|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Delves Lane Primary School | | Year 2 Curriculum Map | | | | | | | | Delves Lane Primary School |
| **Term** | | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** | |
| **Reading and phonics** | | Focus sounds: /ae/, /d/, /ee/, /i/ and <y>  Author of the term: Lauren Child | Focus sounds:  /oe/, /n/, /ie/ and /er/  Author of the term: Quentin Blake | | Focus sounds:  /v/, /oo/, /j/ and /g/  Author of the term: Jeanne Willis | Focus sounds:  <g>, /f/, <gh> and /m/  Author of the term: Roald Dahl | | Focus sounds:  /or/, /h/, /air/ and /k/  Author of the term: Mahri Hedderwick | Focus sounds:  /r/, /t/, /z/ and /eer/  Author of the term: Anthony Browne | |
| **Writing** | **Fiction** | Text:  Jack and the Beanstalk  Story Pattern: Rags to Riches  Focus: Openings and Ending | Text:  George and the Dragon  Story Pattern: Defeat the monster  Focus:  Dialogue | | Text:  Stuck  Story Pattern: losing Story  Focus: Setting | Text:  Little Red Riding Hood  Story Pattern:  Warning tale  Focus: Character | | Text:  Pirate Tom  Story Pattern: Journey Tale  Focus:  Suspense | Text:  Cinderella  Story Pattern: Rags to Riches  Focus:  Character | |
| **Non-fiction** | Should Jack be punished?  Text type:  Persuasive Leaflet | Dragons  Text type:  Information | | How to get something down from a tree  Text type:  Instructions | The diary of a wolf  Text type:  Diary recount | | SATS | Warning Poster for the ugly sisters  Text type:  Persuasive | |
| **Maths** | | **Place Value**  **Addition and subtraction** | **Measurement: Money**  **Multiplication and division** | | **Multiplication and division**  **Statistics** | **Geometry: Properties of shape**  **Fractions** | | **Measurement: Length and Height**  **Geometry: Position and direction** | **Measurement: Length and Height**  **Geometry: Position and direction** | |
| **Science** | | **What do living things need to survive?**  Asking simple questions and recognising that they can be answered in different ways  Performing simple tests  Identifying and classifying  Using observations and ideas to suggest answers to questions  Gathering and recording data to help in answering questions  Notice that animals, including humans, have offspring which grow into adults  Find out about and describe the basic needs of animals, including humans, for survival (water, food, air)  Describe the importance for humans of exercise, eating the right amounts of different foods, and hygiene | | | **Why do we choose certain materials?**  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 observations and ideas to suggest answers to questions  Identify and compare the suitability of a variety of everyday materials, including wood, 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 | | | **Where do animals live?**  Observing closely, using simple equipment  Identifying and classifying  Using observations and ideas to suggest answers to questions  Explore and compare the difference 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 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 and name different sources of food | **How do plants grow?**  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 observations and ideas to suggest answers to questions  Explore and compare the difference 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 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  Observe and identify how seeds and bulbs grow into mature plants  Find out and describe how plants need water, lights and suitable temperature to grow and stay healthy | |
| **History** | | **What did England learn from the Great Fire of London?**  Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods  Significant historical events, people and places in their own locality | | | **Who was History’s greatest Queen?**  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | | | **How did Florence Nightingale change healthcare?**  Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | | |
| **Geography** | | **Just how big is the world?**  name and locate the world’s seven continents and five oceans  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   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 | | | **What would I see if I went on safari?**  name and locate the world’s seven continents and five oceans  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  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  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 | | | **How do maps help us?**  name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  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 and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | | |
| **Art** | | **What art can we see in the animal kingdom?**  Use a range of materials creatively to design and make products  Use drawing to develop and share their ideas, experiences and imagination  Use painting to develop and share their ideas, experiences and imagination  Use sculpture to develop and share their ideas, experiences and imagination  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | | | **How do different sculptors create their art?**  Use a range of materials creatively to design and make products  Use sculpture to develop and share their ideas, experiences and imagination  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Learn 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 | | | **How do I look?**  Use a range of materials creatively to design and make products  Use drawing to develop and share their ideas, experiences and imagination  Use painting to develop and share their ideas, experiences and imagination  Use sculpture to develop and share their ideas, experiences and imagination  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Learn 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. | | |
| **Design and Technology** | | **How are puppets made?**  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  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  explore and evaluate a range of existing products  evaluate their ideas and products against design criteria | | | **How does a windmill turn?**  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  explore and evaluate a range of existing products  evaluate their ideas and products against design criteria  build structures, exploring how they can be made stronger, stiffer and more stable | | | **What is my favourite sandwich?**  use the basic principles of a healthy and varied diet to prepare dishes  understand where food comes from.  understand and apply the principles of a healthy and varied diet  prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  investigate and analyse a range of existing products  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | | |
| **RE** | | **Why are books special to religions?** | | **Why do Christians give gifts at Christmas?** | **What are the important times in a Christian’s life?** | | **Why is Easter a time for new beginnings?** | **Where do we go to pray?** | | |
| **PE** | | **Athletics** | **Gymnastics** | | **Dance** | **Ball skills** | | **Invasion games** | **Fundamentals** | |
| **PHSE** | | **Being me in my world** | **Celebrating differences** | | **Dreams and goals** | **Relationships** | | **Healthy me** | **Changing me** | |
| **Computing** | | **Coding - Unit 2.1** | | | **Spreadsheets - Unit 2.3** | **Making Music -Unit 2.7** | | **Creating Pictures - Unit 2.1** | **Effective Searching - Unit 2.5** | |
| **Music** | |  |  | |  |  | |  |  | |