

St George's Year 2 Curriculum Map

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE - <i>see Come and See Overview for specific dates</i>	Domestic Church: Baptism/Confirmation: Beginnings, Signs & symbols Advent/Christmas: Perepatations, Nativity Judaism Week: Shabbat		Local Church: Books Eucharist: Thanksgiving Lent/Easter: Opportunities		Pentecost: Spread the word Reconciliation/Anointing of the sick: Rules Universal Church: Treasures Islam Week: Family life.	
RSE - <i>see life to the full overview #pathway 3</i>	Module 1: Created and Loved by God x _7_sessions		Module 2: Created to Love Others x _10_sessions		Module 3: Created to Live in Community x _3_sessions Revisit sessions	
English	Text(s): The Gingerbread Man Writing Genres: Fiction- retell a story Non fiction- Instructions	Text(s): Guy Fawkes Writing Genres: Non fiction- wanted poster Fiction- Fictional diary entry	Text(s): The way back home Trail blazers Neil armstrong Writing Genres: Fiction- adventure story Non Fiction- newspaper report	Text(s): Jack and the Beanstalk The selfish Giant by Oscar Wilde All about witches/fairies Writing Genres: Non fiction- Information text Fiction- Setting description	Text(s): Fantastic Mr Fox Polar animals by Wade Cooper Wangari Maathai: The Woman Who Planted Millions of Trees by Franck Prevot Writing Genres: Fiction- Character description Non fiction- Letter	Text(s): Dolphin boy The seaside then and now Writing Genres: Fiction- Story Writing Non Fiction- report/fact book

Drama / S&L	Now Press Play (Everyday Materials) Now Press Play (Nativity) Now Press PPlay (Maps)		Now Press Play (Online Safety) Now Press play (Neil Armstrong)		Now press Play (Maps)	Now Press Play (plants)
Computing	<p>Introducing ChromeBooks logging in & out, mouse control and purple mash intro.</p> <p>Digital literacy: I use technology respectfully. I know where to go for help when I am concerned. I know how technology is used outside of school.</p>	<p>Introducing Algorithms and programming Purple mash 2.1</p> <p>Computer science: I use a range of instructions (eg directions, angles, turns) I test and amend a set of instructions I find errors and amend (debug)</p>	<p>Create posters of planets Purple Mash 2.6</p> <p>Information technology: I organise digital content. I retrieve and manipulate digital content.</p> <p>E safety Purple Mash 2.2</p> <p>Digital literacy: I use technology respectfully. I know where to go to get help if I am concerned. I know technology is used in school and outside of school.</p>	<p>Coding Code studio Course B.</p> <p>Computer science: I write a simple program and test it. I predict what the outcome of a simple program will be (logical reasoning). I understand that algorithms are used on digital devices. I understand that programs require precise instructions.</p>	<p>Links to Maths Purple Mash 2.3 spreadsheets</p> <p>Information technology: I organise digital content. I retrieve and manipulate digital content. I can navigate the web to complete simple searches.</p>	<p>Research and present Purple Mash 2.8 Researching and presenting coastal jobs.</p> <p>Information technology: I organise digital content. I retrieve and manipulate digital content. I can navigate the web to complete simple searches. Digital literacy: I use technology respectfully. I know where to go for help when i am concerned I know how technology is used outside of school.</p>

Maths	Number: Place Value Addition and subtraction		Money Multiplication and division		Fractions Time	
See White Rose Maths and Power Maths for more details	Shape		Length and height Mass and capacity		Statistics Position and direction	
Science	Everyday Materials Working scientifically: I know how to ask simple scientific questions. I know how to carry out simple tests. I know how to identify and classify things. Use of everyday materials: I identify and name a range of materials including wood, metal, plastic, glass, brick, rock, paper and cardboard. I know why a material might or might not be used for a specific job. I know how materials	The environment Working scientifically: I know how to ask simple scientific questions. I know how to use simple equipment to make observations. I know how to carry out simple tests. I know how to identify and classify things. I know how to explain to others what I have found out. I know how to use data to answer simple questions.	Living things and their habitats I identify things that are living, dead and never lived. I know how a specific habitat provides for the basic needs of things living there (plants and animals). I identify and name plants and animals in a range of habitats. I match living things to their habitat.	Plants I know how seeds and bulbs grow into plants. I know what plants need in order to grow and stay healthy (water, light & suitable temperature). •Can they describe what plants need to survive and link it to where they are found? •Can they explain that plants grow and reproduce in different ways?	Animals including Humans I know the basic stages in a life cycle for animals, including humans. I know what animals and humans need to survive. I know why exercise, a balanced diet and good hygiene are important for humans. •Can they explain that animals reproduce in different ways?	Scientists and Inventors (?) Working scientifically: I know how to ask simple scientific questions. I know how to use simple equipment to make observations. I know how to carry out simple tests. I know how to identify and classify things. I know how to explain to others what I have found out. I know how to use data to answer

	<p>can be changed by squashing, bending, twisting and stretching.</p> <p>•Can they explain how materials are changed by heating and cooling?</p> <p>•Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?</p> <p>•Can they explain how materials are changed by bending, twisting and stretching?</p>		<p>I know how animals find food.</p> <p>I name some different sources of food for animals.</p> <p>I know and can explain simple food chains.</p> <p>•Can they name some characteristics of an animal that help it to live in a particular habitat?</p> <p>•Can they describe what animals need to survive and link this to their habitats?</p>			simple questions.
<p>PE</p> <p>See Get set 4 PE for more details</p>	<p>Fundamentals</p> <p>I copy and remember actions.</p> <p>I talk about what is different from what I did and what someone else did.</p> <p>Dance</p>	<p>Invasion</p> <p>I use hitting, kicking and/or rolling in a game.</p> <p>I decide the best space to be during a game.</p> <p>I use tactics in a game.</p>	<p>Team building</p> <p>I copy and remember actions.</p> <p>I talk about what is different from what I did and what someone else did</p>	<p>Gymnastics</p> <p>I plan and perform a sequence of movements.</p> <p>I improve my sequence based on feedback.</p> <p>I think of more than one way to</p>	<p>Net and wall</p> <p>I use hitting, kicking and/or rolling in a game.</p> <p>I decide the best space to be during a game.</p> <p>I use tactic in a game.</p>	<p>Athletics</p> <p>Striking and fielding</p> <p>I use hitting, kicking and/or rolling in a game.</p> <p>I decide the best space to be during a game.</p>

	<p>I change rhythm, speed, level and direction in my dance. I dance with control and coordination. I make a sequence by linking sections together. I use dance to show a mood or feeling.</p>	<p>I follow rules.</p> <p>Dance I change rhythm, speed, level and direction in my dance. I dance with control and coordination. I make a sequence by linking sections together. I use dance to show a mood or feeling.</p>	<p>Dance I change rhythm, speed, level and direction in my dance. I dance with control and coordination. I make a sequence by linking sections together. I use dance to show a mood or feeling.</p>	<p>create a sequence which follows some 'rules'. I work on my own and with a partner.</p> <p>Dance I change rhythm, speed, level and direction in my dance. I dance with control and coordination. I make a sequence by linking sections together. I use dance to show a mood or feeling.</p>	<p>I follow rules.</p> <p>Dance I change rhythm, speed, level and direction in my dance. I dance with control and coordination. I make a sequence by linking sections together. I use dance to show a mood or feeling.</p>	<p>I use tactic in a game. I follow rules.</p> <p>Dance I change rhythm, speed, level and direction in my dance. I dance with control and coordination. I make a sequence by linking sections together. I use dance to show a mood or feeling.</p>
Topic focus	Toys	The Gunpowder plot	<p>The Moon History - Tim Peake and Neil Armstrong History - Maddies Space and Me. History and</p>	<p>Giants Jack and the beanstalk The BFG</p>	Into the woods	<p>Seaside and coast Art: Ocean Zones (Pressing, rolling, rubbing and stamping) Geography: Continents and</p>

			Music - The Darkest Dark - Chris Hadfield.			Oceans Geography: Island
Additional Events/Trips	Castle Museum history of toys.	York walk linked to Guy Fawkes	York astronomy association visitor in school. VR space workshop Observatory in museum garden as homework activity	York explore library (Giants focus)	Foss Fairy walk Treasure Hunt: hunting dragons, dragons script etc. at Rowntrees Park	Visit to The Deep
York	I can talk about toys that people would have had in York in the past.	I can tell you some Key Locations in York linked to Guy Fawkes's (the house Guy Fawkes was born in and the church where he was baptised).	I can tell you about York's astronomical society. I can talk about the York observatory.	I can tell you how to find story or fact books in the library.	I can describe all the fairies on the Foss walk.	I can compare York with a coastal town.
History	Toys I know how to use books and the internet to find out more about the past	Guy Fawkes I recount the life of someone famous from Britain who lived in the past I know what they did	Neil Armstrong I know about a famous person from the past		Wangari Mathai I know about the life of someone famous from outside Britain and explain why she	Text - The seaside then and now I know how things might have been different when my

	<p>I know how to find things out about the past by talking to an older person</p> <p>I know how things might have been different when my grandparents were children</p> <p>I know what certain objects from the past might have been used for</p>	<p>to make the world a better place</p> <p>I know about an event that happened before my grandparents were born</p>	<p>because I know how to research</p> <p>I know about the life of someone famous from outside Britain and explain why she was famous</p> <p>I know how to use books and the internet to find out more about the past</p>		<p>was famous</p> <p>I know about a famous person from the past because I know how to research</p>	<p>grandparents were children</p>
Geography	<p>Toys from around the world</p> <p>I name and locate the continents of the world and locate them on a map.</p> <p>I name the world's oceans and locate them on a map.</p>			<p>I can name the capital cities of England, Wales, Scotland and NI</p> <p>I name and locate the continents of the world and locate them on a map.</p> <p>I name the world's oceans and locate them on a map.</p>	<p>Arctic fox compared to UK fox</p> <p>I can describe a place outside of Europe using geographical words.</p>	<p>Living on the coast compared to York</p> <p>I know how jobs may be different in different locations. I know what I like and dislike about a place that is different to the one I live in.</p> <p>I know about the facilities a village, town, city may need</p>

				<p>I know the key features of a place from a picture using words like beach, coast, forest, hill mountain, ocean valley.</p> <p>I use directional vocabulary near, far, left, right to explain where a location is.</p>		<p>and give reasons. I name the world's oceans and locate them on a map.</p>
Big 5 Facts	...	<p>Guy Fawkes, the famous conspirator in the plot to blow up the Houses of Parliament, was born in York. Fawkes' family lived on Stonegate, and Fawkes attended St. Peter's School as a youth.</p> <p>Guy Fawkes was born in York in 1570.</p> <p>Guy Fawkes was not the leader of the Gunpowder Plot - that was Robert Catesby. There were 13 people involved. The plan was known as</p>	<p>Neil Armstrong was an American astronaut</p> <p>In 1969 Neil Armstrong became the first man to land on the moon</p> <p>When Neil Armstrong landed on the moon, he famously said "One small step for man but one giant leap for mankind"</p> <p>People have observed the</p>	<p>The Arctic regions are centred on the North Pole.</p> <p>An arctic fox can change its coat to camouflage in its environment to hunt and to protect itself from predators.</p> <p>Wangari Maathai was a Kenyan politician and activist. Her work focused on the environment, democracy and human rights (particularly rights for women).</p>	<p>York is located in North Yorkshire, and has a population of almost 200,000. It is about 35 km from Leeds and about 280 km from London.</p> <p>York City Centre has two rivers flowing through it- the River Foss and the River Ouse. Because of the Rivers, there are many bridges, these include: Skeldergate Bridge, Ouse Bridge, Lendal Bridge, Scarborough Railway Bridge, Foss bridge, Millennium</p>

		<p>the Gunpowder Plot.</p> <p>Fawkes and the other plotters planned to kill the king, James I, and replace him with a Catholic monarch.</p> <p>Today in Britain people remember the failure of the plot by celebrating Guy Fawkes Day on November 5.</p>	<p>Moon since ancient times. In the 1600s the invention of the telescope allowed people to study the Moon more closely.</p> <p>In 1969 over 600 million people watched the moon landing live,</p>		<p>Maathai was most well known for setting up the Green Belt Movement, which fought against deforestation in Kenya.</p> <p>She won many awards for her activism and eventually became the first Black African woman to win the Nobel Peace Prize.</p>	<p>Bridge, Blue Bridge.</p> <p>York Minster is the city's most recognisable icon. The largest Gothic cathedral in Northern Europe, the impressive structure took 250 years to complete, from 1220 to 1472.</p> <p>The York City Walls are 3.4 kilometres long, and are the longest medieval town walls in England. They were built mainly in the 13th century on top of older earth banks.</p>
DT	<p>Make gingerbread men I can describe the ingredients I am using. I will explain what went well with my work.</p> <p>Sock puppets I can join materials and components in different ways.</p>		.			<p>Seaside inspired Clay pots I think of an idea and plan what to do next. I choose tools and materials and explain why I have chosen them.</p> <p>I can join materials</p>

	<p>I explain why I have chosen specific textiles.</p> <p>I choose tools and materials and explain why I have chosen them</p>					<p>in different ways.</p> <p>I measure materials to use in a model or structure.</p>
Art	<p>A sketch of my favourite toy</p> <p>I choose and use three different grades of pencil when drawing</p>	<p>Firework paintings Inspired by Van Gough Starry night</p> <p>I know how to mix paint to create all the secondary colours</p> <p>I know how to create tints with paint by adding white</p> <p>I suggest how artists have used colour, pattern and shape</p> <p>I create a piece of art in response to another artist</p>	<p>Planets poster on purple mash</p> <p>I know how to use different effects in an IT paint package</p>	<p>Painting my giant</p> <p>I know how to use a view finder to focus on a specific part of an artefact before drawing it</p> <p>I know how to create brown with paint</p> <p>I know how to create tones with paint by adding black</p>	<p>Printing and sketch of a tree/woodland</p> <p>I know how to create a printed piece of art by pressing rolling rubbing and stamping</p> <p>I know how to use charcoal pencil and pastel to create art</p>	<p>Seaside inspired clay pot.</p> <p>I know how to make clay pots</p> <p>I know how to join two clay finger pots together</p>

Music	<p>Sing Up Scheme: Tony Chestnut Unit.</p> <p>Liturgies</p> <p>I know how to choose sounds which create an effect.</p> <p>I know how to play a simple rhythmic pattern on an instrument.</p>	<p>Firework Class Composition.</p> <p>Nativity</p> <p>I know how to sing and follow a melody.</p> <p>I know how to perform simple patterns and accompaniments keeping a steady pulse.</p> <p>I know how to play simple rhythmic patterns on an instrument</p> <p>I know how to make connections between notations and musical sounds.</p> <p>I know how to use symbols to represent sounds.</p> <p>I know how to listen out for particular things when listening to music.</p>	<p>Sing Up Scheme: Grandma Rap Unit.</p> <p>Storybots</p> <p>https://www.bbc.co.uk/teach/school-radio/primary-school-songs-space-the-planets-and-apollo-11/z4mfpg8</p> <p>I know how to use symbols to represent sounds</p> <p>I know how to sing/clap increasing or decreasing in tempo</p> <p>I know how to order sounds to create a beginning a middle and an end.</p> <p>I know how to create music in response to different starting points.</p> <p>I know how to listen out for particular things when listening to</p>	<p>Jack & the Bean stalk</p> <p>https://www.bbc.co.uk/teach/school-radio/music-jack-and-the-beanstalk-index/z7jq8xs</p> <p>I know how to play a simple rhythmic pattern on an instrument.</p> <p>I know how to use symbols to represent sounds.</p> <p>I know how to sing/clap increasing or decreasing in tempo.</p> <p>I know how to choose sounds which create an effect.</p> <p>I know how to use symbols to represent sounds.</p> <p>I know how to make connections between notations and musical sounds.</p> <p>I know how to</p>	<p>Sing Up Scheme: Tanczyny Labada Unit</p> <p>Liturgies</p> <p>I know how to choose sounds which create an effect.</p> <p>I know how to use symbols to represent sounds.</p> <p>I know how to make connections between notations and musical sounds</p>	<p>Sun, sea & song</p> <p>https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-index/zr4x2sg</p> <p>I know how to sing and follow a melody.</p> <p>I know how to play simple rhythmic patterns on an instrument.</p> <p>I know how to sing/clap increasing or decreasing in tempo.</p> <p>I know how to create music in response to different starting points.</p> <p>I know how to listen out for particular things when listening to music.</p> <p>I know how to improve my own work.</p>
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