

Long Term Curriculum Map – Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Phonics – Phase 5 Spoken Language – speaking & listening opportunities Reading – Fluency & Comprehension strategies Writing – composition spelling vocabulary punctuation grammar handwriting	Phonics – Phase 5&6 Spoken Language – speaking & listening opportunities Reading – Fluency & Comprehension strategies Writing – composition spelling vocabulary punctuation grammar handwriting	Phonics – Phase 6 Spoken Language – speaking & listening opportunities Reading – Fluency & Comprehension strategies Writing – composition spelling vocabulary punctuation grammar handwriting	Phonics – Phase 6 Spoken Language – speaking & listening opportunities Reading – Fluency & Comprehension strategies Writing – composition spelling vocabulary punctuation grammar handwriting	Phonics – Phase 6 Spoken Language – speaking & listening opportunities Reading – Fluency & Comprehension strategies Writing – composition spelling vocabulary punctuation grammar handwriting	Phonics – Phase 6 Spoken Language – speaking & listening opportunities Reading – Fluency & Comprehension strategies Writing – composition spelling vocabulary punctuation grammar handwriting
Mathematics	Problem solving and reasoning Number and Place Value Addition and subtraction Measures Geometry: Properties of shape Geometry: position and direction Statistics Fractions	Problem solving and reasoning Number and Place Value Addition and subtraction Measures Geometry: Properties of shape Statistics Multiplication and division Fractions	Problem solving and reasoning Number and Place Value Addition and subtraction Measures Geometry: Properties of shape Multiplication and division Fractions Statistics	Problem solving and reasoning Number and Place Value Addition and subtraction Measures Multiplication and division Fractions Geometry: position and direction	Problem solving and reasoning Number and Place Value Addition and subtraction Measures Geometry: Properties of shape Multiplication and division Fractions Statistics	Problem solving and reasoning Number and Place Value Addition and subtraction Measures Geometry: Properties of shape Multiplication and division Fractions Statistics
Science	<u>Materials</u> Compare and describe the properties of materials and how these are used for specific purposes. Make predictions and record results.	<u>Living Things & their Habitats</u> To know; Living things are adapted to survive in different habitats. Compare animals in cold habitats to animals living in our locality. Different animals and plants adapt to live in different places. <u>Animals, including humans</u> Find out about the basic needs of animals and humans for survival (water, air and food)	<u>Plants</u> Identify and name various common plants. Know the term deciduous and evergreen. Identify the basic structure of a plant (root, stem, leaf and flower) Find out how plants need water, light and a suitable temperature to grow and stay healthy. Work scientifically: Asking simple questions and recognising that they can be answered in different ways.	<u>Materials</u> Compare and describe the properties of materials and how these are used for specific purposes. Include squashing, bending, twisting, stretching. Make predictions and record results.	<u>Living Things and their Habitats</u> To know; Living things are adapted to survive in different habitats. There is variation between all living things. Different animals and plants live in different places. Butterflies??	<u>Animals, including humans</u> Notice that animals, including humans, have offspring that grow into adults. Find out about the basic needs of animals and humans for survival (water, air and food) Describe the importance for humans of exercise, eating the correct amount of different food, and hygiene.

<p>Computing</p>	<p>Email- E-Safety Pupils learn to use email safely and responsibly to log on, check and compose emails on Purple Mash.</p>	<p><u>Creating digital content</u> <u>Mondrian</u> <i>Digital Literacy</i> Use tools to make geometric shapes and patterns. Fill in shapes to replicate the artist Mondrain. (linked to art)</p>	<p><u>Beebots</u> <i>Computer Science</i> Revisit algorithms and debugging to move a beebot around pictures of the events of the Great Fire of London.</p>	<p>Let's explore the Titanic- <i>Digital Literacy</i> Pupils explore, create and de-bug algorithms to recreate a passenger's route on the Titanic.</p>	<p>Stories within a familiar setting- <i>Digital literacy (Story Writing)</i> Pupils learn to use Purple Mash to present a story in different ways using a range of tools.</p>	<p>Stories within a familiar setting- <i>Digital literacy (Story Writing)</i> Pupils learn to use Purple Mash to present a story in different ways using a range of tools.</p>
<p>History</p>	<p><u>Pirates</u> Pupils will compare the lives of famous pirates, Grace O'Malley and Sir Ranulph Finnes.</p>	<p><u>Guy Fawkes and remembrance day- event beyond living memory</u> Look at the story and explore the feelings and impact of the plot on the people at the time and the lasting remembrance that is done. Use drama as a tool to enforce the importance of the foiled plot.</p>	<p><u>Great Fire of London – Significant national event beyond living memory</u> Compare similarities and differences between building materials and firefighting equipment from the past and now. Explore what changes were made when London was rebuilt. Ask and answer questions using a variety of sources and discuss the reliability of each.</p>	<p><u>Titanic – Significant events to the school's locality</u> Sequence events and provide a detailed account. Use and analyse various sources of information, identifying which is most useful and why. Children will have the opportunity to evaluate how things have changed.</p>	<p><u>St George and The Dragon</u> Look at and order the story of St George and the legend.</p>	<p>Look at all the events that have been covered this year in History and compare the links between time periods.</p>
<p>Geography</p>	<p><u>Continents and oceans</u> Children will build on their learning in Year 1 by recapping the four countries of the UK and capital cities. This will lead them on to begin learning about the continents and oceans and will link to pirates, the seas they sailed and the continents they robbed.</p>	<p><u>Weather patterns- Cold places</u> Children will describe the weather in the place that they live. Think about the differences between here and cold countries. Look at how they are similar and different to our locality. Identify and begin to describe the key components of the weather and monitor daily patterns and the seasonal change from Autumn to Winter. Continue to recap the continents and oceans of the world.</p>	<p><u>Hot places</u> Children will continue to describe the weather in the place that they live, thinking about the differences between hot and cold places and how this compares to our locality. They will locate hot locations around the world, with a focus on the Kalahari desert. They will continue to describe daily and seasonal weather variations and recap the continents and oceans of the world.</p>	<p><u>Super Southampton</u> <i>Link with History</i> Children will explore their local City & link this with the Titanic, mapping its journey across the seas & thinking about exportation. They will understand geographical similarities & differences through studying the human & physical geography of a small area of the United Kingdom. They will use world maps, atlases & globes to identify the United Kingdom and its countries as well as the countries, continents and oceans.</p>	<p><u>Hot and cold places</u> <i>Link with Science.</i> The children will recap what was learnt in Spring 2 when looking at the animals and their habitats in Science. They will name and locate the world's seven continents and five oceans.</p>	<p><u>Contrasting Locality Study:</u> Children will look at the features of Lordshill and compare it to another area in the country or to an area in another country.</p>

PE	<u>Gymnastics</u> Real Gym- Balance <u>Games</u> Co-ordination- footwork Static balance-one leg	<u>Dance:</u> street dance <u>Games</u> Dynamic Balance to Agility: jumping and landing Static balance-seated	<u>Gymnastics</u> Real Gym- Travel <u>Games:</u> Dynamic balance-on a line Static balance-stance	<u>Gymnastics</u> Real Gym- Flight <u>Games:</u> Co-ordination: Ball skills Counter balance: with a partner	<u>Gymnastics</u> Real Gym- Rotation <u>Games:</u> Co-ordination: sending and receiving Agility: Reaction/Response	Agility: Ball chasing Static balance Floor work Athletics/Sports day/HFF
Art	<u>Introduction to Sketching</u> Children build upon sketching skills learnt in Year 1. Children learn and explore shading.	<u>Mondrian and Pollock</u> Children explore the work and techniques of both artists before creating their own Pollock using paint and Mondrian using digital media.	<u>Nature</u> Children make observational drawings of plants and flowers. Children learn how to create shades and tones using watercolours. Children explore Henri Rousseau’s botanical works and then create their own Rousseau style piece using watercolours.		<u>Textiles</u> Cross curricular with D.T. Children explore joining techniques before designing and making their own felt glove puppets.	<u>Printing</u> Children explore different printing techniques. Children create their own repeating patterns
Music	<u>Hands, Feet, Heart</u> South African Styles African Music and Freedom Songs Historical context of musical styles- Nelson Mandela Pirate sea shanties	<u>Ho Ho Ho</u> Christmas Big Band, Motown, Elvis Christmas Unit - Christmas Songs and Concert	<u>Zootime</u> Reggae Animals, poetry and the Historic context of Music styles.	<u>I want to play in a band</u> Rock Team work, working together The Beatles	<u>Friendship Songs</u> Exploring with music styles and instruments Composing opportunities	<u>Reflect, Rewind, Replay</u> Western Classical Music and your choice from year 2 Consolidate the foundations of the language of Music.
DT		<u>Wheels and Axles</u> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products			<u>Puppets</u> build structures, exploring how they can be made stronger, stiffer and more stable.	<u>Cooking and Nutrition</u> Design an appealing and healthy snack (i.e. fruit smoothie) (link to Healthy fun week)
RE	<u>Symbols (Harvest)</u> Enquire: What is a symbol? Contextualise: Why is the Harvest loaf important to Christians? Introduce the 5Ks linking to symbols. Evaluate: what do we think of the Harvest loaf as a symbol? Communicate: when would you want to use your symbol?	<u>Symbols (candlelight)</u> Communicate: What are our own responses to candlelight? Apply: When do we see candlelight? How does it make us feel? Why? Contextualise: Why is candlelight important to Christians at Christmas/Sikhs at Diwali? Evaluate: Why is the Christingle special?	<u>Change</u> Communicate: How do we feel when things change? Apply: Is there anything you would like to change in school? Contextualise: linking to stories Jesus met – What changes happened? Why? Evaluate: Why are these stories important to Christians?	<u>Sadness to Happiness</u> <u>(Easter)</u> Communicate: When have you been sad/happy? Apply: What different things can make people sad then happy? Enquire – What is sadness/happiness? Contextualise: What are the sad/happy parts of the Easter story? Evaluate: Is it important for Christians to feel sad/happy at Easter time?	<u>Community (Baisakhi)</u> Communicate own responses to remembering. Apply: Are there things that help us to remember? Enquire: What does remembering mean? Contextualise: What do Sikhs remember at Baisakhi? Reflect: why is this important to Sikhs?	<u>Ritual (water)</u> Enquire: What does ritual mean? Contextualise: How is water used by Christians in ritual? Evaluate: What is the value of doing this ritual? Contextualise: How is water used in rituals by Sikhs? Evaluate: What is the value of Sikh water rituals? Communicate: What rituals do I do with water? Apply: How do water rituals make me feel?

<p>PHSE</p>	<p><u>Relationships and friendships</u></p> <p>About a wide range of feelings and how to manage them. How to be sensitive to the feelings of others. How people's bodies and feelings can be hurt. The importance of listening to others people and find ways to resolve disagreements. Ways to resist teasing and bullying. About the impact of kindness and unkindness on self and others.</p>	<p><u>Living in the wider World- celebrating difference</u></p> <p>Identify what is unique about ourselves as individuals. To begin to understand that everyone is different and that we are all special in unique ways. To look beyond appearances and not judge people too quickly.</p>	<p><u>Health and Wellbeing- Drugs and alcohol</u></p> <p>Know when something is safe or unsafe and know when something is too risky. Know some things we put in our bodies can harm us. Know some rules to stay safe. Be able to follow safety instructions.</p>	<p><u>Living in the wider World- Healthy body and mind</u></p> <p>Know a range of feelings and that we might not understand them all. Explore how uncomfortable feelings can have a physical effect on us. Know some ways to manage our feelings. Understand that we can always ask for help to manage our feelings.</p>		<p><u>Changes</u></p> <p>Linked to Science Know and discuss the changes in their bodies and changes in their lives. Know the correct name for the external genitalia.</p>
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