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**Year 2 Curriculum Map**

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|  | Autumn 1 | | Autumn 2 | | Spring 1 | | | Spring 2 | Summer 1 | | Summer 2 |
| Topic | How far can I go? | | | | Are all changes good? | | | | Is the sea alive? | | |
| English | Non-fiction - Florence Nightingale  Non-fiction – letter from a soldier.  Non-fiction – Diary entry of a soldier.  Non-fiction - Healthy Eating | | | | Recounts – Captain Scott - Journey to the Antarctic  Snow Queen – Narrative  Reports – How is the Antarctic changing?  Letters – Persuasive to make changes. | | | | Information texts  Non-chronological reports  Character descriptions  Different stories by the same author – Katie Morag  Poetry - patterns | | |
| Class Novel | Georges Marvellous Medicine | Christmasaurus | | | The Snow Queen  Tin Soldier | The Princess and the Pea  Thumbelina | | | Katie Morag | Traction Man  Three by the Sea  Last Wolf | |
| Author Focus | Roald Dahl | | | | Hans Christian Anderson | | | | Mairi Hedderwick | Mini Grey | |
| Mathematics | Place Value | | Calculating  Multiplication and division | | Fractions  Money  Time | | | | Shape  Position  Measures  Data | | |
| Science | Animals including humans  Monkey Puzzle | | | | All living things and their habitats  Noisy Foxes | | | | Plants  Trust me Jack’s beanstalk stinks | Materials  Linked to Traction Man stories | |
| ICT | To use inputs to control events.  To control motion for a sprite in scratch.  To experiment with sound in algorithms. | | | | To debug simple programs.  To combine sound and motion blocks to  create an animation.  To understand and use look blocks in  coding. | | | | To understand and use more advanced  motion blocks.  To plan my scratch project.  To build my scratch project. | | |
| Humanities | History Florence Nightingale  WW1 | | | | | | Geography  United Kingdom  Antarctica | | | | |
| Art and DT | **Drawing**  Pencil drawing of soldiers, cenotaph and Florence.  **Collage**  Poppy collage  **Artist study**  Shoo Raynor | | | | **Drawing**  Arctic animals  **Painting**  Arctic animals  **Sculpture**  Sculptures of igloos. | | | | **Sculpture**  Rainbow fish (clay)  **Printing**  Shell printing  **Textiles**  Weaving a water scene/rainbow fish  **Digital media**  Pop art style images using lighthouse pic | | |
| RE | Belonging to a community:  Where do Jews and Christians belong?  Where do I belong? | | I Wonder...  Questions about God: where could we look for the answers? | | How do we say thank you for our beautiful world?  What can we learn from stories Christians tell? | | | Symbols of Easter: What does Easter mean to Christians? | Why are some people leaders? What do leaders do? | | Being fair:  Stories of Jesus that make you think |
| PHSCE | The Caring School | Feelings and Relationships | | | Healthy lifestyles | | | Growing and changing | Keeping myself safe | The world of drugs | |
| PE | Unit 1 – Dance.  Unit H Gymnastics | | | Unit 2 Dance  Unit I Gymnastics | Athletics unit  Unit J Gymnastics | | | Athletics unit 2  Unit 3 Dance | Unit 1 Games  Unit 2 Games | | Unit 3 Games  Unit 4 Games. |
| Music | Representing music with symbols.  Appraising music looking at timbre, dynamics and pitch.  Singing songs.  Using percussion instruments for composition. | | | | | | | | | | |
| Hook/Celebration | Thackray Medical Museum  Warburtons – healthy sandwich  Remembrance assembly | | | | Igloo building  Skyping an expert  Family history of Wath morning.  Making a change to the Antarctic – Letter, tweet etc. | | | | Cleethorpes  RNLI visit and talk – raising money | | |