



Curriculum map Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning unit	From A to B Brainwaves	Superhumans	Buildings	Live and Let Live	The Magic Toy Maker Look and Listen	People of the Past
Key subject driver	Geography	Science	Design and Technology Science	Science	History Science	History
Big question Enquiry	How do we apply metacognitive strategies to improve our own learning?	Can you make a prediction? Can you compare your result with your prediction?	Can you explore ways of constructing parts of a design? Can you list materials and tools needed for production?	Can you use the senses safely to make observations?	Can you use key words and phrases relating to the passing of time? Can you order events and objects into a sequence?	Can you select and record relevant information about the past? Can you list a variety of ways to learn about the past? Can you suggest reasons for change?



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English Text	Block 1: Grandad's Island Block 2: Aesop's Fables- The Goose that Laid the Golden Eggs Block 3: Mrs Noah's Pockets	Block 4: Paddington Block 5: Paddington Block 6: The Christmas Pine	Block 7: The Quangle Wangle's Hat Block 8: Coming to England Block 9: The Street Beneath My Feet	Block 10: The Rhythm of the Rain Block 11: The Rhythm of the Rain Block 12: Little People, Big Dreams, David Attenborough	Block 13: Fantastically Great Women who changed the World Block 14: Fantastically Great Women who changed the World Block 15: Aesop's Fables- The Sun and the Wind	Block 16: Fantastic Mr Fox Block 17: Fantastic Mr Fox Block 18: Fantastic Mr Fox
Writing	Character descriptions Poems developing vocabulary Simple retelling of a narrative	Formal invitations Stories from other cultures	Non-chronological reports Formal invitations Character descriptions	Recount from personal experience Poems developing vocabulary	Non-chronological reports Recount from personal experience	Simple retelling of a narrative Stories from another culture
Maths	Place value Addition and subtraction	Addition and Subtraction Shape	Money Multiplication and Division	Length and Height Mass, capacity and Temperature	Fractions Time	Statistics Position and Direction

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Science	Can you make a prediction? Can you suggest a variable to change in an investigation? Can you compare your result with your prediction?	Can you suggest independent variables to test? Can you make predictions? Can you use your senses safely to make observations? Can you describe the method and results from an investigation?	Can you suggest independent variables to test in a guided investigation? Can you make predictions? Can you use the senses safely to make observations? Can you compare results with predictions? Can you describe the method and results? Can you suggest improvements to investigations?	Can you make predictions? Can you use the senses safely to make observations? Can you compare results with predictions? Can you describe the method and results? Can you suggest improvements to investigations?	Can you pose simple scientific questions and find out ways to answer them? Can you make predictions? Can you use the senses safely to make observations? Can you compare results with predictions? Can you describe the method and results? Can you suggest improvements to investigations?	



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Computing	Creating media – making music Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion	Programming A – Robot Algorithm Building on from skills in year 1, the children will use more complex algorithms to give instructions to a beebot.	Programming B - An introduction to quizzes Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning.	Creating media – digital photography Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving	Data and information – pictograms Learners will develop skills for collecting data and then presenting it in various ways. They will analyse data and use it to answer questions.	Computing systems and networks – IT around us How is information technology being used for good in our lives? With a focus on IT in the home, learners explore how IT benefits society. Whilst
			discussing the responsible use of technology, and how to make smart choices when using it.	photos. Finally, they will use this knowledge to recognise that images they see may not be real.	modify designs to create their own quiz questions in ScratchJr..	instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration.



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History	Can you select relevant information about the past? Can you order events chronologically?		Can you select and record relevant information about the past? Can you list a variety of ways to learn about the past? Can you suggest reasons for change?		Can you use key words and phrases relating to the passing of time? Can you order events and objects into a sequence? Can you use a range of sources to identify differences between your own lives and those of people who have lived in the past?	Can you select and record relevant information about the past? Can you list a variety of ways to learn about the past? Can you suggest reasons for change?
Geography	What are geographical features? How can you sort data? Can you describe geographical features of your local area?		Can you sort, group and classify data? Can you give views and opinions about the local environment?	Can you identify features of familiar places on a map and/or plan, including globes and digital maps? Can you describe geographical		
				features of the host country?		



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Art	Drawing, painting & collage	Modelling, painting, drawing & sculpture	Sewing, drawing & collage	Collage, drawing & painting (portraits)	Painting, collage & drawing (art through history)	Surrealism- painting, drawing & collage
Design Technology	Can you construct parts of a design? Can you produce a final design? Can you compare your design to the final product?		Can you explore ways of constructing parts of a design? Can you list materials and tools needed for production? Can you compare your design and product explaining any differences?	Can you explore ways of constructing parts of a design? Can you produce a final design proposal? Can you list materials and tools needed for production? Can you compare their design and product explaining any differences?	Can you explore ways of constructing parts of a design? Can you list materials and tools needed for production? Can you compare your design and product explaining any differences?	



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Music	Pulse To be able to sing, play and perform with a good sense of pulse.	Rhythm To perform a rhythm with confidence. Christmas concert	Technology, structure and form	Pitch To compose music combining rhythm, pitch, dynamics, timbre and tempo.	Voice and instrument To learn to sing with accuracy within a range of notes.	20th century music To listen to the way songs can change and develop to suit the times.
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RE	Who is a Christian and what do they believe?	What can we learn from sacred books?	Who is a Muslim and what do they believe?	What makes some places sacred?	How and why do we celebrate special and sacred times?	How should we care for others and the world, and why does it matter?
PSHE	Brainwaves & Zones of Regulation	Citizenship- Rights, Rules & Responsibilities	Citizenship- Working Together	Economic Wellbeing- Financial Capability	Healthy & Safer Lifestyles- Drug Education	CWP SRE
PE	Fundamental movement skills Multi-skills	Dance Multi-sports	Target Games Gymnastics	Multi sports 2 Functional Fitness	Athletics Striking & Fielding	Cooperation Fundamental Movement Skills 2