake)Dr Xargle’s book of Earthlets- Talk for writing | Alternative fairy tales- the wolf’s side of the story- TfWBeauty and the beast | Super DaisyAwesome man | The Fish Who Could WishPoems- Tiger, RiverMr SeahorseSharing a shell - TfW |
| Maths | **Number** Securing number bonds - 20Recall and use addition and subtraction facts to 20 Count in steps of 2, 3, and 5 from 0 and in steps of 10 Read and write numbers to 100 in words and numeralsPlace value of each digit in two digit numbersPartition 2 digit numbers Compare numbers to 100 using < > and =Use place value and number facts to solve problemsUse number line to add 2 digit numbers and onesadd and subtract 3 one digit numbers | **Measure - Money**Recognise and use symbols for pounds and pence Combine amounts to make a valueFind different combinations of coins which make the same amounts of moneySolve simple problems in a practical context involving adding money of the same units £ + £ or p + p including changeFind and compare fractions of money **Geometry - 2d shape**Identify and describe properties of 2d shapes, number of sides and lines of symmetryCompare and sort 2d shapes and everyday objects | **Number** Mental maths focus- recall and use multiplication and division facts for 2, 5 and 10 times table- spring 1Recognising odd and even numbersMultiplicationTea Division*Rewrite addition statements as simplified multiplication statements eg 10 + 10 + 10 + 5 + 5 = 3 X10 + 2X 5**Solve word problems which involve more than one step***Measure - Time**compare and sequence intervals of timeTell and write the time to 5minsTell the time to quarter past and quarter to  | **Geometry** Order and arrange combinations of objects in patterns and sequencesUse mathematical vocab to describe position, direction and movement in a straight line, turns in terms of right angles, quarter turn, half tern and ¾ turn, clockwise and anti-clockwise**Statistics**Interpret and construct simple pictograms tally charts, block diagrams and simple tablesAsk and answer simple questions by counting the number of objects or totalling and comparing data | **Number**Add and subtract mentally a 2 digit number from another 2 digit number with no regrouping eg 74- 32Recognise, find, name and write 1/3, ¼ 2/4 and ¾ of shape/length/quantityWrite simple fractions for example half of 6 = 3Use estimation to check that their answers are reasonable**Measure** Ms and CmsMass Kg and gsTemp in celcius Capacity in L and Mls Compare and order lengths, mass and volume using < > and =Read scales in divisions of 1s,2s, 5s, 10s*Read scales in divisions of 1s, 2s, 5s and 10s in practical situations where not all numbers are on the scale* | **Geometry**properties of 3d shapes, edges, vertices and facesIdentify 2d shapes on 3d shapesCompare and sort 3d shapes and every day objects*Describe similarities and differences of shape properties eg 2 different 2d shapes that only have 1 line of symmetry or what’s different between a cube and a cuboid?* |
| Science | Growing up, animal babies including humans. **Working scientifically**Asking simple questions and recognising that they can be answered in different waysIdentifying and classifyingUsing their observations and ideas to suggest answers to questionsGathering and recording data to help in answering questions. | Compare suitability of everyday materialsFind out how shapes of solids can be changed. Compare how things move on different surfaces.**Working scientifically**Asking simple questions and recognising that they can be answered in different waysObserving closely, using simple equipmentPerforming simple testsUsing their observations and ideas to suggest answers to questionsGathering and recording data to help in answering questions. | Explore changes in state with melting and freezing.**Working scientifically**Observing closely, using simple equipmentPerforming simple testsUsing their observations and ideas to suggest answers to questionsGathering and recording data to help in answering questions. | Animals have offspring which turn into adults (link to PSHE)Observe and describe how seeds grow and mature into plantsFind out and describe how plants need water, light and suitable temp to growIdentify and name a variety of plants in their habitat**Working scientifically**Asking simple questions and recognising that they can be answered in different waysObserving closely, using simple equipmentIdentifying and classifyingUsing their observations and ideas to suggest answers to questionsGathering and recording data to help in answering questions | HabitatsHow living things live in habitats to which they’re suitedHow they depend on each otherSimple food chains**Working scientifically**Asking simple questions and recognising that they can be answered in different waysObserving closely, using simple equipmentPerforming simple testsIdentifying and classifyingUsing their observations and ideas to suggest answers to questionsGathering and recording data to help in answering questions. | Habitats- different animals at the seasideDifference between things that are living and dead, and thing which have never been alive.How living things live in habitats to which they’re suitedHow they depend on each otherSimple food chains**Working scientifically**Asking simple questions and recognising that they can be answered in different waysObserving closely, using simple equipmentPerforming simple testsIdentifying and classifyingUsing their observations and ideas to suggest answers to questionsGathering and recording data to help in answering questions. |
| R.E.  | Festivals and celebrations**How do we celebrate sacred and special times?**Understand that certain times and occasions are special to people.To know that celebration may involve wearing special clothes, sharing meals, giving cards and presents. | Festivals and celebrations**How do we celebrate sacred and special times?**To learn that there are stories and traditions associated with festivals through an exploration o the major festivals – Christian, Hindu, Muslim, Jewish, Buddhist faithsTo explore the meanings of these festivals and their own times of celebration. | Caring for Our World**How should we care for others in the world and why does it matter?**To understand that the world is a gift that we are responsible for.To explore the ways in which people respond to the beauty, diversity, pattern and cycles of the natural world. | Caring for our world**What can we learn from sacred books?**To understand that food and water are essential for life and that people show their appreciation for their provision in many different ways.To learn how religious and other teachingsand stories show how people should care forliving things and the environment. | Light**Who is Muslim and what do they believe?****Who is Jewish and what do they believe?*****Pupils should be given the opportunity to******develop understanding of light as a symbol******and it’s importance in religions.***To understand that light plays an importantpart in life, celebration, religion and worship. | LightTo explore, through story, how light is used insome religions to symbolise the triumph ofgood over evil.To learn about key religious figures who areregarded as bringing light to the world. |
| Art / D.T/ Food tech | **Develop a range of techniques using colour, shape, form and space.**Aboriginal dot painting - I can investigate, mix and apply colour to convey ideas | **Use a range of materials creatively**Pictures in the style of The SnowmanUse drawing and sculpture to share experiences and imagination (them with snowman)Clay models of the snowmanRainforest display. | **Explore and evaluate a range of existing products.**Design appealing products for themselves (new chocolate bar).**Generate, develop, model and communicate ideas through talking, drawing** Design label for product**Select from range of tools and equipment to make.**Select ingredients for own chocolate bar**Evaluate own product against design criteria**Exhibit own chocolate at chocolate fair | **Generate, develop, model and communicate ideas through talking, drawing**Building houses/ structures for three little pigs.Build stuctures, exploring how they can be made stronger, stiffer and more stable.**Evaluate own product against design criteria.** | **Recognise range of work by famous artists****Develop a range of art and design techniques in using colour, pattern and texture**Roy Create art in the style of Roy Litchenstein + Andy WarholExplore light in artwork | **Develop a wide range of art and design techniques** Generate sustainable rubbish disposal (link to Global Development Goals) at seaside.Generate habitat for sea creature – link science/ food chainsCreate 3d and 2d underwater sea creatures using mixed materials Explore light in artwork |
| Music | Charanga unit 1Hands,feet, Heart rhythm, pitch etc singing and playing instruments are all linked. | Christmas productionChildren will learn songs and musical rhythms in preparation for the Christmas show | Charanga unit 3**Unit:** Glockenspiel Stage 1**Style:** Learning basic instrumental skills by playing tunes in varying styles**Topic and cross curricular links:** Introduction to the language of music, theory and compositionChildren will take part in a concert as part of a whole school fundraiser. | Charanga Unit 4**Unit:** I Wanna Play In A Band**Style:** Rock**Topic and cross curricular links:** Spring 2 Teamwork, working together. The Beatles. Historical context of musical styles. | Charanga unit 5**Unit:** Zootime **Style:** Reggae **Topic and cross curricular links:** Animals, poetry and the historical context of musical styles.  | Charanga unit 6**Unit:** Reﬂect, Rewind and Replay **Style:** Western Classical Music and your choice from Year 2**Topic and cross curricular links:** Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. |
| Computing | Multimedia & Word ProcessingDiscuss /sign AUP | Programming | Online Safety/Digital Literac | Data handling | Multimedia & Word Processing  | Online Safety/Digital Literac |
| PE | **Athletics** | **Dance** | **Gymnastics** | **Games** | **Games/ Athletics** | **Athletics** |
| PSHCE | Physical Health and Wellbeing: what keeps me healthy? | Mental Health and Emotional Wellbeing: Friendship | Sex and relationship education: boys and girls, families | Keeping Safe and Managing Risk: Indoors and Outdoors | Drug, alcohol and tobacco education: medicines and me |
| **Discrete and whole school events.** | Family food evening  | Winter performanceBlack history weekRemembrance day | RE Art project | Take one picture | Y2 SATsYear 6 SATs (May) Y6 School JourneyScience week | Y3 - 5 Optional SATs (June)Sports DayReportsParents Evenings (July)Summer Fair/ Garden Festival |