



## Year 2 Interim Curriculum Map



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Significant National Individual: Explorers</b>	<b>Keeping Healthy</b>	<b>Great Fire of London</b>	<b>South Africa</b>	<b>Living Things</b>	<b>Significant Local Individuals</b>
English Poetry	<b>Poetry - List poems</b> Looking at, performing and writing shape poems.	<b>Poetry- Observation poems</b> Looking at, performing and writing observation poems	<b>Poetry - Senses poems</b> Looking at, performing and writing poems about senses.	<b>Poetry - performance poetry</b> Looking at, performing and writing performance poetry.	<b>Poetry - Language Play</b> Looking at, performing and writing poems which play with language.	
English (Narrative)	<b>Monkey See-Monkey Do!</b> <b>Story type:</b> Character flaw  The children will be looking at different beginnings and endings of stories. Write their own version of the story using a different beginning phrase and ending. .	<b>Little Red Riding Hood</b> <b>Story Type:</b> A journey  The children will focus on description and settings. The children will change the setting of the story.	<b>The Three Little Pigs</b> <b>Story Type:</b> Beating the baddie  The children will be looking at the Main Characters feelings and actions through the story. Write their own version of the story.	<b>How the Tortoise got his shell</b> <b>Story Type:</b> Losing and finding  The children will explore the feelings of losing something. They will write their own version of losing something and how they can overcome it.	<b>Jack and the Beanstalk</b> <b>Story Type:</b> Wishing story  The children will explore dialogue within a story and how it can help describe characters more effectively.	<b>Peter and the Wolf</b> <b>Story Type:</b> Warning story  The children will be looking at how paragraphs can mark changes of scene as the story moves through the different parts of the story.
English (Non-fiction)	<b>Persuasive</b> <u><i>Persuading people to travel to the New World America</i></u> The children will be learning about	<b>Instructions</b> <u><i>How to make a Christmas Decoration</i></u> The children will be learning about	<b>Discussion</b> <u><i>Should the wolf be allowed back into the neighbourhood?</i></u> Developing language around discussion,	<b>Non-Chronological Report</b> <u><i>Report about an African Animal</i></u> The children will be finding out about	<b>Explanation</b> <u><i>How plants grow</i></u> Children will learning about using a three part structure in sentences or short	<b>Recount – Journalistic writing</b> <u><i>Capture of the Wolf</i></u> The children will be learning about organising the Newspaper report



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	persuasion. How posters encourage us to go to places. The children will write their own poster..	reading, following, telling and writing clear instructions. Children will learn about imperative verbs and connectives to show the order.	headings to show points of view.	African animals. They will use the information they find to make class information fact sheets about a variety of African animals.	paragraphs to help order facts and ideas. Children will learn about using connectives to show cause and effect to link reasons.	recount in sequence and into the three main sections: Opening, Middle, Conclusion. We will also be looking at when to use third person and first person within a report.
Spellings, Punctuation and Grammar						
Reading						
Maths	White Rose Maths Hub	White Rose Maths Hub	White Rose Maths Hub	White Rose Maths Hub	White Rose Maths Hub	White Rose Maths Hub
Science	<p>Through related topic / art and DT activities:</p> <p><b>Use of everyday materials</b></p> <p>Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>How the shapes of solid objects made from some materials can be changed by squashing, bending,</p>	<p><b>Through pictures, videos, discussions, games, group activities explore: Animals, including humans</b></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p><b>Use of everyday materials</b></p> <p>Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p><b>Looking at what things were made from then and now</b></p>	<p><b>Use topic work on South Africa and African animals to explore: Living things and their habitats</b></p> <p>Identify that most living things live in habitats to which they are suited.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Simple food chains.</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify and name a variety of plants and explore their habitats</p> <p><b>Through setting up an experiment and making observations and measurements: Plants</b></p>	<p>Through related topic work in DT and discrete Science work explore:</p> <p>How the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>



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	twisting and stretching.	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.			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.	
History	<p><b>By using pictures, video clips, texts, drama children will explore the lives of the international explorer Christopher Columbus and the national explorer Sir Francis Drake</b></p> <p><b>They will discuss their own opinions of these explorers (were they good or bad people) and how their explorations helped people understand the world</b></p> <p><b>To understand vocab: Past, century, centuries ago, local, regional,</b></p>		<p><b>Events beyond living memory that are significant nationally or globally</b></p> <p><b>By using pictures, video clips, texts, drama children will explore the Great Fire of London answering questions:</b>  <b>What happened?</b>  <b>Why did it happen?</b>  <b>Why did it spread?</b>  <b>How do we know what happened?</b>  <b>What changed after the Great fire?</b></p> <p><b>Link to live nowadays:</b></p>			<p><b>Significant historical events, people and places in their own locality</b> famous local person</p> <p><b>Compare the lives of significant individuals</b> Florence Nightingale and Edith Cavell.</p>



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	national and international (global)		E.g. fire brigade, houses, materials used			
Geography	<p><b>Location knowledge</b> Name and locate the world's continents and oceans by using songs, video and atlas's and maps.</p>	<p><b>Human &amp; physical knowledge</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in relation to the Equator and poles.</p> <p><b>Link to Science:</b> Keeping healthy during different seasons of the year</p>		<p><b>Human &amp; physical knowledge</b> Using our topic work on South Africa to explore:</p> <p>Review, extend - Name and locate the world's continents and oceans by using songs, video and atlas's and maps.</p> <p>The location of hot and cold areas in relation to the Equator and poles.</p> <p>Understand geographical similarities and differences between Africa and the UK</p> <p>Use basic geographical vocabulary to refer to soil, season and weather</p> <p>Geographical skills</p>		<p><b>Through exploring the life of Edith Cavell we will look at the following:</b></p> <p><b>Geographical field work</b> Use compass directions and locational directional language Use aerial photographs to recognize landmark features in Norwich</p>



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				Use world maps, atlases and globes to find Africa		
Computing	<p>Safety of using ICT Insert picture into doc and using painting tools to colour the 7 different continents and add text to name the continents and the 5 oceans. Save their work and retrieve it.</p>	<p>Safety of using ICT Going to retrieve a food pyramid, insert into a document. Find, resize and use clipart pictures of food to add into the correct part of the pyramid</p> <p>Use video to create an exercise video or / and Use digital camera to create exercise instruction cards</p>	<p>Communicate online safely and respectfully.</p> <p>Using a programming program: Write and test simple programs.</p> <ul style="list-style-type: none"> <li>• Understand how to make something move Give a single instruction to make something happen</li> <li>• Explain what has happened when using ICT for control</li> <li>• Predict what might happen when controlling</li> </ul> <p>Organise, store, retrieve and manipulate data</p>	<p>Safety of using ICT Use internet to find information about African country</p> <p>Use shape tools to draw three different shapes which will be used to sort the different African animals (e.g. with fur / no fur / with wings)</p> <p>Resize pictures of animals to fit appropriately into each shape</p>	<p>Safety of using ICT Make a slide show to explain how plants grow</p> <p>Insert pictures and text. Resize pictures. Use space bar between words</p> <p>Use a programmable toy (beebot) to follow a specified route (Linked to Maths learning on position and direction</p>	<p>Safety of using ICT Discuss the different ways we have used ICT</p> <p>Go through other activities and decide which ICT we would use and why from what we have learnt</p> <p>Discuss why is ICT important: Use examples / visual prompts to help discussion</p> <p>Reivse / reinforce and extend: Using a programming program: Write and test simple programs.</p>



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PSHE						
RE						
Art and Design	<p><b><u>Painting</u></b> Create a sea / sky background for collage work. Use ready made paints: blue, white, black, yellow to explore how tone, plus marks to express mood plus distinguish between sea and sky</p> <p>Collage work</p> <p>Create a collage of a ship to stick onto the painted background</p> <p>Think about how to create the planks of wood which form the hull of the boat</p> <p>Think about the different adhesives / collage materials and decide on the most effective choice for the task</p>	<p><b><u>Painting</u></b> Create a watercolour picture of one of the seasons using colour and marks to express mood.</p> <p><b><u>Textiles</u></b> Make a face picture by applying colour by printing using vegetables,</p> <p>Draw a picture of a face but use the shapes of vegetables to show the different features</p> <p><b><u>Printing</u></b> Exploring human / animal face images through monoprinting onto paper</p>	<p><b><u>Textiles</u></b> Make old paper by tea / coffee staining to write on in a related topic history task</p> <p>Use pastels to explore tone and colour to create a fire background for Great Fire of London collage</p> <p>Create black silhouette house from black paper to add to fire background</p>	<p>Sculpture Make a clay African animal:</p> <ul style="list-style-type: none"> <li>● How to make it sturdy and more stable</li> <li>● using tools to add shape and texture to clay work</li> <li>● Evaluate work</li> </ul> <p>Draw a range of animals using step by step instructions to improve own drawing. Use a range of resources to decorate own drawing (water colours, paints, pencils, pastels)</p>	<p>Look at Famous artist: Vincent Van Gogh's flower paintings</p> <ul style="list-style-type: none"> <li>● Developing skills of overlapping and overlaying</li> <li>● Drawings, encourage children to look carefully and modify work.</li> <li>● Use pastels / paints to colour work</li> </ul>	
Design and Technology	Communicate their ideas with a partner	<b><u>Cooking &amp; Nutrition</u></b>	<b>Design and make a 3D London house from 1666</b>	<b><u>Textiles:</u></b> Make a felt animal hand puppet:	Make 3d flowers:	Through discrete Science activities:



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	<p>to make a design of a ship made from paper</p> <p>To make a 3D model of a ship using just paper. Think about how to make it stronger, stiffer and stable. Also think about best way to join pieces together.</p>	<p>To use discussion, video to find out about where different foods come from and the 5 food groups (food pyramid) and what a healthy diet looks like.</p> <p>Prepare a class salad:</p> <ul style="list-style-type: none"> <li>● To cut, peel, grate and chop ingredients.</li> <li>● Work safely and hygienically.</li> <li>● Understand a balanced diet.</li> </ul>	<p><b>Think about the resources needed and how to attach and join different parts</b></p> <p><b>Evaluate own work</b></p>	<ul style="list-style-type: none"> <li>● Sewing to join fabrics</li> <li>● Decorate fabrics with buttons, beads, sequins, braids and ribbons.</li> <li>● Evaluate work</li> </ul>	<ul style="list-style-type: none"> <li>● explore and use <b>mechanisms</b>, in their products. eg. Insert paper fasteners for linkages.</li> <li>● exploring how they can be made stronger, stiffer and more stable</li> </ul>	<ul style="list-style-type: none"> <li>● build structures, exploring how they can be made stronger, stiffer and more stable eg roll paper into tubes</li> </ul>
Music	Charanga: Hands, Feet, Heart	Charanga: Ho Ho Ho	Charanga: I wanna play in a band	Charanga: Zootime	Charanga: Friendship Song	Charanga: Reflect, Rewind and Replay
PE						
Trips/Visitors		Eastern College		Africa Alive		Norwich Cathedral: Edith Cavell