

Curriculum Map - Yr 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vertical drivers:	My World Around Me	Time (chronology)	The Wider World	Power and Respect	Sustainability and the Environment (food and fair trade)	Legacy and Responsibility
	Geography	History	Geography	History	Geography	History
Topic Title	My World - London	Explorers	Antarctica	Fire, Gunpowder, Treason and Plot	Chocolate	We can be Heroes
Topic Description and Cross-curricular Links	<p>What is a Geographer? Where are we in London?</p> <p>Locate school on local area map Describe route to school Locate my house, my street Describe features of local area</p> <p><i>History: Living memory How I have changed since starting school - ordering events</i></p>	<p>Significant individuals - Columbus and Armstrong - contributions to national and International life</p> <p><i>Geography: track journeys</i></p>	<p>Non-EU study</p> <p>Name and locate 7 continents and 5 oceans</p> <p>Location of hot and cold areas of the world in relation to Equator, North and South Poles Oceans around the UK</p> <p>4 Compass points</p> <p><i>History: Shackleton - explorer</i></p>	<p>What is important to a(n) historian? What happened on the night of 2 September 1666? What happened on 4th November 1605?</p> <p>Show knowledge and understanding of aspects of the past beyond living memory Fire safety then and now Recognise that something small can have a big impact Give reasons for and results of changes</p> <p><i>Geography: Describe features/ facilities of a city (London)</i></p>	<p>How does a Geographer think? Why can't I grow a cocoa tree?</p> <p>Contrast Finsbury Park and an area in Ghana where cocoa beans grow. Locate Africa and Ghana, UK and London on map. Compare physical and human geography Describe hot and cold weather</p> <p><i>History: Britain / Important person George Cadbury's influence on working and living conditions</i></p>	<p>Significant people - Florence Nightingale/ Edith Cavell/ Rosa Parks.</p> <p>Timelines and specific events/ impact on change in History.</p> <p><i>Geography: continent/country/ cities of origin</i></p>
Trips/Stimuli	Local area walk Gillespie Park: The Garden Classroom	Natural History Museum - The Antarctic Collection	The Emperor's Egg RE: places of worship visits	Museum of London St Paul's Cathedral Houses of Parliament	Chocolate sampling	Little People Big Dreams book display

Topic Outcome	3D map of local area	Science - what material is best for keeping us warm?	Life cycle of an Emperor penguin	Make Tudor houses/ Kapow DT	DT project: Wrapper design, chocolate bar, instructions, evaluation	Display of our own heroes
school values, British values, P4C, Cultural capital, Pooles Park child	Value: Ready BV: We treat people how we want to be treated (mutual respect and tolerance) P4C: Introductions and thinking games CC: Music, garden session, PPC: I am an Londoner	Value: Ready BV: We treat people how we want to be treated (mutual respect and tolerance) P4C: Boys and girls toys / questions from key text CC: music PPC: I am community minded	Value: Respect BV: We make decisions together (democracy) P4C: CC: Music, Cooking, Welsh language session, Performing to an audience PPC: I am tolerant	Value: Respect: BV: We understand that rules matter (Rules of law) P4C: Should we respect people because they are powerful? How do small events have big impacts? How do laws and rules keep us safe? Is someone always to blame? Should we all follow the rules of people in power? CC: Music, Museum trip PPC: I am emotionally literate	Value: Responsible BV: BV: We believe in freedom for all (individual liberty) P4C: CC: Music, Cooking, Drumming workshop PPC: I am environmentally aware	Value: Responsible: BV: We believe in freedom for all (individual liberty) P4C: Do humans belong in the air? Do we have a right to explore? How determined were the Wright brothers? Did they fail or succeed? Developing empathy with people from the past CC: Music, Museum trip PPC: I am aspirational
Literacy	What is Fiction and Non -Fiction? Writing outcomes F: Character description NF: Recount NF: Factfile	Writing outcomes F: Story writing F: Setting description NF: All about my family	Writing outcomes F: Post cards NF: Adverts	Writing outcomes NF: Recount NF: Diary writing NF: Newspaper report	Writing outcomes F: Story writing F: Setting description NF: Instructions	Writing outcomes F: Letter writing NF: Recount NF: Fact file

Maths	Place value Addition and Subtraction Shape	Money Multiplication and division Length and height	Statistics Fractions Position and direction
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			Mass, capacity and temperature		Problem solving and efficient methods Time	
Science	Use of Everyday materials	Use of everyday materials	Animals including humans	Animals including humans	Plants	Living things and their habitats
R.E.	L1.3 - Believing		1-5 What makes some places sacred?	L1.5 Expressing	L1.7 Living	
Art and Design (Kapow - original scheme)	Kapow Formal Elements of Art: Shape, line and colour	Kapow Art and Design skills	Rousseau study: Tiger in a Tropical Storm	Kapow Human Form	Design appealing products - new chocolate bar	Kapow Sculpture and mixed media
Design Technology Kapow/ Taste Ed Blocked in final week of each half term	TastEd OR Kapow Food: A balanced diet	Mechanisms: Fairground wheel	Mechanisms: making a moving monster	Structures: Baby bear's chair		Textiles: Pouches
Music	Charanga U1	Charanga U2	Charanga U3	Charanga U4	Charanga U5-	Charanga U6
Computing	The different uses of Computers Introduction to My Busy Things	Digital Photography	Multimedia & Digital Writing: J2 Write - Including Online research and typing skills	Data: Pictograms (J2Data)	Computer Science: JIT Turtle: Robot Algorithms	Code.org - Coding with Scratch Course A
PE	Fundamentals Fitness	Ball Skills Sending and Receiving	Dance Invasion Games	Team Building Gymnastics	Target Games Striking and Fielding	Athletics Tennis

PSHE Year 2	Physical health and wellbeing What keeps me healthy?	Mental health and emotional wellbeing Friendship	Keeping safe and managing risk: Indoors and Outdoors	Drug, alcohol and tobacco education: Medicine and me	Relationships and Health Education Boys, girls and families	Relationships and Health Education Boys, girls and families
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