

Long Term Curriculum Map – Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Experience	Little Blue Planet	Through the Keyhole	Exciting explorers	Little Master Chefs	Would you trade places?	Barnaby Bear investigates the world
Humanities	<p style="text-align: center;"><u>Geography</u></p> <p>To locate the seven continents and five world oceans on a map. To understand different maps and their purpose. To understand that each continent has many different countries in it. To know that England is in the continent Europe. To know what an ocean is and why oceans are important to us. To understand why rivers are important and name one major world river as well as one local river. To understand why some regions are better for growing trees and forests than others. To recognise how people can improve and sustain environments.</p> <p>Geographical skills To collect and record evidence. To analyse evidence and draw conclusions. To use maps to locate places. To ask geographical questions. To use geographical vocabulary. To use secondary sources of information. To develop decision making skills.</p>	<p style="text-align: center;"><u>History</u></p> <p>In depth study, event beyond living memory: The Great Fire of London</p> <p>To explain some causes of the Great Fire of London. To identify similarities and differences between 1666 and now. To understand how we know about the people and the events of the Great Fire of London. To describe what happened during the Great Fire of London. To describe how the events impact the lives of the time and those today. To know who Samuel Pepys was and why was he significant.</p>	<p style="text-align: center;"><u>History</u></p> <p>In depth study, significant individuals: Ibn Battuta and Neil Armstrong</p> <p>To discuss the meaning of 'significant', giving examples. To explore sources to research into individuals To explain why Christopher Columbus and Ibn Battuta are significant. To use a timeline to explain chronological events To debate who is more significant: Ibn Battuta or Neil Armstrong.</p>	<p style="text-align: center;"><u>History</u></p> <p>Changes within living memory: a local history study.</p> <p>To use a timeline to explain chronological events. To examine sources and discuss what can be learnt from them. To investigate how shopping has changed over time. To explain similarities and differences of food within the past 100 years.</p>	<p style="text-align: center;"><u>Geography</u></p> <p>To locate the UK and Brazil within the continents of Europe and South America on a world map or globe. To know about some of the human and physical features of UK (London). To know about some of the human and physical features of Brazil (Brasilia). To use locational knowledge to identify and compare weather and temperature in the UK and Brazil. To know about some of the activities that occur in UK (London) and Brazil (Brasilia). To describe what it is like to live in London and how this is different / similar to living in Brasilia.</p> <p>Geographical skills To locate the continents of Europe and South America on a world map. To begin to describe the continents of Europe and South America's position in relation to the equator, north and south poles. To use aerial photos to identify physical and human features of a place.</p>	<p style="text-align: center;"><u>Geography</u></p> <p>To identify and describe the world's seven continents, five oceans. To know the relative locations of the continents and oceans to the equator and poles. To know that our food comes from many different countries grown in different climates. To know the climate and environment of the Arctic and Antarctica. To understand that the countries closer to the Equator have a significantly hotter climate than those further away. To recognise similarities and differences between different countries and places, including the local area. To recognise the natural environment and describe it using key vocabulary. To describe the physical and human geography of a distant place. To explore why bio diversity is important.</p> <p>Geographical skills To use a world map, atlas or globe to locate the continents and oceans relative to the Equator and North and South Poles. To use aerial photos to identify physical and human features of a place.</p>

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Science	<p>To use observations to sort and classify. To choose equipment such as a microscope or a hand lens. To understand the differences between things that are living, dead, and things that have never been alive. To match animals and plants to their habitats and give reasons why they live there. To create and describe simple food chains.</p> <p>Working Scientifically To observe closely. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.</p>	<p>To carry out a comparative test and describe results. To classify materials according to their properties. To explain why one material is better for a job than another.</p> <p>Working Scientifically To observe closely. To perform simple tests. To identify and classify. To use observations and ideas To suggest answers to questions. To gather and record data to help in answering questions.</p>	<p>To describe different habitats. To understand how habitats vary. To observe and explain an assortment of habitats.</p> <p>Working Scientifically To perform fair tests, with variables. To observe closely, using simple equipment. To use key vocabulary.</p>	<p>To know what plants need in order to grow. To understand how plants make food. To describe the life cycle of a plant. To explain why plants and flowers are important.</p> <p>Working Scientifically To carry out a fair test and observing outcomes. To observe closely, using simple equipment. To use key vocabulary.</p>	<p>To identify what a healthy, balanced diet consists of. To describe ways to maintain health and care for our bodies through exercise To understand and carry out measurements which are useful for monitoring health.</p> <p>Working Scientifically To gather and record data. To perform simple tests. To take measurements and record in the form of a simple graph. To use key vocabulary.</p>	<p>To know life cycles of a small range of animals. To describe the journey through life of some animals To understand changes that happen as we grow and why those changes happen.</p> <p>Working Scientifically To draw diagrams and create visual presentations. To measure and record findings in graph form. To use key vocabulary.</p>

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Art / DT	<p>Art & Design: Sculpting Students will make Earth models represented in 2D and 3D using different medias and materials</p> <p>To develop a wide range of art and design techniques in using line, shape, form and space. To explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To explore how different art medias change the outcome of a piece of work. To question and make thoughtful observations. To record first-hand observation and collect visual and other information to develop ideas. To create a piece of work in response to another artists work. To understand that the choice of material is important for the sculpture. To compare ideas, methods and approaches in their own and others work and say what they think and feel about them.</p>	<p>DT: Construction Students will design, make and evaluate a 3D Tudor house model.</p> <p>Technical Knowledge: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. To know the correct technical vocabulary for the work they are undertaking.</p> <p>Art & Design: Printing Students will make a Tudor house from the GFOL using foam printing.</p> <p>To develop a wide range of art and design techniques in using line, shape, form and space. To explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To explore how different art mediums change the outcome of a piece of work.</p>	<p>Design & Technology: Mechanisms Students will design, make and evaluate a moving object that will move using a linkage mechanism.</p> <p>Technical Knowledge: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. To explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products. To understand about the simple working characteristics of materials and components. To know the correct technical vocabulary for the projects they are undertaking.</p>	<p>Design & Technology: Food Technology Students will explore what makes a balanced diet, and to design, make and evaluate a wrap that includes a healthy mix of protein, vegetables and dairy.</p> <p>Technical Knowledge: To know what makes a balanced diet. To use the basic principles of a healthy and varied diet to prepare dishes. To explore and evaluate a range of existing products. To use the basic principles of a healthy and varied diet to prepare dishes. To design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>	<p>Design & Technology: Textiles Students will design, make and evaluate a purposeful, functional, appealing carnival costume for themselves based on design criteria.</p> <p>Technical Knowledge: To know the correct technical vocabulary for the projects they are undertaking. To understand about the simple working characteristics of materials and components.</p>	<p>Art & Design: Drawing and Painting Students will explore a 'Carnival of Animals' in relation to the works of popular artists like Van Gogh and Claude Monet. To focus on a variety of animals around the world.</p> <p>To use drawing and painting to develop and share their ideas. To experiment with line, space, tone and shape and to experiment with tools and surfaces. To learn about artist and explore techniques and texture the artist uses and how they have achieved this. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To Look at how colour is applied by mixing primary and secondary colour and how black and white are used to achieve shading and tinting. To experiment by repeating and overlapping colours to create regular and irregular patterning. To use drawing, painting to develop and share their ideas, experiences and imagination.</p>

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RE	Why did Jesus teach the Lord's prayer as the way to pray?	Who is the Saint of Our School? What's the story of our school name?	Where is the light of Christmas?	Judaism – Why are they having a party?	What is the story of Noah really all about? How do Easter symbols help us to understand the true meaning of Easter?	Islam – What is the best way for a Muslim to show commitment to God? Why do Christians make and keep promises before God?
Wellbeing and Citizenship	<p>To set a goal</p> <p>To identify healthy and unhealthy foods</p> <p>To explain what a healthy snack is</p> <p>To name the 5 food groups</p> <p>To identify foods within each of the food groups</p> <p>To understand the importance of eating fruit and vegetables</p> <p>To explain how to stay safe around harmful substances</p> <p>To identify the risks associated with smoking</p> <p>To explain what parliament is and why it is important Link to Student Council Elections</p> <p>To identify different types of bullying and explain what to do if they are being/witness bullying Link to Anti-Bullying week</p> <p>To explain what conflict is and ways of resolving conflict</p> <p>To explain that to do if conflict escalates</p> <p>How to call 999</p>		<p>To understand what charity is and explain why people donate to charity</p> <p>To fundraise money for a charity</p> <p>To explain the difference between wants and needs</p> <p>To explore life in different countries</p> <p>To explain how their life is different to the lives of children in other countries</p> <p>To explain how to keep safe online</p> <p>To identify who to talk to if you are worried or scared about something</p> <p>To explain how to keep safe around fire</p> <p>To explain the risks associated with fire</p> <p>To explore gender stereotypes</p> <p>To know when and how to call 999</p> <p>To understand the PANTS rule</p>		<p>To identify the qualities of a good friend</p> <p>To explain how to keep ourselves safe Link to PANTS rule</p> <p>To understand what pride is and identify what makes us proud</p> <p>To explain why it is important to feel proud</p> <p>To explain what makes us proud of other people</p> <p>To understand what makes a good friend</p> <p>To identify how we can be a good friend to others</p> <p>To understand emotions</p> <p>To explain how to talk about feelings and emotions</p> <p>To name private parts of their body using correct vocabulary</p> <p>To explain who is in their family, while recognising families are different</p>	

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Computing/ E-Safety	<u>Digital Literacy</u> Use technology purposefully to manipulate and retrieve digital content. Use technology safely and respectfully. Use technology by keeping personal information private. DB Primary To use paint software on DB to create an earth model sculpture on a forum	<u>Online Safety</u> Use technology purposefully to manipulate and retrieve digital content. Use technology safely and respectfully. To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	<u>Presentation Skills - Film</u> To use technology purposefully to create, organise, store, manipulate and retrieve digital content. By the end of the unit chn will be able to inset slides, add and type in a box, format content, reorder and present information.	<u>Presentation Skills – Text, Pictures</u> To use technology purposefully to create, organise, store, manipulate and retrieve digital content. By the end of the unit chn will be able to add and type in a box, format content, reorder and present information	<u>Coding with Purple Mash</u> Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs.	<u>Lego coding- Sort to recycle</u> To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs.
Music	<u>Charanga: Model Music Exploring Simple Patterns</u> How does music help us to make friends?	<u>Charanga: Model Music Focus on Dynamics & Tempo</u> How does music teach us about the past?	<u>Charanga: Model Music</u> How does music make the world a better place	<u>Charanga: Model Music</u> How does music teach us about our neighbourhood?	<u>Charanga: Model Music</u> How does music make us happy?	<u>Charanga: Model Music</u> How does music teach us about looking after our planet?
PE	PERSONAL	SOCIAL	COGNITIVE	CREATIVE	PHYSICAL	HEALTH & FITNESS
	REAL PE Unit 1 FUNS 10 & 1 REAL GYM – Unit 1	REAL PE Unit 2 FUNS 6 & 2 REAL GYM Unit 2	REAL PE Unit 3 FUNS 5 & 4 REAL DANCE	REAL PE Unit 4 FUNS 9 & 7 REAL DANCE	REAL PE Unit 5 FUNS 8 & 12 ATHLETICS	REAL PE Unit 6 FUNS 11 & 3 OUTDOOR GAMES – Striking and fielding