



**Curriculum Map
Year 2 - 2020/21**

- The table below identifies the objectives for this year group and which term these objectives should be covered, however staff have ownership over when they are taught in the term.
- It is expected that the Wider Curriculum will be taught weekly or fortnightly, depending on the timetable agreed by SLT, to ensure mastery of key skills.

All staff must RAG rate the objectives electronically at the end of each half-term to ensure coverage of the objectives - these will be monitored.

KS1 Subjects:	National Curriculum Coverage:	Year 2		
		Autumn. Rainforests & deforestation.	Spring. Fire Fire- The Great Fire of London.	Summer. Jetting Off.
Art and Design	Join materials using glue and /or stitch; use plaiting; use dip-dye techniques	Stitch rainforest plants with dip dye effect	Link to Fire, Fire and The Great Fire of London Sculptures - house/recreate street	
	In sculpture, use a combination of shapes, including lines and texture; use rolled up paper, straws, paper and clay as materials; use techniques such as rolling, cutting, carving, moulding		Link to Fire, Fire and The Great Fire of London Sculptures - house/recreate street	
	In drawing, show pattern and texture by adding dots and lines; show different tones by using coloured pencils	Drawing with pencil rainforest inspired by Henri Rousseau		
	Describe the work of notable artists, craft makers and designers	Artist Study of Henri Rousseau		
Computing	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 manipulate and retrieve digital content			
	Recognise common uses of information technology beyond school			
	Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies (esafety weeks November and February)	E-safety day covered in PSHE		
Design and Technology	Design purposeful, functional, appealing products for themselves and other users based on design criteria		Making fire engines, designing fire retardant houses	
	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups, where appropriate, information and communication technology		Making fire engines, designing fire retardant houses	
	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]		Making fire engines, designing fire retardant houses	
	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics		Making fire engines, designing fire retardant houses	
	Evaluate their ideas and products against design criteria		Making fire engines, designing fire retardant houses	Design something to fly a certain distance- CMA visit - woodwork -Design an inflight meal
	Build structures, exploring how they can be made stronger, stiffer and more stable		Making fire engines, designing fire retardant houses	
	Use the basic principles of a healthy and varied diet to prepare dishes			Design an inflight meal
	Understand where food comes from			Design an inflight meal
Science Work scientifically	Ask 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	Learning about certain characteristics that are essential to keeping them alive and healthy. habitats and understand how and why some animals are suited and have adapted to their habitats and climates. Creating and describe a food chain.		
	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 plant 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			
Plants	observe and describe how seeds and bulbs grow into mature plants	Learn about the local environment and observe how different plants grow, how different plants grow in different seasons and different countries through their rainforest project. Understand the different parts to a plant and the purpose of each part. Learn about reproduction and growth in plants.		
	find out and describe how plants need water, light and a suitable temperature to grow and stay healthy			
Animals, including humans	Notice that animals, including humans, have offspring which grow into adults			Pupils should be introduced to the basic needs of animals for survival and the importance of exercise and nutrients. They should also learn about the basic needs of animals and humans and learn about what they need to survive. Pupils will also start to learn about the importance of exercise and what a balanced diet consists of.
	Find out about and describe the basic needs of animals, including humans, for survival			
	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene			
Use 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 a range of uses		Pupils should be able to identify and discuss the uses of everyday materials so that they can understand the uses of them. They should think about and discuss how different solid shapes change and how materials can be used for different purposes.	
	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching			
Geography	Name and locate the world's seven continents and five oceans	Deforestation, continents, oceans, equators, hot/cold areas		Recap continents, capitals of UK,
	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			Similarities and differences between Stansted Mountfitchet and Sydney, Australia.
	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Deforestation, continents, oceans, equators, hot/cold areas		Similarities and differences between Stansted Mountfitchet and Sydney, Australia. Impact of human development

				and climate change.
	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	Rainforest		Stansted Mountfitchet and Sydney, Australia.
	Key human features, including: city, town, village factory, farm, house, office, port, harbour and shop			Similarities and differences between Stansted Mountfitchet and Sydney, Australia.
	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 (Summer)			Similarities and differences between Stansted Mountfitchet and Sydney, Australia.
	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			Stansted Mountfitchet and Sydney, Australia
	Devise a simple map, using a simple key. Use simple grid references			Stansted Mountfitchet and Sydney, Australia
	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	Deforestation, continents, oceans, equators, hot/cold areas		
History	Changes within living memory	Deforestation		Evolution of air travel
	Observe or handle evidence to ask questions and find out answers to questions about the past		Great Fire of London	
	Identify some of the different ways the past has been represented		Great Fire of London	
	Label time lines with words or phrases such as: past, present, older and newer. Know and use basic historical terminology such as a long time ago, recently, years, decades, centuries. Add to this the events and people they are studying and their own lives		Great Fire of London	
	Choose sources to show they know and understand events: artefacts, pictures, stories, online sources and databases		Great Fire of London	
	Describe events beyond living memory that are significant nationally or globally: Great Fire of London and Great Fire of Haverhill		Great Fire of London	
	Know 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: Samuel Pepys/Tudors/ Jane Goodall and David Attenborough/ The Wright Brothers, Emilia Earhart.	Significant individuals - David Attenborough and Jane Goodall	Significant individuals - Samuel Pepys/ Tudors	Significant individuals - Wright Brothers, Emilia Earhart - first female aviator to fly Atlantic
Music *National curriculum statements are marked as bold. Italics show the knowledge from Charanga units.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes: - <i>To confidently know and sing five songs from memory.</i> - <i>To know that unison is everyone singing at the same time.</i> - <i>Songs include other ways of using the voice e.g. rapping (spoken word).</i> <i>To know why we need to warm up our voices.</i>	ongoing	ongoing	ongoing
	Play tuned and untuned instruments musically: - <i>Learn the names of the notes in their instrumental part from memory or when written down.</i> <i>Know the names of untuned percussion instruments played in class.</i>	ongoing	ongoing	ongoing
	Listen with concentration and understanding to a range of high-quality live and recorded music: - <i>To know five songs off by heart.</i> - <i>To know some songs have a chorus or a response/answer part.</i> - <i>To know that songs have a musical style.</i> - <i>To know that music has a steady pulse, like a heartbeat.</i> - <i>To know that we can create rhythms from words, our names, favourite food, colours and animals.</i> - <i>Rhythms are different from the steady pulse.</i> <i>We add high and low sounds, pitch, when we sing and play our instruments.</i>	ongoing	ongoing	ongoing
	Experiment with, create, select and combine sounds using the inter-related dimensions of music: - <i>Improvisation is making up your own tunes on the spot; When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them; Everyone can improvise, and you can use one or two notes.</i> - <i>Composing is like writing a story with music; Everyone can compose.</i>	ongoing	ongoing	ongoing

	<i>A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.</i>			
Religious Education	Know where and how people belong and why belonging is important to the Islamic community: Mosque, Hajj			
	Know how and why some people pray and what happens in a place of worship: Mosque, Church			
	Figures who have an influence on others locally, nationally and globally in religion and why: Jesus, Moses, Abraham			
	How and why some stories and books are sacred and important: Passover, 10 Commandments			
	What celebrations are important in religion and why? Christmas, Advent, Easter, Shabbat			
	How are symbols and artefacts used to express religious meaning and why they are used? Muslim prayer mats, Kab'ah, Makkah			
Physical Education (where applicable)	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.			