



## Year 2 Curriculum Map 2019 – 20

Autumn 2019		
	Term 1	Term 2
<b>RE</b>	<p><b>Creation. Who made the world?</b> Exploring the idea that 'Creation' is the beginning of the 'big story' of the Bible. Using <b>communication skills</b> and <b>self-expression</b> to explore how we have improved God's beautiful world and what we have done to harm it? Using <b>creativity</b> and <b>enquiry</b> to research and suggest ideas to make things better.</p>	<p><b>Incarnation. Why does Christmas matter to Christians?</b> Develop <b>self-expression</b> and <b>creativity</b> through creating nativity scenes. Using <b>enquiry</b> skills to explore the idea that Jesus is God on Earth.</p>
<b>PE</b>	<p><b>Football skills</b> Children will foster <b>communication skills</b> by working together, listening to other ideas, following rules. Developing <b>independence</b> by practising skills independently and seeing personal progress from week to week. Learning new skills such as <b>resilience</b> by trial and error, Not always winning! Learning to be a gracious loser, learning from mistakes, learning from others. Develop <b>self-belief</b> by raise and encouragement in lessons. 'Player of the week' Support given to less able, more time allowed for practising skills. Reflecting upon their own abilities and knowing that not everyone can be good at all sports.</p>	<p><b>Dance</b> Through dance the children will develop the skills of <b>expression</b> and <b>creativity</b>. Reflecting upon their own abilities and knowing that not everyone4 can be good at all sports.</p> <p><b>Invasion games</b> Children will foster <b>communication skills</b> by working together, listening to others ideas, following rules. Developing <b>independence</b> by practising skills independently and seeing personal progress from week to week. Learning new skills such as <b>resilience</b> by trial and error, Not always winning! Learning to be a gracious loser, learning from mistakes, learning from others.</p>
<b>Computing</b>	<p><b>Creating, saving and retrieving documents</b> The childrenn will learn <b>resilience</b> by developing the skills and knowing how and where to find relevant documents. <b>E Safety</b> Developing <b>communication skills</b> and <b>independence skills</b>, knowing when to challenge when they believe something to be wrong.</p>	<p><b>Exploring computer games</b> <i>Scratch Junior</i> The children will develop skills in <b>resilience, self-belief</b> and <b>independence</b> by designing and making their own algorithm. <b>Follow the Digital Trail</b> Pupils learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it.</p>
<b>Science</b>	<p><b>Pupil generated investigation – Pulleys</b> Through investigating simple forces, where they will design and make pulleys they will develop the skills of <b>resilience</b> through trial and error; <b>foster creativity</b> by changing and thinking of their own designs—will design help the well work? The children will also foster the skills of <b>communication</b> by talking</p>	<p><b>All living things and their habitats</b> The children will develop <b>independence</b> and <b>enquire</b> skills were the children will need to look into where different animals/ bugs and humans may live. The children will need to choose how they want to present what they have found out.</p>

	through their work how it works ...	
<b>Music</b>	<p><b>Exploring sounds</b></p> <p>Through exploring sounds through music as well as different instruments the children will develop the skills of <b>resilience, self-expression</b> and <b>creativity</b>.</p> <p>The children will also foster a sense of <b>independence</b> and <b>self-belief</b> that they can choose and use a selection of instruments.</p>	<p><b>Exploring beats</b></p> <p>Through exploring beats through music as well as different instruments the children will develop the skills of <b>resilience, self-expression</b> and <b>creativity</b>.</p>
<b>Art and Design</b>		<p><b>Drawing and printing</b></p> <p>Through experimenting with different media the children will develop <b>resilience</b> and <b>independence</b> by choosing the best method for them.</p> <p>Through encouraging children to feel the freedom to make mistakes they will develop a sense of <b>self – belief</b></p>
<b>Design Techchildrenology</b>	<p><b>Wishing Wells</b></p> <p>Through designing and carrying out the making of a water well the children will develop the skills of <b>trial and error</b> knowing how to <b>communicate</b> their issues and knowing how to change these. This will also foster a sense of <b>independence</b> and <b>self-belief</b> – the end product.</p>	
<b>PSHE</b>	<p><b>Building relationships and wellbeing</b></p> <p>Building <b>confidence</b> and self-belief, being able to <b>communicate</b> to new adults.</p>	<p><b>Health and Well being</b></p> <p>The children will learn to develop <b>self-expression</b> and <b>communication</b> – through sharing their thoughts and options on how to stay healthy and what we need to be</p>
<b>Topic Based Learning (History and Geography)</b>	<p><b>The Great Fire of London</b></p> <p>Through the learning of the great fire the children will develop their skills of <b>enquiry</b> through research and knowing what questions and what facts they want to find out.</p> <p>This will develop the skills of <b>communication</b> and becoming aware of the <b>diverse</b> lives people led in 1666.</p>	<p><b>Islands</b></p> <p>The children will develop their <b>enquiry</b> based skills, where they will research and ask questions to enable them to develop their knowledge and independence.</p> <p>Through <b>creativity</b> and <b>self-expression</b> the children will have opportunities to record their findings in a way that best suits them.</p>

Spring 2020		
	Term 3	Term 4
<b>RE</b>	<p><b>Gospel. What is the good news that Jesus brings?</b>            Understanding <b>diversity</b> by recognising that the Gospels have messages for everyone, not just Christians.            Exploring the link between good news and being thankful.            Developing <b>communication skills</b> and <b>self expression</b>.</p>	<p><b>Salvation. Why does Easter matter to Christians?</b>            Retelling the story of Holy week and Easter and showing understanding that this story links with salvation (Jesus rescuing people?)            Making a link between Jesus' experiences of betrayal and how he forgave, developing understanding of <b>resilience</b> and <b>developing empathy</b>.</p>
<b>PE</b>	<p><b>Gymnastics</b>            Through gymnastics the children will develop the skills of <b>expression</b> and <b>creativity</b>.            Develop <b>self-belief</b> by raise and encouragement in lessons.            'Player of the week'            Support given to less able, more time allowed for practising skills.  <i>Learning new skills such as <b>resilience</b> by Trial and error, Not always winning! Learning to be a gracious loser, learning from mistakes, learning from others.</i></p>	<p><b>Gymnastics</b>            Through gymnastics the children will develop the skills of <b>expression</b> and <b>creativity</b>.            Develop <b>self-belief</b> by raise and encouragement in lessons.            'Player of the week'            Support given to less able, more time allowed for practising skills.            Learning new skills such as <b>resilience</b> by Trial and error, Not always winning! Learning to be a gracious loser, learning from mistakes, learning from others.</p>
<b>Computing</b>	<p><b>Communication &amp; E Safety</b>            E safety lessons will encourage children to think carefully before <b>communicating</b> online, ensuring that communications are appropriate.</p>	<p><b>Researching information</b>            To develop <b>resilience</b> for when things go wrong—unable to find what is wanted, unable to access certain websites.  <b>E Safety</b>            E safety lessons will encourage children to think carefully before <b>communicating</b> online, ensuring that communications are appropriate.</p>
<b>Science</b>	<p><b>Every Day Materials</b>            The children will be encouraged to record (me) and in their own way so that it encourages the children's <b>self-expression</b> and <b>creativity</b>.            Discussion on the topic will foster <b>communication</b> and will enable children to develop their <b>enquiry skills</b> – which approach to take.</p>	<p><b>Animals including humans</b>            Topic based learning will develop the children's <b>independence</b>, through <b>questioning</b> and <b>reasoning</b> skills. They will develop their <b>communication</b> and <b>enquiry skills</b> again through questioning and following a route that grabs their attention.</p>

<b>Music</b>	<p style="text-align: center;"><b>Taking off – exploring pitch</b></p> <p>Through exploring pitch through music as well as different instruments the children will develop the skills of <b>resilience, self-expression</b> and <b>creativity</b>. The children will also foster a sense of <b>independence</b> and <b>self-belief</b> that they can choose and use a selection of instruments.</p>	<p style="text-align: center;"><b>What's the score – exploring instruments &amp; symbols</b></p> <p>Through exploring different instruments the children will develop the skills of <b>resilience, self-expression</b> and <b>creativity</b>. The children will also foster a sense of <b>independence</b> and <b>self-belief</b> that they can choose and use a selection of instruments.</p> <p style="text-align: center;"><b>Can be linked with Japan—Japanese traditional music</b></p>
<b>Art and Design</b>	<p style="text-align: center;"><b>Printing, collage and textiles</b></p> <p>Through experimenting with different media the children will develop <b>resilience</b> and <b>independence</b> by choosing the best method for them. Through encouraging children to feel the freedom to make mistakes they will develop a sense of <b>self – belief</b> This will also foster <b>creativity</b>, enabling children to experiment with these new medias.</p>	
<b>Design Techchildrenology</b>		<p style="text-align: center;"><b>Healthy eating &amp; food preparation</b></p> <p>This will foster <b>communication skills</b> and <b>independence</b> through working together in groups, Develop <b>creativity</b> by approaching asks in a different ways to their peers, this will also enable the children's <b>resilience</b> to grow.</p>
<b>PSHE</b>	<p style="text-align: center;"><b>Living in the wider world</b> Linked to E-safety day theme</p>	<p style="text-align: center;"><b>Health and wellbeing</b> Linked to science and to D &amp; T. The children will learn to develop <b>self-expression</b> and <b>communication</b> – through sharing their thoughts and options on how to stay healthy and what we need to be happy and healthy.</p>
<b>Topic Based Learning (History and Geography)</b>	<p style="text-align: center;"><b>Significant Figures</b></p> <p>Learning about <b>diversity</b> through historical figures- way of life/ what they had to overcome. This will encourage <b>enquiry</b> and <b>questioning</b> to deepen their knowledge and understanding of different significant figures in history. As well a level of <b>independence</b> and <b>self-expression</b>, through recording and <b>enquiry</b>.</p>	<p style="text-align: center;"><b>A contrasting country – Japan</b></p> <p><b>Enquiry</b> based learning through the use of 'the big question' will encourage <b>independent</b> and <b>creativity</b>. A level of <b>enquiry</b> and <b>communication</b> based skills, that children can <b>communicate</b> facts and ideas of the chosen subject- way of life, schools, food, clothing etc....</p>

Summer 2020		
	Term 5	Term 6
<b>RE</b>	<p><b>Islam. Who is a Muslim and what do they believe?</b>            Children will begin to understand <b>diversity</b> and use <b>enquiry skills</b> as they explore simple ideas about Muslims' beliefs about God and how they worship.</p>	<p><b>Islam. Who is a Muslim and what do they believe?</b>            Children will use <b>enquiry skills</b> and to explore how Muslims follow the example of the Prophet Muhammed. They will begin to understand <b>diversity</b>.</p>
<b>PE</b>	<p><b>Striking and fielding games</b>            Children will develop the skills of <b>diversity</b> by Understanding that not everyone will be good at everything, some children will have skills in certain sports that others won't have and to accept, respect and celebrate each other's differences/talents.            Children will foster <b>communication skills</b> by working together, listening to others ideas, following rules. Developing <b>independence</b> by practising skills independently and seeing personal progress from week to week.            Learning new skills such as <b>resilience</b> by Trial and error, Not always winning! Learning to be a gracious loser, learning from mistakes, learning from others.            Develop <b>self-belief</b> by raise and encouragement in lessons. 'Player of the week'            Support given to less able, more time allowed for practising skills.</p>	<p><b>Athletics</b>            Developing <b>independence</b> by practising skills independently and seeing personal progress from week to week.            Learning new skills such as <b>resilience</b> by Trial and error, Not always winning! Learning to be a gracious loser, learning from mistakes, learning from others.</p>
<b>Computing</b>	<p><b>Communicating e-mails</b>            By learning to compose e-mails and being aware of <b>communicating</b> with others the children will have to develop these skills and learning how to use them appropriately and building <b>resilience</b> – mindful of others</p>	<p><b>Uploading and editing digital photographs</b>  <b>Movie making</b>            Children have the skills and tools to make <b>decisions</b> about how they want to represent their ideas.            Use of animation/video can give children who are not so confident, a bigger voice.            Choice of tools/programs to demonstrate understanding.            Children are to become <b>independent</b> users of ICT, making choices about which tools and programmes best suit their task.</p>

<b>Science</b>	<p style="text-align: center;"><b>Pupil generated unit</b></p> <p>They will develop their <b>communication</b> and <b>enquiry skills</b> again through <b>questioning</b> and following a route that grabs their attention.</p>	<p style="text-align: center;"><b>Plants</b></p> <p>This will encourage children to use and deepen their <b>enquiry</b> based skills and help them to build <b>resilience</b>, through planning and carrying out investigations linked to growth of a plant.</p> <p>They will need to develop their <b>communication</b> and <b>questioning</b> skills so that they can strengthen their ideas and knowledge.</p>
<b>Music</b>	<p style="text-align: center;"><b>Rain, rain go away – exploring timbre, tempo and dynamics</b></p> <p>Developing <b>resilience</b> and <b>self-belief</b> through performances and trial and error.</p> <p>Becoming <b>creative</b> by developing the understanding of tempo, timbre and dynamics of music and instruments.</p>	<p style="text-align: center;"><b>Sounds interesting – exploring sounds</b></p> <p>Through exploring sounds through music as well as different instruments the children will develop the skills of <b>resilience, self-expression</b> and <b>creativity</b>.</p> <p>The children will also foster a sense of <b>independence</b> and <b>self-belief</b> that they can choose and use a selection of instruments.</p>
<b>Art and Design</b>	<p style="text-align: center;"><b>Sculpture &amp; digital media</b></p> <p>Children are to become <b>independent</b> users of ICT, making choices about which tools and programmes best suit their task.</p>	
<b>Design Techidrenology</b>		<p style="text-align: center;"><b>Winding up</b></p> <p>Through designing and carrying out the making of a wind-up toy/ vehicle the children will develop the skills of <b>trial and error</b> knowing how to <b>communicate</b> their issues and knowing how to change these. This will also foster a sense of <b>independence</b> and <b>self-belief</b> – the end product.</p>
<b>PSHE</b>	<p style="text-align: center;"><b>Living in the wider world</b></p> <p>Build <b>resilience</b> and <b>self-belief</b>, having and showing <b>respect</b> for ourselves as well as others</p>	<p style="text-align: center;"><b>Relationships and wellbeing</b></p> <p>Develop <b>resilience</b> and <b>confidence</b> in self, getting ready for a new school year.</p>
<b>Topic Based Learning (History and Geography)</b>	<p style="text-align: center;"><b>Our Local area</b></p> <p><b>Enquiry</b> based learning through the use of 'the big question' will encourage <b>independent</b> and <b>creativity</b>. A level of <b>enquiry</b> and <b>communication</b> based skills, that children can <b>communicate</b> facts and ideas of the chosen subject- way of life, areas that are well known to us</p>	<p style="text-align: center;"><b>Going to the seaside</b></p> <p>Developing <b>enquiry</b> skills through research, <b>Self-expression</b> through trips/ field work outside school with hopefully encourage children to develop their <b>creative</b> side and willingness to find out more!</p>