**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 day  Trip/Visitor: Drumming workshop  Garden workshop with Sophia | WOW start: Mystery challenge  Garden workshop with Sophia | WOW start: Chocolate tasting  ‘Planting’ the rainforest with rainforest photo booth  Garden workshop with Sophia | WOW start: Engineering day  Building structures - spaghetti and marshmallow towers  Newspaper chairs  Garden workshop with Sophia | WOW start: Super food cooking day  Garden workshop with Sophia | WOW start: Water bottle art installation day  Trip: Aquarium  Garden 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 marks  Suffixes- ful, less  Size of letters  **Handwriting**  Joins  Coordination | 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 subordination  Apostrophes for possession and contractions  Nouns and noun phrases  Commas in lists  Command sentences- ‘come to our..’  Exclamation sentences- something that happened to the character | Story writing - a fantasy story set on planet chocolate  NF- chocolate an information text in anthology- put on exhibition for the rest of school  Maybe make a video?  iMovie, puppet pals  **Grammar**  Verb tense  Tenses in texts  Instructions, command sentences (making chocolate)  Questions- for exhibition  Suffixes- ment, ness, suffixes  Teach suffixes- ing, er and est when we do a holiday recount | Story writing - Children will create a new fairy tale  Little beauty  Into 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- adverbs  How to use a dictionary  Conjunctions for coordination | Rewrite  Super story- innovation  Character description of awesome man  NF - Bean diaries  **Grammar**  **TBC** | Poetry - Children imagine a new sea creature and create a poem using kennings to describe it  NF Journey to the Deep- non chron  Chn 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 shimmy  Chatterbox Ben | Chocolate planet  Charlie and the chocolate factory  Quick, 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- TfW  Beauty and the beast | Super Daisy  Awesome man | The Fish Who Could Wish  Poems- Tiger, River  Mr Seahorse  Sharing a shell - TfW |
| Maths | **Number**  Securing number bonds - 20  Recall 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 numerals  Place value of each digit in two digit numbers  Partition 2 digit numbers  Compare numbers to 100 using < > and =  Use place value and number facts to solve problems  Use number line to add 2 digit numbers and ones  add and subtract 3 one digit numbers | **Measure - Money**  Recognise and use symbols for pounds and pence  Combine amounts to make a value  Find different combinations of coins which make the same amounts of money  Solve simple problems in a practical context involving adding money of the same units £ + £ or p + p including change  Find and compare fractions of money  **Geometry - 2d shape**  Identify and describe properties of 2d shapes, number of sides and lines of symmetry  Compare 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 1  Recognising odd and even numbers  Multiplication  Tea 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 time  Tell and write the time to 5mins  Tell the time to quarter past and quarter to | **Geometry**  Order and arrange combinations of objects in patterns and sequences  Use 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 tables  Ask 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- 32  Recognise, find, name and write 1/3, ¼ 2/4 and ¾ of shape/length/quantity  Write simple fractions for example half of 6 = 3  Use estimation to check that their answers are reasonable  **Measure**  Ms and Cms  Mass Kg and gs  Temp 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 faces  Identify 2d shapes on 3d shapes  Compare 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 ways  Identifying and classifying  Using their observations and ideas to suggest answers to questions  Gathering and recording data to help in answering questions. | Compare suitability of everyday materials  Find 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 ways  Observing closely, using simple equipment  Performing simple tests  Using their observations and ideas to suggest answers to questions  Gathering and recording data to help in answering questions. | Explore changes in state with melting and freezing.  **Working scientifically**  Observing closely, using simple equipment  Performing simple tests  Using their observations and ideas to suggest answers to questions  Gathering 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 plants  Find out and describe how plants need water, light and suitable temp to grow  Identify and name a variety of plants in their habitat  **Working scientifically**  Asking simple questions and recognising that they can be answered in different ways  Observing closely, using simple equipment  Identifying and classifying  Using their observations and ideas to suggest answers to questions  Gathering and recording data to help in answering questions | Habitats  How living things live in habitats to which they’re suited  How they depend on each other  Simple food chains  **Working scientifically**  Asking simple questions and recognising that they can be answered in different ways  Observing closely, using simple equipment  Performing simple tests  Identifying and classifying  Using their observations and ideas to suggest answers to questions  Gathering and recording data to help in answering questions. | Habitats- different animals at the seaside  Difference between things that are living and dead, and thing which have never been alive.  How living things live in habitats to which they’re suited  How they depend on each other  Simple food chains  **Working scientifically**  Asking simple questions and recognising that they can be answered in different ways  Observing closely, using simple equipment  Performing simple tests  Identifying and classifying  Using their observations and ideas to suggest answers to questions  Gathering 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 faiths  To 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 teachings  and stories show how people should care for  living 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 important  part in life, celebration, religion and worship. | Light  To explore, through story, how light is used in  some religions to symbolise the triumph of  good over evil.  To learn about key religious figures who are  regarded 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 Snowman  Use drawing and sculpture to share experiences and imagination (them with snowman)  Clay models of the snowman  Rainforest 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 Warhol  Explore 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 chains  Create 3d and 2d underwater sea creatures using mixed materials  Explore light in artwork |
| Music | Charanga unit 1 Hands,feet, Heart rhythm, pitch etc singing and playing instruments are all linked. | Christmas production  Children 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 composition  Children 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 Processing  Discuss /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 performance  Black history week  Remembrance day | RE Art project | Take one picture | Y2 SATs  Year 6 SATs (May)  Y6 School Journey  Science week | Y3 - 5 Optional SATs (June)  Sports Day  Reports  Parents Evenings (July)  Summer Fair/ Garden Festival |