



# Year 2 Curriculum Map

**SUGGESTED PROJECTS**  
**FIRE AND ICE**  
**TOWERS, TURRETS AND TUNNELS**  
**GO FOR GOLD**  
**TRANSFORMERS**

<p><b><u>Science</u></b>            Living Things &amp; Their Habitats            Plants            Uses of Everyday Materials            Animals &amp; Humans</p> <p><b><u>Significant Scientists</u></b>            John Dunlop (materials)            Charles Macintosh (materials)            Elizabeth Blackwell (plants)</p>	<p><b><u>RSE</u></b>            Families            Friendships            Respectful Relationships            Staying Safe            Mental Wellbeing            Drugs, Alcohol, Tobacco            Health and Prevention            Basic First Aid            Online Safety            Physical Fitness            Healthy Eating            Online Relationships</p>	<p><b><u>Geography</u></b>  <b><u>Locational Knowledge</u></b>            World's seven continents and five oceans  <b><u>Place Knowledge</u></b>            Non-European country  <b><u>Human &amp; Physical Geography</u></b>            Hot and cold areas of the world (North &amp; South Poles / Equator) and human/physical features of countries linked to projects and surrounding area of school  <b><u>Geographical Skills &amp; Fieldwork</u></b>            Use simple fieldwork and observational skills to study the School's surrounding area and the key human and physical features of its surrounding environment</p>
<p><b><u>Art</u></b>            Drawing            Painting            Printing            Textiles            Artist focus</p>	<p><b><u>History</u></b>            Events commemorated through festivals or anniversaries            Changes within living memory            Significant historical events, people and places in own locality            Events beyond living memory that are significant nationally or globally</p>	<p><b><u>Computing</u></b>            E-Safety            Shaping the Digital World            Communicating in the Digital World            Exploring the Digital World</p>
<p><b><u>Design &amp; Technology</u></b>            Textiles            Mechanics            Construction            Food &amp; Nutrition</p>	<p><b><u>Languages</u></b>            Not statutory at KS1 but children may have opportunities to learn words in different languages e.g. when answering the register.            Children also learn Makaton signs to aid communication with their peers.</p>	<p><b><u>Music</u></b>            End of Year Production            Handel – Music for the Royal Fireworks            Saint-Saen – Carnival of the Animals            Noah's Ark – Rain, rain go away            Diversty            Performer focus:            The Lion Sleeps Tonight sung by Soweto Gospel Choir (Hands, Feet, Heart)            Nat King Cole (Ho Ho Ho)</p>
<p><b><u>PE</u></b>            Invasion Games            Net and Wall Games            Striking and Fielding            Dance            Gymnastics            Athletics</p>	<p><b><u>RE</u></b>            Being Human – Islam believing            Life Journey – Islam living            Being Human – Christianity believing            Life Journey – Christianity living            Thankfulness</p>	<p><b><u>PSHE</u></b>            Being Me in My World            Celebrating Difference            Dreams and Goals            Relationships            Healthy Me            Changing Me</p>

**The focus areas for each subject are recorded on this page so coverage is clear and these should be linked to projects. Maths and English focus areas are recorded in the map; however every objective is not recorded in this overview since they are too numerous and are therefore detailed in medium and short term planning for these subjects.**

# YEAR 2 CURRICULUM MAP

Our curriculum responds to the needs and experiences of our children through challenging, inspiring and engaging them with what matters, and most importantly, it prepares children for the future.

## COMMUNITY

(our school, local and wider global communities and global dimensions)

## CREATIVE THINKING

(encouraging inquisitiveness, problem solving, reasoning and enquiry based learning)

## CONFIDENT &

## RESILIENT LEARNERS

(a focus on children's self-esteem, well-being and developing a growth mind-set)

### English

See English Subject Progression for more details

### Maths

#### Number

Counting

Place Value

Addition and Subtraction (pictorial, mental methods and written)

Multiplication and Division (tables)

Multiplication and Division (pictorial and mental methods)

Fractions (Up to  $\frac{3}{4}$ )

#### Measurement (Standard units)

Use and apply in practical contexts a range of measures

Time – Analogue and Digital

Money

#### Geometry

Position and Direction

Properties of 2-D and 3-D shape

#### Statistics

Handle Data (in practical contexts)

Record, Interpret, Collate, Organise & Compare Information

### Science

#### Working Scientifically

to ask simple questions and recognise that they can be answered in different ways  
to suggest some ideas and questions based on simple knowledge and say how they might find out about them  
to say what they think will happen  
to think about and discuss whether comparisons and tests are fair or unfair  
to perform simple tests  
to identify and classify  
to make observations using senses and simple equipment  
to choose equipment to take measurements, beginning to use standard measures  
to present results in simple tables, drawings and simple bar graphs or pictograms  
to say what results show  
to say whether their predictions were supported  
in some cases to use knowledge to explain what was found out and to draw conclusions  
to explain what they did  
to use observations to suggest answers to questions.

#### Biology

to observe and describe how seeds and bulbs grow into mature plants  
to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy  
to explain that animals, including humans, have offspring which grow into adults  
to investigate and describe the basic needs of animals, including humans, for survival (water, food and air)  
to describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene  
to explore and compare the differences between things that are living, that are dead and that have never been alive.  
to 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  
to identify and name a variety of plants and animals in their habitats, including micro-habitats  
to 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

#### Taken from RSE

Express how it feels to share healthy food with friends.  
To identify elements of a healthy diet.  
To understand what affects their food choices (Geography, personal taste, environment, money and social status)

### Chemistry

to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching  
to identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard

The skills and knowledge for each subject for the whole year are listed on this year group curriculum map. The objectives chosen for each term, most of which will be taught through projects in a cross-curricular theme, are highlighted when they are covered. The subject progressions provide details of where support and extension can be provided for children where needed. Some skills will be an ongoing focus throughout the year.

Autumn: Blue   Spring: Pink   Summer: Green   Ongoing: Yellow

## Art & Design

Explore ideas from imagination or from real starting points.  
Use a range of materials creatively to design and make products.  
Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  
Encourage focus looking for observational drawings  
Introduce a viewfinder to copy and enlarge images.  
Layer different media e.g. crayons, pastels, felt tips, charcoal and ball point.  
Add black and white to colours making tints and tones.  
Using paint with different consistencies by adding substances to the paint e.g. glue, sand.  
To make their own printing block from string or plasticine blocks.  
To print repeat and /or overlapping shapes to create pattern.  
To know how to ink a block with a roller.  
To use glues to join fabrics.  
To introduce running stitch to join fabrics.  
To embellish fabrics by decorating or tie/dip dyeing.  
To explore plaiting and understand the basic method.  
To develop weaving to create a pattern.  
Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work.  
Talk about own work and that of other artists and the techniques they have used

## Design & Technology

Shape textiles using templates.  
Join textiles using running stitch.  
Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).  
Create products using levers, wheels and winding mechanisms.  
Model designs using software.  
Cut materials safely using tools provided.  
Measure and mark out to the nearest centimetre.  
Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).  
Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).  
Cut, peel or grate ingredients safely and hygienically.  
Measure or weigh using measuring cups or electronic scales.  
Assemble or cook ingredients.  
Understand where food comes from.  
Explore objects and designs to identify likes and dislikes of the designs.  
Suggest improvements to existing designs.  
Explore how products have been created.  
Design products that have a clear purpose and an intended user.  
Make products, refining the design as work progresses.  
Generate, develop and communicate ideas through talking drawing and mock-ups.  
Use software to design.  
To evaluate and improve.

## Computing

Identify some risks presented by new technologies inside and outside school (e.g. online games, mobile phone texting and cyber-bullying). C/C RSE  
Discuss sensible people to talk to about risks – parents, teacher, “real” friend. Not “online” adult/friend.  
Identify SMART rules: Safe/Meeting/Accepting/Reliable/Tell. C/C RSE  
Create class rules  
Use email/blogging/social media on VLE to model how we respect other people’s work/feelings/ opinions and that this communication can be recorded.  
Use a mouse, pen or finger to move and place items accurately on a screen to explore a simulation.  
Make choices in an adventure game or simulation.  
Input algorithms into a program to create a simple shape on screen or to control a device.  
Make predictions when programming devices (actual or on screen), estimating distances and turns. C/C Maths  
Have experiences of controlling relevant devices such as Google Home, Alexa, iPads  
Create and save worked documents in own folder. Locate the saved file or image, re-use and resave.  
Use sound, images and text in simple presentation software.  
Edit font size, style and colour.  
Take a picture and save in own folder or upload to VLE.  
Add text, picture, blog on VLE.  
Add captions to photographs and graphics in publisher or PowerPoint (or similar program).  
Use templates and a range of tools in Paint software.

## Geography

Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.  
Use simple fieldwork and observational skills to study the key human and physical features of the school’s surrounding environment.  
Use aerial photographs and plan perspectives to recognise landmarks and basic human & physical features.  
Devise a simple map and use and construct basic symbols in a key  
Name and locate the world’s continents and oceans.  
Use world maps, atlases and globes to identify the countries, continents and oceans studied and come across in other subjects.  
Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  
Identify land use around the school.  
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting n  
Use basic geographical vocabulary to refer to:  
key physical features, including: cliff, coast, soil, valley, vegetation, beach, forest, mountain and ocean.  
key human features, including: factory, city, office and shop.  
Use compass directions (north, south, east and west) and locational & directional language to describe the location of features and routes on a map.  
Devise a simple map using grid references (A1, B1).  
on-European country.

## PE

Show continuous and controlled dribbling with feet or stick  
Understand and demonstrate passing (through rolling, catching and kicking) and receiving with a partner  
Play invasion type games cooperatively  
Use the terms ‘opponent’ and ‘team mate’  
Know how to score and understand how to improve  
Understand and explain which grip to use to balance a ball on a racquet  
Demonstrate balancing a ball on a racquet, both stationary and whilst moving  
Demonstrate the correct stance in order to hit a ball into a target  
Hit the ball over a net  
Catch and bounce with two hands  
Throw with two hands and sometimes, one hand  
Effectively stop a moving ball using different parts of my body  
Strike a moving ball in a controlled manner using apparatus  
Understand the need for warm up and cool down  
Copy and explore movements with control and co-ordination  
Respond imaginatively to a variety of stimuli

Vary levels, speed and direction of my movements  
Discuss own and other’s performance with simple vocabulary.  
Understand different pathways, straight, zig zag and curving.  
Show various ways of travelling and balancing with the body close to or far away from the ground/apparatus.  
Understand and show a variety of controlled turning jumps, using one or two feet.  
Understand how one movement can link with another smoothly and continuously.  
Understand the need for warm up and cool down, and also what is happening to my body during exercise  
Copy, remember and repeat simple actions, varying speed and levels  
Begin to select actions to construct simple sequences  
Begin to identify the difference between own performance and that of others  
Change speed and direction whilst running  
Jump and land accurately from a standing position  
Throw a variety of objects with one hand  
Recognise a change in temperature and heart rate during exercise  
**Taken from RSE**  
To know the benefits of physical activity  
To identify what affects their physical, mental and emotional health

## History

Use artefacts, pictures, stories, online sources and databases to find out about the past  
Identify some of the different ways the past has been represented  
Ask and answer questions about the past  
Describe significant people from the past  
Recognise that there are reasons why people in the past acted as they did  
Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children  
Understand significant historical events, people and places in their own locality  
Place events and artefacts in order on a time line  
Use dates where appropriate  
Show an understanding of the concept of nation and a nation's history  
Use historical vocabulary to understand historical events

## Music

Take part in singing, accurately following the melody.  
Copy simple patterns when singing or playing, keeping a steady pulse.  
Make and control long and short sounds, using voice and instruments.  
Show control when playing musical instruments so they sound as they should.  
Perform with others', taking instruction from the leader (start/stop, loud/soft etc).  
Take notice of others when I am performing.  
Use voices to chant, sing songs and experiment with vocal effects.  
Conduct using musical instructions e.g. pictorial symbols.  
Create short rhythmic phrases.  
Sequence sounds to create an overall effect.  
Create musical patterns e.g. loud and soft/short and long sounds.  
Represent sounds with symbols.  
Use symbols to represent a composition and use them to help with a performance.  
Understand that silence in music is known as a rest.  
Record compositions using graphic/non-standard notation.  
Identify the beat of a tune.  
Recognise changes in timbre, dynamics and pitch.  
Respond to changes in music.  
Begin to recognise that music can be used to suit a purpose (e.g. to prepare for assembly).  
Explore ideas and feelings about music using musical language.  
Name instruments when listening/playing - further percussion e.g. tambour, claves

## RE

What does the Bible say about how Christians should treat others and live their lives?  
Humans are created by God in his image, to look after God's creation and love their neighbour. Study of some of the Gospels: The Good Samaritan, Lost Son, Lost Sheep (Check what is covered in Year 1 God-Christianity unit)  
How can Christian faith and beliefs be seen in the actions of inspirational Christians?  
Mary, Peter and Paul who live like this.  
What does the Qur'an say about how Muslims should treat others and live their lives?  
Akhlaq – making good choices to keep creation in harmony.  
How can Muslim faith be seen in the actions of inspirational Muslims?  
Look at the stories about the prophets: Ibrahim, Nuh, Musa, Isa, Muhammad.  
What do Muslims to celebrate birth?  
Ummah is the giving thanks for a baby, Adhaan whispered into the ear of the baby.  
The aqiqah performed when the baby is 7 days old.  
What does it mean to belong and why does it matter to belong?  
All Muslims working together to follow the shariah.  
What do Christians do to celebrate birth?  
Service of thanksgiving or a Baptism .  
What does it mean to belong and why does it matter to belong?  
How it feels belong and how it feels when you feel like you don't belong, relate to the children's experiences.  
Thankfulness: Look at Harvest in Christianity, Look at Judaism in more detail: Key beliefs, key people, key texts, pace of worship (covered in year 1), Key festivals; Passover and Sukkot.

## PSHE Education

Listen to other people and contribute their own ideas about rewards and consequences  
Help make their class a safe and fair place  
Identify some ways in which a friend is different from me  
Say why I value this difference about him/her  
Explain some of the ways they worked cooperatively in a group to create an end product  
Express how it feels to be working as part of a group  
Identify some of the things that cause conflict between me and my friends  
Demonstrate how to use the positive problem-solving technique to resolve conflicts with friends  
Make some healthy snacks and explain why they are good for the body  
Express how it feels to share healthy food with friends  
Know how to respect their body and understand which parts are private  
Say what they like/don't like about being a boy/ girl

## RSE

To know that they belong to different groups and community such as family and school.  
To recognise that families look different (one-parent, two- parent, two fathers, two mothers, foster parents, adopted parents).  
To know those who look after them.  
To know how special people care for one another.  
To recognise what is fair and unfair, right and wrong, kind and unkind.  
To know that people's feelings can be hurt.  
To recognise when people are being unkind, how to respond and what to say and whom to tell.  
To know whom to trust and whom not to.  
To be able to manage conflict.  
To recognise types of teasing and bullying.  
To develop strategies to resist teasing and bullying.  
To know where to get advice.  
To know how to report concerns or abuse, vocabulary and with confidence.  
To know how to respond safely to adults whom they encounter.

To know how to take care of their body.  
To know to protect their bodies from unwanted and inappropriate contact.  
To know that it not always right to keep secrets.  
To understand the importance of respecting others.  
(likes, dislikes, choices, backgrounds and beliefs)  
To know and develop self-respect.  
To learn to show and develop mutual respect.  
To know that they have to respect the rights of others.  
To know that mental wellbeing is as important as physical wellbeing.  
To identify the normal range of emotions that they experience.  
To know how to talk about their emotions.  
To know when to seek support for their mental health.  
To know that household products and medicines can be harmful if not used properly.  
To understand the benefits of sufficient good quality sleep.  
To know that lack of sleep can affect weight, mood and ability to learn.  
To know the benefits of regular dental check-ups.  
To know how and when to use 999.  
To learn to communicate effectively with emergency services.