YEAR 2 CURRICULUM MAP *(TOPICS MAY BE MOVED AROUND AT TEACHERS' DISCRETION)* CROSS-CURRICULAR LINKS
OPPORTUNITIES FOR SPIRITUAL EXPERIENCES MATHS LINKS (SEE DETAILS BELOW) CROSS CURRICULAR WRITING OPPORTUNIES

SUBJECT	AUTUMN		SPRING		SUMMER	
SCIENCE	Animals: AQ Basic needs of animals, including humans, for survival Importance of exercise, healthy eating and hygiene AQ AW	Materials: Identify/compare everyday materials, including plastics Maths links: Statistics, Shape Writing Link: Instructions AW AQ	Plants: Identify plants and their basic needs Light and Dark	Living Things: Identify habitats and how they support different animals	Plants: AW How plants grow and develop into mature plants; life cycles Maths Links: Statistics, Measurement	Growing Up/Wildlife: Life Cycles AQ AW
R.E.	**Value: CREATIVITY** UNIT 1.2: Who do Christians say made the world? Harvest customs AQ	**Value: COURAGE** UNIT 1.6: Who is Muslim and how do they live? Remembrance Day Christmas customs AQ OPU	**Value: JUSTICE** UNIT 1.7: Who is Jewish and how do they live? AQ Class Assemblies	**Value: FORGIVENESS** UNIT 1.5: Why does Easter matter to Christians? AQ OPU Writing Link: Diary Entry Class Assemblies	**Value: TRUST** UNIT 1.4: What is the 'good news' Christians believe Jesus brings? AQ AW Writing Link: Recount	**Value: PEACE** UNIT 1.8: What makes some places sacred to believers? (Sikhism) AQ
HISTORY/ GEOGRAPHY	Our Local Area: OPU AQ Where we live: address, our home Dudley: location, map work, town centre etc Our school: aerial photographs. Locality: what's nearby? Writing Link: Persuasion Famous local people: John Williams Jesson, Sir Lenny Henry, Duncan Edwards, Dorothy Round Black History: Mary Seacole, Martin Luther King, Rosa Parks AQ INS Maths link: Place Value		The United Kingdom: AQ OPU Countries and capital cities; famous landmarks; weather Compass points; Patron saints Physical features: rivers, mountains, coastal region Atlas skills: Using an atlas to identify the seven continents and five oceans. OPU Compare UK with another non-European country Maths link: Positional Vocabulary		Inventors Changes in technology and communication: Alexander Bell, Tim Burners-Lee, Steve Jobs. Thomas Edison, Brunel AQ OPU Beyond Living Memory: Learn about significant events, national and global e.g. Race to the Moon, Race to the Antarctic, Race to Victory (Olympic Games) AQ OPU	
ART/DESIGN	Famous artists: Banksy, Warhol Maths Link: Shape		Famous British artists: Turner		Famous Artist: Wassily Kandinsky	
D.T.		Christmas craft skills Clay Remembrance poppies Maths links: Measurement, Shape			D.T. Project: New Inventions Writing Link: Instructions – Inventions Food Technology mini-project: "Seaside Snacks"	
P.E.	GetSet4PE Units: Ball Skills Gymnastics	GetSet4PE Units: Sending and Receiving Dance	GetSet4PE Units: Team Building Gymnastics	GetSet4PE Units: Striking and Fielding Dance	GetSet4PE Units: Athletics Gymnastics	GetSet4PE Units: Target Games Dance *Sports Day* INS
COMPUTING	*Online Safety* Kapow Unit Computing Systems 1: What is a computer?	Kapow Unit Programming 1: Algorithms and debugging	Kapow Unit Computing Systems 2: Word Processing	Kapow Unit Programming 2: MakeCode	Kapow Unit Creating Media: Stop-motion using tablets	Kapow Unit Data Handling: International Space Station
MUSIC	Great Fire of London	Toys	Four Seasons	Oceans	Jupiter	Folksongs
PSHE (inc. HRE)	Well-being: Understanding and recognising our emotions, introduction to mindfulness	Anti-Bullying Week activities Friendships: dealing with conflict	The Wider World: charity work; comparing UK life to other countries Gender stereotypes	E-safety: keeping safe online Well-being: fire safety	Relationships: friendship qualities; exploring what 'pride' means AQ	Well-being: PANTS Basic human body parts and life cycle

SUBJECT OBJECTIVES *(STATUTORY)*

(Suggested Maths links)

SCIENCE	**Working scientifically** During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills: ▪ 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 **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 micro-habitats ▪ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify/name different sources of food. **Maths links: Statistics - compare and sort animals using tables and Venn diagrams. Record sensory walk using tally chart. Place Value - Compare temperatures of different habitats** **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. **Maths Links: Measurement - plant growth. Place Value - Compare life cycle lengths, use number facts to identify plants** **Animals, including humans** ▪ **notice that animals, including humans, have offspring which grow into adults (HRE)** ▪ 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. (HRE)** **Maths Link: Fractions - use fractions to create a healthy meal.** **Uses of everyday 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 **Maths links: Statistics and Shape - compare and sort objects (including their shape properties) using tables and Venn diagrams**
R.E.	**Festivals** Harvest, Remembrance, Christmas, Eid, Diwali, Easter, Mothering Sunday **New Worcestershire Agreed Syllabus Units:** 1.2 Who do Christians say made the world? 1.4: What is the 'good news' Christians believe Jesus brings? 1.5: Why does Easter matter to Christians? 1.6: Who is Muslim and how do they live? 1.7: Who is Jewish and how do they live? 1.8: What makes some places sacred to believers? (Sikhism)
HISTORY	Pupils should be taught about: ▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ▪ events beyond living memory that are significant nationally or globally ▪ the lives of significant individuals in the past who have contributed to national and international achievements. ▪ significant historical events, people and places in their own locality. **Maths link: Place Value - Compare and order dates on a timeline < > =**

GEOGRAPHY	Pupils should be taught to: **Locational knowledge** ▪ name and locate the world's seven continents and five oceans ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place knowledge** ▪ 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 **Human and physical geography** ▪ identify seasonal and daily weather patterns in the UK and the location of hot/cold areas of the world in relation to the Equator and the North and South Poles ▪ use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **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 simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ▪ use simple fieldwork/observational skills to study the geography of their school, its grounds and the key human/physical features of its surrounding environment **Maths link: Position - use positional vocabulary to describe locations, inc. turns**
ART/DESIGN	Pupils should be taught: ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. **Maths link: Shape - identify and describe the properties of 2D shapes**
D.T.	When designing and making, pupils should be taught to: **Design** ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria **Technical knowledge** ▪ build structures, exploring how they can be made stronger, stiffer and more stable ▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Cooking and nutrition** ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from. **Maths links: Measurement - draw and measure length; Shape - 2D shapes in Christmas crafts**

P.E.	Pupils should be taught to: ▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ▪ participate in team games, developing simple tactics for attacking and defending ▪ perform dances using simple movement patterns. **Maths link: Position - Use positional language when learning dance moves, Measure and Time when practising sports day races**
I.C.T.	Pupils should be taught to: ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ recognise common uses of information technology beyond school ▪ **use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. (HRE)** **Maths link: PSR - Using logic and reasoning skills, Statistics - record data using simple tables**
MUSIC	Pupils should be taught to: ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and un-tuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music.