

## Year 2 – Curriculum Mapping

Curriculum Area	Curriculum Overview
English	<p><b>A-Extended Stories</b> (Alexander McCall Smith/ Lauren Child and Mary Norton) <b>Instructional text</b> Stories with familiar settings (cc Geog Zimbabwe) <b>Recounts</b>– News. <b>Diary Writing</b> –CC GFOL. <b>Class Rhythms</b>- ( History GFOL) <b>Non chron reports</b>– Science– CCchanging materials) <b>Nonsense Rhythms</b></p> <p>Sp– <b>Extended Stories</b>– Lauren Child. <b>Recount</b>– News. <b>Different stories by the same author</b>– Lauren Child. <b>Traditional Tales</b> ( Red Riding Hood– and alternative tales)</p> <p>Su <b>Rhyming stories</b> ( Julia Donaldson) <b>Non Chronological</b> reports <b>Classic Rhythms</b> <b>Shape Poems</b> <b>Diary Writing</b> <b>Extended Stories</b>. <b>Recount</b>– News Instructions– Neil Gaiman</p>
Maths	<p>Tallies and Graphs ( links with science– living things in their habitat and healthy living plate) Measures– links to geog– thermometers– hot and cold</p> <p>PSHCE– links with money Music– patterns and shapes.</p> <p>Sequencing time ( history links with big timeline) Cooking– practical measuring skills</p>
Science	<p><b>Su Plants</b>-describe how seeds and bulbs grow. How plants need water, light and temp to grow– <b>English. Plant diary</b></p> <p><b>Sp- Living things in their habitats</b>- Differences between things that are living, dead, and never been alive, habitats for living things, needs of animals and plants &amp; dependency Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p><b>Aut Materials- Uses of everyday materials</b>/changing materials ( English non chron reports) <b>Healthy living and animals including humans</b> ( DT healthy living plate) <b>Animals including humans</b> animals produce offspring, needs of humans including air/ water/ food: need for exercise and healthy diet</p>
History	<p><b>Skipton Castle</b>: Local History Study investigation: Visit to the medieval Castle, sources including painting/ diaries/ observations/ knowledge of an expert, topic vocabulary ( links with Art and DT– winding mechanisms )</p> <p><b>Great fire of London</b> ( links with English Diary writing and classic rhymes– Art charcoal drawings) Significant individual– Samuel Pepys . History timeline, key events of the fire, primary sources-Samuel peeps diary.</p>
Geography	<p>Geographical Knowledge– The world ( continents/oceans) Hot and cold areas relating to Poles and equator.</p> <p><b>London: Katie in London</b> ( DT– sliding pop up mechanisms Link to DT and Transports– 80 days around the world</p> <p><b>Locality outside the UK– Australia</b> Non European contrasting locality– <b>The children learn some geographical facts about the two places, some world knowledge and compare their lives with an example of a child that lives in Zimbabwe.</b></p>
Art	<p>Drawing: Using a viewfinder children will focus on part of an African artefact or animal and draw onto a coaster to make an artefact Drawing a part of Skipton Castle to use in the 'tryptych' using a viewfinder (create an abstract picture using the different softness of pencil to get initial textures followed by using some charcoal to get more light and dark. Painting: Using a limited palette (3 colours) children Zimbabwean coaster. Castle 'Tryptych': Knowledge of Art: Through the Computing section of artists, children review and discuss the work of: Georgia O'Keefe, William Morris, Degas, Van Gogh, Mondrian, Monet and Lauren Child and create pieces of work digitally which are done in the style of each artist. Colours within the Zimbabwean artefact project will be linked to natural and man-made items.</p>
DT	<p><b>Projects: 1</b>: Sliders and Levers: London transport theme ( pop up books and cards)</p> <p><b>Project 2</b>: Axles and wheels ( vehicles)</p>
Religious Education	<p>How and why we celebrate sacred times</p> <p>What can we learn from sacred books? ( From Muslim/ Christian perspective)</p> <p>Who is a Muslim and what do they believe How should we care for others and the world</p>
PSHCE (Full details 2020 Curriculum Y2)	<p><b>Active citizen</b>– How can we improve the environment <b>CREATE</b> <b>Keeping Myself Safe</b>: Online/ Offline/ Safety Rules: Road/playground/ online</p> <p><b>Me and my relationships</b>– Different types of relationships/ friendships/ Respect/ Different backgrounds .</p> <p><b>Healthy lifestyle</b>– Keeping clean/ Personal Hygiene <b>Me and my Future</b>-Money continued/ needs and wants/ y2 achievements/ strengths and areas to improve</p>
Music	<p>Cc links <b>Great fire of London: (1666)</b> Baroque- (early music form 17th Century) -<b>History</b> <b>Music from contrasting locality as appropriate. (Zimbabwe)- Geography</b></p> <p><b>BBC– Take 10 Pieces- Little Train of the Caipira</b> by Heitor Villa– Lobos (Contemporary) <b>In the hall of the Mountain King</b> Peer Gynt (<b>Links to geography</b>) ( Romantic era)</p> <p>Subject Specialist teaching:: The Frogs/Flight of the bumble bee.</p>
Computing	<p>( See purple Mash).</p> <p>Coding, Online Safety, Spreadsheets, Questioning , effective searching , Creating pictures, Making Music, Presenting Ideas.</p>
PE	<p>Su Multi-skills, Athletics/ sports day skills, Games</p> <p>Sp Multi– Skills, Gymnastics, Yoga,</p> <p>A Multi Skills, Fundamental movement skills, Dance,</p>
MFL	<p>Further development of greetings</p> <p>French/ Spanish/ Irish/ Turkish/ Zimbabwean ( and any relating to children)</p>