

## Long Term Curriculum Map – Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>Little Blue Planet</b>	<b>Through the Keyhole</b>	<b>Exciting explorers</b>	<b>Little Master Chefs</b>	<b>What is it like to live by the coast?</b>	<b>Why is our world wonderful?</b>
Humanities	<p style="text-align: center;"><u>Geography</u></p> <p>To name and locate the seven continents. To locate the North and South Poles. To locate the Equator on a world map. To compare the UK and Kenya. To investigate local weather conditions. To identify key features of hot and cold places.</p>	<p style="text-align: center;"><u>History</u></p> <p><b>In depth study, event beyond living memory: The Great Fire of London</b></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 he is significant.</p>	<p style="text-align: center;"><u>History</u></p> <p><b>In depth study, significant individuals: Ibn Battuta and Neil Armstrong</b></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><b>Changes within living memory: a local history study.</b></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 seas and oceans surrounding the UK. To explain what the coast is. To identify the physical features of the coast. To investigate how people use the local coast. To present findings on how people use the local coast.</p>	<p style="text-align: center;"><u>Geography</u></p> <p>To identify geographical characteristics of the UK. To locate some of the world's most amazing places. To know the names of the five oceans and locate them on a map. To understand how to draw human and physical features on a sketch map. To investigate local habitats and record findings. To understand how to present findings in a bar chart.</p>

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<b>Science</b>	<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><b>Working Scientifically</b> 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><b>Working Scientifically</b> 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><b>Working Scientifically</b> 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><b>Working Scientifically</b> To carry out a fair test and observe outcomes. To observe closely, using simple equipment. To use key vocabulary.</p>	<p>To identify what a healthy, balanced diet consists of.</p> <p>To describe ways to maintain health and care for our bodies through exercise.</p> <p>To understand and carry out measurements which are useful for monitoring health.</p> <p><b>Working Scientifically</b> 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.</p> <p>To describe the journey through life of some animas.</p> <p>To understand changes that happen as we grow and why those changes happen.</p> <p><b>Working Scientifically</b> 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><b>Art &amp; Design: Sculpting</b> 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><b>DT: Construction</b> Students will design, make and evaluate a 3D Tudor house model.</p> <p><b>Technical Knowledge:</b> 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><b>Art &amp; Design: Printing</b> 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><b>Design &amp; Technology: Mechanisms</b> Students will design, make and evaluate a moving object that will move using linkage mechanism.</p> <p><b>Technical Knowledge:</b> 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><b>Design &amp; Technology: Food Technology</b> 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><b>Technical Knowledge:</b> 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><b>Design &amp; Technology: Textiles</b> Students will design, make and evaluate a purposeful, functional, appealing carnival costume for themselves based on design criteria.</p> <p><b>Technical Knowledge:</b> To know the correct technical vocabulary for the projects they are undertaking. To understand the simple working characteristics of materials and components.</p>	<p><b>Art &amp; Design: Drawing and Painting</b> 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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<b>RE</b>	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?
<b>Citizenship and Wellbeing</b>	<u>Me and My Relationships</u>  Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	<u>Valuing Difference</u>  Being kind and helping other Celebrating difference People who help us Listening skills	<u>Keeping Safe</u>  Safe and unsafe secrets Appropriate touch Medicine safety	<u>Rights and Respect</u>  Cooperation Self-regulation Online safety Looking after money – saving and spending	<u>Being My Best</u>  Growth Mindset Looking after my body Hygiene and health Exercise and sleep	<u>Growing and Changing</u>  Life cycles Dealing with loss Being supportive Growing and changing Privacy	
<b>Computing</b>	<u>Computing Systems and Networks – IT Around Us</u>  To recognise the uses and features of information technology To identify the uses of information technology in the school and beyond school To explain how information technology helps us To explain how to use information technology safely To recognise that choices are made when using information technology	<u>Creating Media – Digital Photography</u>  To use a digital device to take a photograph To make choices when taking a photograph To describe what makes a good photograph To decide how photographs can be improved To use tools and change an image To recognise that photos can be changed	<u>Programming A – Robot Algorithms</u>  To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program To explain that programming projects can have code and artwork To design an algorithm To create and debug a program that I have written	<u>Data and Information – Pictograms</u>  To recognise that we can count and compare objects using tally charts To recognise that objects can be represented as pictures To create a pictogram To select objects by attribute and make comparisons To recognise that people can be described by attributes To explain that we can present information using a computer	<u>Creating Media – Digital Music</u>  To say how music can make us feel To identify that there are patterns in music To experiment with sound using a computer To use a computer to create a musical pattern To create music for a purpose To review and refine our computer work	<u>Programming B – Programming Quizzes</u>  To explain that a sequence of commands has a start To explain that a sequence of commands has an outcome To create a program using a given design To change a given design To create a program using my own design To decide how my project can be improved	
<b>Music</b> <u>Charanga: English Model Music</u>	<u>Pulse, Rhythm and Pitch</u> To find and keep a steady beat Play or clap simple rhythmic patterns using long and short sounds Respond to different high and low pitches Keep a steady beat when improvising. Clap four-beat rhythms, creating long and short sounds. Improvise using one, two or three notes, using C, D and E. Listen to the music carefully, move to the music	<u>Playing in an Orchestra</u> To find and keep a steady beat Play or clap simple rhythmic patterns using long and short sounds Respond to different high and low pitches Keep a steady beat when improvising. Clap four-beat rhythms, creating long and short sounds. Improvise using one, two or three notes, using C, D and E. Listen to the music carefully, move to the music	<u>Inventing a Musical Story</u> To find and keep a steady beat Play or clap simple rhythmic patterns using long and short sounds Respond to different high and low pitches Keep a steady beat when improvising. Clap four-beat rhythms, creating long and short sounds. Improvise using one, two or three notes, using A, B and C. Listen to the music carefully, move to the music	<u>Recognising Different Sounds</u> To find and keep a steady beat Play or clap simple rhythmic patterns using long and short sounds Respond to different high and low pitches Keep a steady beat when improvising. Clap four-beat rhythms, creating long and short sounds. Improvise using one, two or three notes, using A, B and C. Listen to the music carefully, move to the music	<u>Exploring Improvisation</u> To find and keep a steady beat Play or clap simple rhythmic patterns using long and short sounds Respond to different high and low pitches Keep a steady beat when improvising. Clap two-beat rhythms, creating long and short sounds. Improvise using one, two, three, four or five notes, on G, A, B, C and D. Listen to the music carefully, move to the music	<u>Our Big Concert</u> To find and keep a steady beat Play or clap simple rhythmic patterns using long and short sounds Respond to different high and low pitches Keep a steady beat when improvising. Clap two-beat rhythms, creating long and short sounds. Improvise using one, two, three, four or five notes, on G, A, B, C and D. Listen to the music carefully, move to the music	

	Respond to the questions and use any known musical words. Explore feelings and thoughts towards the music. Enjoy some 'Did You Know?' facts about the song.	Respond to the questions and use any known musical words. Explore feelings and thoughts towards the music. Enjoy some 'Did You Know?' facts about the song.	Respond to the questions and use any known musical words. Explore feelings and thoughts towards the music. Enjoy some 'Did You Know?' facts about the song.	Respond to the questions and use any known musical words. Explore feelings and thoughts towards the music. Enjoy some 'Did You Know?' facts about the song.	Respond to the questions and use any known musical words. Explore feelings and thoughts towards the music. Enjoy some 'Did You Know?' facts about the song.	Respond to the questions and use any known musical words. Explore feelings and thoughts towards the music. Enjoy some 'Did You Know?' facts about the song.
<b>PE</b>	<p><b>Fundamentals</b></p> <p>To explore how the body moves when running at different speeds.</p> <p>To develop changing direction and dodging.</p> <p>To develop balance, stability and landing safely.</p> <p>To explore and develop jumping, hopping and skipping actions.</p> <p>To develop co-ordination and combining jumps.</p> <p>To develop combination jumping and skipping in an individual rope.</p>	<p><b>Gymnastics</b></p> <p>To perform gymnastic shapes and link them together.</p> <p>To perform gymnastics shapes with control and link them together.</p> <p>To use shapes to create balances.</p> <p>To link travelling actions and balances using apparatus.</p> <p>To develop travelling actions and balances using apparatus.</p> <p>To demonstrate different shapes, take off and landing when performing jumps.</p> <p>To develop different shapes, take offs and landings when performing jumps.</p> <p>To develop and refine rolling and sequence building.</p> <p>To create a sequence using apparatus.</p>	<p><b>Dance</b></p> <p>To remember, repeat and link actions to tell the story of my dance.</p> <p>To develop an understanding of dynamics and how they can show an idea.</p> <p>Use counts of 8 to help you stay in time with the music.</p> <p>To copy, remember and repeat actions using facial expressions to show different characters.</p> <p>To explore pathways and levels.</p> <p>To remember and rehearse our circus dance showing expression and character.</p>	<p><b>Team Building</b></p> <p>To follow instructions and work with others.</p> <p>To co-operate and communicate in a small group to solve challenges.</p> <p>To create a plan with a group to solve the challenges.</p> <p>To communicate effectively and develop trust.</p> <p>To use teamwork skills to work as a group to solve problems.</p> <p>To work with a group to copy and create a basic map.</p>	<p><b>Fitness</b></p> <p>To learn how to run for a long time.</p> <p>To develop jumping in a long rope using timing.</p> <p>To develop co-ordination in individual skipping.</p> <p>To develop stamina and change of direction.</p> <p>To explore exercises to develop strength.</p> <p>To develop agility, balance and co-ordination.</p>	<p><b>Striking and Fielding</b></p> <p>To track a rolling ball and collect it.</p> <p>To develop underarm throwing and catching to field a ball.</p> <p>To develop overarm throwing to limit a batter's score.</p> <p>To develop hitting for distance to score more points.</p> <p>To be able to get a batter out.</p> <p>To understand the rules of the game and use these to play fairly</p>
	<p><b>PSD – Ball Skills</b></p> <p>To develop rolling a ball to hit a target.</p> <p>To develop stopping a rolling ball.</p> <p>To develop dribbling a ball with your feet.</p> <p>To develop kicking a ball.</p> <p>To develop throwing and catching.</p> <p>To develop dribbling a ball with your hands.</p>	<p><b>PSD – Target Games</b></p> <p>To consider how much power to apply when aiming at a target.</p> <p>To understand how to score using overarm and underarm throwing.</p> <p>To develop striking to a target.</p> <p>To develop hitting a moving target.</p> <p>To select and apply the appropriate skill to the target game.</p> <p>To show an improvement in my personal best.</p>	<p><b>PSD – Net and Wall</b></p> <p>To use the ready position to defend space on court.</p> <p>To develop returning a ball with hands.</p> <p>To play against a partner.</p> <p>To develop racket skills and use them to return a ball.</p> <p>To develop returning a ball using a racket.</p> <p>To play against an opponent using a racket.</p>	<p><b>PSD – Sending and Receiving</b></p> <p>To roll a ball towards a target.</p> <p>To track and receive a rolling ball.</p> <p>To send and receive a ball with your feet.</p> <p>To develop catching skills.</p> <p>To develop throwing and catching skills.</p> <p>To send and receive a ball using a racket.</p>	<p><b>PSD – Athletics</b></p> <p>To develop the sprinting action.</p> <p>To develop jumping for distance.</p> <p>To develop jumping for height.</p> <p>To develop throwing for distance.</p> <p>To develop throwing for accuracy.</p> <p>To select and apply knowledge and technique in an athletics carousel.</p>	<p><b>PSD – Invasion Games</b></p> <p>To understand what being in possession means and support a teammate to do this.</p> <p>To understand that scoring goals is an attacking skill and to explore ways to do this.</p> <p>To understand that stopping goals is a defending skill and explore ways to do this.</p> <p>To explore how to gain possession.</p> <p>To mark an opponent and understand that this is a defending skill.</p> <p>To apply simple tactics for attacking and defending.</p>

