

**Year 2 Long Term Curriculum Map 2022-2023**

Subject	Autumn 1 <i>Revisit prior learning Yr 1</i>	Autumn 2	Spring 1 <i>Revisit prior learning Yr 1</i>	Spring 2 <i>Revisit prior learning Yr 1</i>	Summer 1	Summer 2 <i>Revisit prior learning Yr 1</i>
Topic Question and theme	<b>How has life in London changed?</b>  The Great Fire of London London – Then and Now	<b>When will we travel to space?</b>  Space – Moon Landing Space travel and astronauts	<b>What is lurking through the tall trees?</b>  Rainforests Animals of the rainforest	<b>Why should we protect our planet?</b>  Conservation of forests/trees Activists/Environmentalist	<b>Where will journey take you?</b>  Mythical creatures and faraway places	<b>Who is responsible for the water in my world?</b>  Water dwelling creatures Water pollution and protection
<b>Key Texts</b>	<b>Toby and the Great Fire of London</b>  <b>Samuel Pepys</b>  <b>Paddington</b>	<b>Man on the moon</b>  <b>The Darkest Dark</b>	<b>Jumanji</b>  <b>Hummingbird</b>	<b>Greta and the Giants</b>  <b>The Lorax</b>	<b>The Dragon Machine</b>  <b>Mulan</b>	<b>Ocean meets Sky</b>  <b>We are Water protectors</b>  <b>The Rhythm of the Rain</b>
English - Fiction	Story writing – retelling the story of Toby in the first person	Story writing – (The Darkest Dark) – Dream – on the moon  (First Hippo on the Moon – to read in class) (Elon Musk reading comprehension)	<b>Introduce Grammaristics</b>  Story writing – adapting the story of Jumanji	Retell Greta  Drama  Easter story - RE	Dragon Machine Write an alternative version of the story.  Mulan- write a diary entry as Mulan recalling her adventures.	Adapting the story – Ocean Meets Sky  Postcard in role
English – Non-fiction	Diary – Recount  Non-chronological report about the Great Fire of London  Brochure about London? In Geography?	Diary in character – Bob  Newspaper Report – Moon Landing	Instruction on how to make/play the board game  Non-chronological reports – rainforest  Rainforest animals adaptation reports (Science)	Newspaper Reports  Email to PM	Recount – Army Training Camp	We are Water protectors Non-chronological reports  Instructions
Poetry	London’s Burning	Christianity acrostic	Easter poem – The Egg Hunt	Easter – Haiku (Afternoons only)		Water poem
Maths	Number and place value  Addition and subtraction	Addition and subtraction  Multiplication and division  Measures - Money	Multiplication and division  Statistics  Geometry – properties of shape  Fractions	Measurement – length and height  Capacity, mass and temperature  Number and place value  Addition and Subtraction	Time Position and direction  Addition and subtraction Four Operations and Fractions  Measurement Consolidation	Investigations  Consolidation – dependent on AFL
Science Investigation	Exploring materials – burning, waterproof. Asking and answering questions.  Comparing things that are living, non-living and never lived.	Forces – including gravity  Diet & Exercise - Impact of space travel on an astronaut's body – food they eat.	Living things and their habitats.  Classifying animals Animal offspring (Monkey Puzzle to support) and how not all babies look like their parents.  Animal adaptations  Food Chains	Observe and describe how seeds and bulbs grow into mature plants. What do plants need to be healthy?  Identifying plants linked, name and how they adapt to environments.	Describe importance of exercise and eating the right amounts of food.	Notice that animals have offspring and describe needs of animals.  Describe importance of exercise and eating the right amounts of food.
Art and Design	Sketch/drawing of London	Van Gogh – Starry Night – exploring different media to create the same image.  Galaxy pictures	Painting – pointillism – Georges Seurat  3d collage	Sketching – plants (daffodils)	Sketching  Water Colours.	
Design technology	Design, make and evaluate a Tudor house  Making marmalade sandwiches – spreading and cutting skills	Levers and sliders – mechanical planets  Food tech – food in space	Design, make and evaluate board games.	Make protest placards	Make a fruit salad – cut, peel and grate.  Junk modelling – dragon machine.	Understand different food groups describe how foods are grown/caught.  Junk modelling- Design and make a boat that floats.
Geography	Locational knowledge: Geographical skills and fieldwork. Locating 4 countries and capital cities, Corby -Maps and aerial photographs. Locate great fires.	How images from space create maps.  Comparing globes and flat maps	Continents and oceans – animal habitats. Use maps and atlases. Geographical skills and fieldwork  - Animals around the world-continents/ equator	Rainforests – Equator/ Continents and oceans  Use maps and atlases	Compare UK to contrasting country (UK and Saudi)  Equator  Use maps and atlases	Physical features/maps - lakes, rivers oceans how they work together. Effects on fish and environment with plastic. Impact on farming changes to land over time. Deforestation.

	<p>Name and locate capital city of England and Corby. Fieldwork to devise a map. Physical and human features - London. Use maps and atlases. Continents - bears. Geographical skills and fieldwork</p> <p>-Sorting London key places- Compare human/ physical features to where Paddington comes from. -Map skills- creating a grid map of London- keys/ physical/ human features. - To use map to write instructions for Paddington.</p>		- Animals around the world- continents/ equator- why are animals suited in certain places			
History	<p>Compare version of GFOL. Sources of evidence. Asking questions about the past. Ordering/timelines. Recount significant events/people. Drama.</p> <p><b>Ordering/ timelines-</b> Key events in London's history (GFOL, Guy Fawkes, Olympics, Today)</p> <p>Compare London 1666 to 2021</p>	<p>Recount significant events and people (RE)</p> <p>The moon landing – ordering events, comparing life then to now e.g. changes in technology – TV etc</p> <p>Tim Peake – Famous Person – Non-chronological report</p>	Charles Darwin – Famous Person (adaptation)	<p>Recount significant events and people (RE)</p> <p>Sources of evidence – how do we know about climate change? Timeline of events – authenticity of sources – link to e-safety</p> <p>Recount significant people - Greta</p>	<p>Recount significant events and people (RE)</p> <p>St George Muhammed Queen</p>	Changes in their own lives (PSHE)
RE	<p>Christianity- (Harvest/Assembly) A3-Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. C2-Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>Diwali – Festival of light Who celebrates Diwali? Why do they celebrate Diwali? How do they celebrate Diwali?</p>	<p>Christianity- (Incarnation – Why do Christians believe God gave Jesus to the World?) Advent + Christmas story. A1-Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, in order to find out about the meaning behind them. A2-Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. A3-Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. B1- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	Chinese New Year	<p>Christianity – (Easter Crucifixion/resurrection) A3-Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. C3-Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	Islam – Ramadan/Eid ul Futr	<p>Islam – (Prayer at home, praying at regular intervals) A3-Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. B2-Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Ramadan/Eid A3-Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. C2-Find out about and respond with ideas to examples of co-operation between people who are different. Special places – (Mosque) A3-Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. B3-Notice and respond sensitively to some similarities between different religions and worldviews.</p>

<p>PSHE 1 Decision</p> <p>Skill Builder</p> <p>Picture News</p>	<p>Keeping/Staying Safe - Road Safety</p> <p>Listening &amp; Speaking – Step 1</p>	<p>Keeping/Staying Healthy – Washing Hands</p> <p>Problem Solving &amp; Creativity – Step 1</p>	<p>Relationships - Friendships</p> <p>Problem Solving - Step 1</p>	<p>Being Responsible - Water Spillage</p> <p>Staying Positive &amp; Aiming High – Step 1</p>	<p>Feelings &amp; Emotions - Jealousy</p> <p>Listening –Steps 0-2 Speaking – Step 1 Problem Solving – 2 Leadership – Step 0, 1</p>	<p>Our World – Growing in Our World Staying Positive – Step 1, 2 Aiming High – Step 1, 2 Teamwork – Step 0, 1 Creativity – Step 1</p>
<p>Music</p>	<p><b>Singing songs</b> London’s Burning – song: singing in a round, Songs linked to Sept 1666 Pitch, dynamics, a round/canon Toby and the Great Fire of London</p>	<p><b>Singing, playing untuned percussion</b> <b>Listening with concentration</b> Diwali drumming Christmas Carols – singing Verse, chorus, posture Space</p>	<p>Exploring untuned percussion Drumming – rhythm and pace</p> <p><b>Untuned percussion-</b> rhythm and pace, graphic notion, perform and rehearse- body percussion, create musical notations- making a storm- tempo Jumanji</p>	<p>Create, select and combine sounds Use simple music notation Perform and rehearse as a group Create a music map (graphic notation) for a storm Perform in a group Texture, ensemble Greta and the Giants</p>	<p>Create, select and combine sounds Explore use of volume and pitch <b>How music makes us feel</b> identify simple differences in pieces of music. listen with concentration to a range of music. describe how music makes me feel e.g. happy or sad. <b>Rhythms and pattern</b> create a rhythm pattern. play an instrument following a rhythm pattern. explain that music is created and played by humans. LINK TO DRAGON DANCING &amp; CHINESE MUSIC Pitch, dynamics, The Dragon Machine Mulan</p>	<p><b>Singing songs</b> Rehearse and perform Group performances of songs for Farewell/Leavers Assembly Pitch, dynamics, Posture</p>
<p>PE</p>	<p><b>MOVING</b> Using different movements to solve problems <b>COORDINATION</b> Looking after objects whilst moving quickly <b>BALANCE &amp; AGILITY</b> Throw and catch different objects in different scenarios</p>	<p><b>BALANCE &amp; AGILITY</b> Move quickly and with balance</p> <p><b>NEGOTIATING SPACE RELATING TO OTHERS</b></p> <p>Change direction and stay in control</p> <p>Manipulating body to fit in space</p>	<p><b>DECISION MAKING. ANGLES &amp; SURFACES</b> Use senses to be aware of what is around me.</p> <p>Knowing when to attack and defend.</p> <p>Solving problems.</p> <p><i>Dance Enrichment</i></p>	<p><b>SPACIAL AWARENESS OBJECT CONTROL</b></p> <p>Moving balls in different directions around obstacles.</p> <p>Confident moving through spaces. Moving when I cannot see.</p> <p>Notice space around me.</p> <p><i>Dance Enrichment</i></p>	<p><b>REACTION &amp; READJUSTMENT</b></p> <p><b>OBJECT CONTROL</b> Control objects using equipment</p> <p>Know the best way to carry lots of objects</p> <p>Use different body parts to make contact with a moving object</p> <p>I can dodge moving objects</p> <p><i>Dance Enrichment</i></p>	<p><b>EXPRESSION &amp; DANCE</b> I know which foods are healthy and which are not</p> <p>I know how to be happy and calm</p> <p>Move to different beats in different ways.</p> <p><i>Dance Enrichment</i></p>
<p>Computing</p> <p>Update Computing LTP</p>	<p>Information Technology around use technology purposefully to create, organise, store, manipulate and retrieve digital content ☑ recognise common uses of information technology beyond school ☑ use technology safely and respectfully, keeping personal information private; identify where to</p>	<p>Making Music use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Digital photography use technology purposefully to create, organise, store, manipulate and retrieve digital content ☑ recognise common uses of information technology beyond school</p> <p><i>Safer internet week</i></p>	<p>Robot Algorithms understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ☑ create and debug simple programs ☑ use logical reasoning to predict the behaviour of simple programs ☑ use</p>	<p>Pictograms use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>An Introduction to Quizzes understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ☑ create and debug simple programs ☑ use logical reasoning to predict the behaviour of simple programs</p>

	go for help and support when they have concerns about content or contact on the internet or other online technologies			technology purposefully to create, organise, store, manipulate and retrieve digital content		
Online safety	Self-image and Identity I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help	Online Relationships and Reputations I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.	Online Bullying, Health, Wellbeing and Lifestyle. I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help. I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone accessing online technologies.	Managing Online information. I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be real or true.	Privacy and Security. I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).	Copyright and Ownership. I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them.
Outdoor Learning	Burn houses	<i>Going to the church?</i>  Local/school litter pick – links to Bob (Man on the Moon)	Walk in the woods	Protest against cutting down trees	Dragon spotting – hook  Army training - Mulan	Boats – floating Oil & water experiment
Skills Builder	Listening – new class rules/transition Creativity – building homes	Speaking  Aiming high	Problem solving  Creativity – board games	Leadership  Listening	Staying positive  Creativity – dragon machines	Teamwork  Aiming high
Careers and Employability	Firefighters Baker Tour guide, delivery driver, store assistant	Astronauts Space Scientists	Scientists Zoologists/Zoo keepers?	Activist, Scientist, lumberjack Explorers?	Engineers Soldier	Fisherman Marine biologist (Rachel Carson)
Trips/Enrichment	Local walk – physical and human features	Planetarium Visit?	Walk in the woods – Kingswood  Rainforest visit? Overnight stay in the rainforest?	Computing enrichment day?	Army training at the reserves?	Stanwick Lakes? Water Visit? OR the Seaside?  End of Year performance?
Home learning project & parental engagement	Parent Meeting-early reading and expectations in year two.	Dojo- Reading & spelling at home lessons. Numbots	Dojo- Reading & spelling at home lessons. Numbots	Dojo- Reading & spelling at home lessons. Numbots	Dojo- Reading & spelling at home lessons. Numbots	Dojo- Reading & spelling at home lessons. Numbots