



## 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><br>Looking at, performing and writing shape poems.   | <b>Poetry- Observation poems</b><br>Looking at, performing and writing observation poems   | <b>Poetry - Senses poems</b><br>Looking at, performing and writing poems about senses.   | <b>Poetry - performance poetry</b><br>Looking at, performing and writing performance poetry.  | <b>Poetry - Language Play</b><br>Looking at, performing and writing poems which play with language.  |  |
| English (Narrative)   | <b>Monkey See-Monkey Do!</b><br><b>Story type:</b> Character flaw<br><br>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><br><b>Story Type:</b> A journey<br><br>The children will focus on description and settings. The children will change the setting of the story. | <b>The Three Little Pigs</b><br><b>Story Type:</b> Beating the baddie<br><br>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><br><b>Story Type:</b> Losing and finding<br><br>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><br><b>Story Type:</b> Wishing story<br><br>The children will explore dialogue within a story and how it can help describe characters more effectively. | <b>Peter and the Wolf</b><br><b>Story Type:</b> Warning story<br><br>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><br><u>Persuading people to travel to the New World America</u> The children will be learning about  | <b>Instructions</b><br><u>How to make a Christmas Decoration</u><br>The children will be learning about  | <b>Discussion</b><br><u>Should the wolf be allowed back into the neighbourhood?</u><br>Developing language around discussion,  | <b>Non-Chronological Report</b><br><u>Report about an African Animal</u><br>The children will be finding out about  | <b>Explanation</b><br><u>How plants grow</u><br>Children will learning about using a three part structure in sentences or short  | <b>Recount – Journalistic writing</b><br><u>Capture of the Wolf</u><br>The children will be learning about organising the Newspaper report   |



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|                                    |   |   |  |   |   |   |
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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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|         |  |   |   |  |  |  |
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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.<br><br>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><br/> <b>What happened?</b><br/> <b>Why did it happen?</b><br/> <b>Why did it spread?</b><br/> <b>How do we know what happened?</b><br/> <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><br/>famous local person</p> <p><b>Compare the lives of significant individuals</b><br/>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><br/>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><br/>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><br/>Keeping healthy during different seasons of the year</p> |   | <p><b>Human &amp; physical knowledge</b><br/>Using our topic work on South Africa to explore:</p> <p>Review, extend -<br/>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><br/>Use compass directions and locational directional language<br/>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<br/>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.<br/>Save their work and retrieve it.</p> | <p>Safety of using ICT<br/>Going to retrieve a food pyramid, insert into a document.<br/>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<br/>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<br/>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<br/>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<br/>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<br/>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><br/>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><br/>Create a watercolour picture of one of the seasons using colour and marks to express mood.</p> <p><b><u>Textiles</u></b><br/>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><br/>Exploring human / animal face images through monoprinting onto paper</p> | <p><b><u>Textiles</u></b><br/>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<br/>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.<br/>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><br>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.</p> <p>Think about how to make it stronger, stiffer and stable.</p> <p>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   |