

Y2 Curriculum Map 2021-2022

	Autumn Term		Spring Term		Summer Term	
Science	Working Scientifically: During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.					
	Health and Growth (notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene)	Changing Materials (identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching) Revisit and deepen materials learning from Y1		Y2 Plants (observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy) Revisit and deepen: Materials (linked to D&T) Revisit and deepen: Looking after plants	Living Things and their Habitats (explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food) Revisit and deepen: Habitat and needs for life: Malawian animals: conservation in Malawi	
Design Technology		Cinderboy/Cinderella clothing design and make	Axels - Stephenson's rocket			
Information Technology & Computing	Purple Mash Unit 2.2 Online Safety Unit 2.1 Coding using 2Code	Purple Mash Unit 2.6 Creating Pictures using 2Paint	Purple Mash Unit 2.3 Spreadsheets using 2Calculate	Purple Mash Unit 2.5 Effective Searching	Purple Mash Unit 2.7 Making music using 2Sequence	Purple Mash Unit 2.8 Presenting Ideas
History/ Geography	KS 1 History: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.				KS 1 Geography: Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.	
	Why do we remember? Florence Nightingale, Mary Seacole and impact on modern nursing/Covid-19 pandemic (the lives of significant individuals in the past who have contributed to national and international achievements, Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life, Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage) Remembrance (events beyond living memory that are significant nationally or globally)	What happened on the night of September 2nd 1666? The Great Fire of London (events beyond living memory that are significant nationally or globally)	Who was George Stephenson and why is he so significant? Manchester to Liverpool Railway - Stephenson's Rocket (Local History -significant historical events, people and places in their own locality Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage, use aerial photographs and plan perspectives to recognise	Contrasting Locality- Mwanjati/Mugurameno village - Zambia understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country Similarities and differences in Culcheth/Mwanjati		

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				landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.)		
Art	Paul Cezanne fruit still life Create own still life skills: drawing, pastels	Red Poppy Watercolour painting based on the work of Georgia O'Keeffe		Fire of London drawing using chalk pastels	Clay Tiles 3D clay tiles based on wildflowers.	Revisit and deepen skills: African patterns and prints Making printing blocks using 3D shapes
Music	Hands, Feet, Heart Afropop, South African	Ho, Ho, Ho A song with rapping and improvising for Christmas	I Wanna Play In a Band Rock Playing together in a band	Zootime Reggae Reggae and animals	Friendship Song Pop A song about being friends	Reflect, Rewind and Replay Classical The history of music, look back and consolidate your learning, learn some of the language of music
Physical Education	Dance - Harvest Creative Steps: Season Dance Real PE - Unit 1 personal skills, coordination & static balance Coaching - Striking & Fielding	Real Gym - Unit 1: Shape & Balance Unit 2: Travel Real PE - Unit 2 social skills, balance to agility & seated balance Coaching Net/wall Games	Real Gym - Unit 3:Flight Real PE - Unit 3 cognitive skills, dynamic balance & small base balance Coaching - Invasion Games	Dance- Creative Steps:Transport, Travelling & Journeys Real PE - Unit 4 creative skills, coordination ball skills & counter balance in pairs Coaching - Invasion Games	Dance - Creative Steps: Continents Hot/Cold Real PE - Unit 5 physical skills, coordination with equipment, & agility: reaction & response Coaching - Field Athletics	Real Gym - Unit 4: Rotation Real PE - health & fitness, agility ball chasing & floor work balancing Coaching - Track Athletics
No Outsiders Text	The Great Big book of Families Mary Hoffman	The First Slodge Jeanne Willis	The Odd Egg Emily Gravett	Just Because Rebecca Elliott	Blown Away Rob Biddulph	
PSHE Jigsaw	Jigsaw PSHE Being Me	Jigsaw PSHE Celebrating Difference	Jigsaw PSHE Dreams and Goals	Jigsaw PSHE Healthy Me	Jigsaw PSHE Relationships	Jigsaw PSHE Changing Me
Religious Education How do we respond to the things that really matter? Revisit and deepen through year	Sikh Dharam Does worship help people? Christianity/Harvest God	Christianity God How and why do symbols show us what is important in religion?	Islam Does worship have to happen in a special place/ at a certain time?	Christianity Jesus Why do some people have religious rituals?	Christianity The Church How and why is celebrating important in religion and worship?	Hindu Dharma Can worship help people remember what is important?
English Revisit and deepen through year	Steps to Write					
	River Narrative - Circular Narrative Recount - Letter		The King who Banned the Dark Narrative - A Mistake Narrative Information - How to be a Regal Leader		Rosie Revere Narrative - Invention Narrative Explanation - How a machine works	
	Steps to Read					
	Geography: UK - Rivers and Seas	Reading Breadth: Fairy Stories & Poetry - Classics	Science: Living Things/ Habitats/ Plants	Reading Breadth - Traditional Tales and Poetry - Contemporary	History - Events beyond Living Memory: Great Fire of London	Reading Breadth: Stories, Plays & Poetry - Contemporary
Mathematics	Place Value - Numbers to 100 Addition & Subtraction (1) Weighing for D&T Tallies and graphs Data handling for science Pattern in art	Addition & Subtraction (2) Money Multiplication & Division (1) Measuring for paper patterns and Garments Timing in science	Multiplication & Division (2) Fractions Timeline dates	Statistics Shape Length & Height Measuring for D&T Measuring vehicles distance	KS 1 SATs Position & Direction Problem Solving Data handling linked to minibeast hunts	Time Weight,Volume & Temperature Measuring longer distances Mapwork with directional vocab.

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