



Jubilee Primary School – Curriculum Map 2021-22

Year: 2

SUBJECT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Theme	How are you?	People of the past	Our World	All Dressed up	From A to B	Hurray let's go on a holiday
Black 365	Topic/Science: Make contact with local doctor/healthcare worker Look at health professionals: Mary Seacole Look at sports personalities: Usain Bolt, Mo Farrah	Literacy: Josephine Baker; Frida Khalo; Rosa Parks; Harriet Tubman; Noor Inayat Khan Topic: Make contact with Levi Roots and/or other local people.	Countries around the world. English text: Clean Up - make contact with author/illustrator	African cloth design Wear clothes to represent where you come from..	Topic: Mae Jemison; <i>Hidden Figures</i> Topic text	Literacy core texts: Gregory Cool; Coming to England Contact Floella Benjamin Caribbean food, music make comparisons between holidays and families emigrating (Windrush)
English Texts and writing outcomes	Class text(s) <i>Goldilocks and the Three Bears</i> by Lauren Child <i>The Jolly Postman</i> by Janet and Allan Ahlberg <i>Goldilocks and Just the One Bear</i> by Leigh Hodgkinson Text types: Wanted poster Retelling Diary entry Letter Grammar Focus Sentence structure and punctuation Sentence types Adjectives Expanded noun phrase Subordination - because Past tense verbs Focus on editing and rewriting throughout the year	Class text(s) <i>Fantastically Great Women who Changed the World/Made History</i> by Kate Pankhurst Text types: Biography - information text Diary - recount Letter - recount Narrative - historical Fiction Grammar Focus sentence types statement , question, exclamation command Present and past tense	Class text(s) <i>The Journey Home</i> by Frann Preston-Gannon <i>Clean Up!</i> by Nathan Bryon Text types: Poetry Explanation text Narrative - Adventure story Grammar Focus suffixes coordination (or, and, but)	Class text(s) <i>The Great Paper Caper</i> by Oliver Jeffers Text types: Instructional writing Report (Non-chron) Diary - recount Persuasive text (possible child labour link and Rights Respecting Grammar Focus sentence types statement , question, exclamation command expanded noun phrase	Class text(s) <i>The Lonely Beast</i> by Christ Judge <i>Look Up</i> by Nathan Bryon Text types: News report Character profile Narrative Visual poetry Grammar Focus subordination (When, if, that, because suffixes coordination (or, and, but)	Class text(s) <i>Gregory Cool</i> by Caroline Binch <i>Coming to England</i> by Floella Benjamin Text types: Diary - Recount Persuasive letter Grammar Focus Revision

Times Table of the Term	2 x	5 x	10 x	3 x	0 x	Revision
<p>Maths Mastery Units</p> <p>Highlight Units were there was no coverage in Year 1 due to school closure,</p> <p>Unhighlighted Year 1 equivalent units were covered.</p>	<p>Number Place Value</p> <p>Add and subtract 2-digit numbers</p>	<p>Addition and subtraction word problems</p> <p>Money</p> <p>Multiplication and division by 2, 5 and 10</p>	<p>Multiplication and division</p> <p>Statistics</p> <p>Geometry - Properties of shape</p>	<p>Fractions</p> <p>Measuring height and length</p>	<p>Position and Direction</p> <p>Exploring calculation strategies</p> <p>Time</p>	<p>Measures: capacity and volume and temperatures</p>
Science	<p>Animals including humans (Linked to Topic - keeping healthy) Animal babies; Growing and changing; Basic needs; Parts of the body; Healthy eating; Exercise; Keeping clean</p>		<p>Plants (Linked to Literacy and Topic - understanding the natural world) Observe and describe how seeds and bulbs grow into mature plants; Find out what plants need to survive.</p>	<p>Materials (Linked to Topic - materials used for clothing) Identify and compare a range of different materials; Find out how the shape of some materials can change; Investigate which materials are most suitable and why.</p>	<p>Living things and their habitats (Link to Topic - travel including habitats and climates around the world) Differentiate between living, dead and never alive; Investigate different animals and how they are adapted to their habitat; Identify and name a variety of plants and animals and their habitats; Explore food chains.</p>	
Computing	<p>E-safety: Communicating safely and respectfully Learning how to access the internet safely and act appropriately online..</p>	<p>How to train your robot Following and producing simple algorithms to control a bee bot.</p>	<p>Programing Learning to programme using scratch junior on the iPads.</p>	<p>Information Collectors Using search engines to answer questions and find information. Learning to retrieve web pages from Favourites.</p>	<p>Manipulating images Using Windows Movie Maker to show a sequence of images to retell a story.</p>	<p>Present a range of images Creating a presentation combining text, images, video and sound and present to an audience.</p>
History	<p>Make links to Florence Nightingale, Mary Seacole and Marie Curie learning ahead of next term.</p>	<p>Compare lives of different significant historical figures (See Topic Plan)</p> <p>Learn about significant people and events from the local area (Levi Roots) (Mona Baptiste for Windrush - significant local event)</p> <p>Compare aspects of life in different periods (make comparisons with all figures - what was their life like, what made them do that? - i.e. Suffragettes; Scientists - what was life like before and after their discovery?)</p>		<p>History of textile industry (mechanisation led to Industrial Revolution), historically used fabrics and the development of synthetic fabrics in 20th century, historic clothing.</p>	<p>Transport from the past</p> <p>How to make a timeline to show when different types of transport were invented.</p> <p>Learn about the moon landing, first transatlantic flight Significant events outside living memory - Wright Brother first aeroplane (1903) and Karl Benz modern car (1886)</p>	<p>Historic holiday destinations. How travel advancements changed where people could go.</p>
Geography	<p>Communities in our local area</p> <p>Look at different food in different communities</p>	<p>Birth places of different significant historical figures</p> <p>Places explorers travelled to.</p>	<p>Comparing local environment with non-European country – e.g. Brazilian rainforest</p>	<p>Why clothes need different properties in different locations based on climate.</p>	<p>Identify seasonal and daily weather patterns in local area</p>	<p>Compare weather in on Nim's island to weather and climate in UK.</p>

			Name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		Create a simple map of the local area Compare forms of transport around the world Map skills tracing journeys and locating places on map	Look at where hot and cold weathers are located on a globe and why Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	All year: <ul style="list-style-type: none"> Identify seasonal and daily weather patterns 					
Art and Design	Design healthy meal - 3D - menu and cost it out	Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Freda Kahlo, Andy Warhol, Coco Chanel	Create natural art installations in the style of Andy Goldsworthy. Sketch trees - observational drawing. Photograph different skyline views we can see from school - photography skills.	Design and create outfits from around the world with different requirements. Evaluate and analyse creative works using the language of art, craft and design	Design and make a rocket using a range of materials Design perfect mode of transport .. give children selection of materials and criteria to design	Create a seaside themed collage Look at caribbean art forms
DT				Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Build structures, exploring how they can be made stronger, stiffer and more stable	Build structures, exploring how they can be made stronger, stiffer and more stable Evaluate bridges as a travel route Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	
P.E.	Rugby and Football	Gymnastics	Dance	Cricket	Athletics	Rounders
R.E.	Hinduism Unit 1 Diwali	Christianity Unit 4 The Church Place and People	Islam Unit 3 Prayers in Islam	Christianity Unit 5 Jesus' life and resurrection Story of Zacchaeus	Hinduism Unit 2 Living as a Hindu	Islam Unit 4 The Mosque

Rights Respecting Article	Article 24 (Health and health services)	Article 3 (Best interests of the child)	Article 27 (Adequate standard of living)	Article 22 (linked to book) (Seeking refuge) Article 32 (Protection from economic exploitation)	Article 30 (Children from minority or indigenous groups)	Article 31 (Leisure, play and culture)
Education visits/visitors	Florence Nightingale Museum	Natural History Museum - Mary Anning's fossils Black Cultural Archives	Kew Gardens Brockwell park	V&A - clothes throughout history workshop	London Transport Museum or for free - getting round london using different transports South London Botanical Institute - Habitats workshop	Beach
Display Opportunities	Community project (sculpture/art)	Timelines of famous people lifes comparing when they lived and what happened when they were alive Pop art and surrealist art.	Growing beans in class to observe how they grow and using them as an interactive display (using washing lines for their vines) Creating huge life cycles of beans - links to science too. Natural art installations	Fabric of the world book corner - decorate class in world fabric	Public transport book corner with all their faces in each window Habitat display looking at what features you look for when defining your habitat and what you might find them	Beach hut display with animals