Curriculum Map – Year 2

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|  | | **Autumn** | | | | **Spring** | | | **Summer** | | | | |
| **English**  **(Literacy Tree)** | | Jim and the Beanstalk- Raymond Briggs  The Owl and the Pussy-cat -Edward Lear  The Minpins -Roald Dahl  A Walk in London- Salvatore Rubbino | | | | The Bear and the Piano David Litchfield  Ocean Meets Sky Eric Fan and Terry Fan  The Journey Home- Frann Preston-Gannon  If All the World Were…- Joseph Coelho | | | House Held Up by Trees- Ted Kooser  Toys in Space- Mini Grey  The Great Fire of London- Emma Adams  Wolves- Emily Gravett | | | | |
| **Cross Curriculum Links:**  Geography (The UK) | | | | **Cross Curriculum Links:**  History (Time to Explore) | | | **Cross Curriculum Links:**  Science (Plants)  History (The Great Fire of London- Panic on Pudding Lane) | | | | |
| **Maths**  **(White Rose)** | | Follow White Rose Maths Scheme | | | | Follow White Rose Maths Scheme | | | Follow White Rose Maths Scheme | | | | |
| **Science**  (**Developing Experts)** | | Animals including Humans- Diet and Health  (Autumn 1) | Animals including Humans- Growth  (Autumn 2) | | | Living Things and their Habitats  (Spring 1) | Living Things and their Habitats -Habitats Around the World  (Spring 2) | | Plants  (Summer 1) | | Uses of everyday materials  (Summer 2) | | |
| **History** | | Home Grown Hero  (Autumn 1) | | | | Time to Explore  (Spring 1) | | | Panic on Pudding Lane  (Summer 2) | The Stone Age  (Summer 2)  HEP | | | Bronze Age and Iron Age  (Summer 2)  HEP |
| **Geography** | | United Kingdom  (Autumn2)  **Country Focus- Colombia** | | | | Continents and Oceans  (Spring 2)  **Key Facts Week (Spring 2)** | | | Brazil/Our School  (Summer 1) | | | | |
| **Computing** | | IT around us  **Online Safety**  **Self-image and identity**  **Online relationships** | | | Digital photography  **Online Safety**  **Online reputation** | Robot algorithms  **Online Safety**  **Online bullying** | | Pictograms  **Online Safety**  **Managing online information** | Digital music  **Online Safety**  **Health, Well-being and lifestyle** | | Programming quizzes  **Online Safety**  **Privacy and security**  **Copyright and ownership** | | |
| **Art and Design** | | Technique: Painting and pattern (Autumn 1)  Craft/Artist Study: Sonia Boyce  (Autumn 1) | | | | Technique: Sculpture  Craft/Artist Study: Salvador Dali  Art Day – theme to vary every year  (Spring 1) | | | Technique: Drawing  Craft/Artist Study: Andy Warhol  (Summer 1) | | | | |
| **Design and Technology** | | Food for living: Making sandwiches  Purpose: Make sandwiches as part of a healthy lunch for Packed Lunch Day | | | | An Explorer’s Coat  Purpose: Making a coat for a toy ‘explorer’ | | | Moving Pictures  Purpose: Retelling the story of the Great Fire of London to a younger child | | | | |
| **RE** (The Way, The Truth, The Life) | | The Chosen People | | The Mystery of God | | The Good News | The Mass | | Eastertide | | | The Church is born | |
| **RHE/PSHE**  (Ten Ten) | | **Module One: Created and loved by God**  Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships. | | | | **Module Two: Created to Love Others**  Created to Love Others explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaching strategies for developing healthy relationships and keeping safe both online and in our daily lives. | | | **Module Three: Created to Live in Community**  Created to Live in Community explores the individual’s relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In Life to the Full Plus, continued exploration of careers and money are underpinned with the religious understanding that our identity, purpose and value comes from God. | | | | |
| **Music (**Charanga) | | Pulse, Rhythm and Pitch | | | Nativity Performance | Inventing a Musical Story | | Recognising Different Sounds | Exploring Improvisation | | Our Big Concert | | |
| **PE+** Fitt-In and Daily Mile  (Get Set 4 PE) | | Fitness  Gymnastics | | | | Ball Skills  Team building | | | Target Games  Athletics | | | | |
| **Memorable Experiences** | **Trips** | Local area walk. | | | | Woodberry Wetlands | | | St Paul’s Cathedral, | | | | |
| **Workshops** | Meet the teacher | | | |  | | |  | | | | |
| **Class Experiences** | Nativity, virtual author visits, making a sandwich, carol service | | | | Online safety Live Lesson, | | | Transition, | | | | |
| **Community** | Harvest collection | | | |  | | |  | | | | |