



YEAR 2 CURRICULUM MAP

2021 - 2022



YEAR GROUP	TERM	THEME	THEME TITLE	No. OF WEEKS
2	Spring	Creativity	Bright Lights, Big Cities	12

TRIP	PARENTAL ENGAGEMENT
Blakesley Hall	Learning Showcase – act out the story of The Great Fire of London (including a musical performance)

9 HABITS	CORE VALUES
Compassionate Joyful Hopeful Considerate Honest Patient Forgiving Humble Self-control	Resilience Compassion Creativity Exploration Equality

ART, DESIGN & TECHNOLOGY: Art: NC: To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

- create a black and white sketch of London using pencil and charcoal
- listen to a piece of music and draw/paint response
- learn to colour mix, creating different tones by adding black and white.

NC Design & Technology

Design

To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

To evaluate their ideas and products against design criteria.

Technical knowledge

To build structures, exploring how they can be made stronger, stiffer and more stable.

The children will design, make and evaluate model houses of Pudding Lane drawing on their knowledge of materials in Science

NC: To use a range of materials creatively to design and make products To use drawing to develop and share their ideas, experiences and imagination To use painting to develop and share their ideas, experiences and imagination To use sculpture to develop and share their ideas, experiences and imagination

To use chalk to create flames. To use collage to create flames. To use a variety of resources to create a 3-D picture. To create 3-D scenes To use mixed media to create scenes

MATHS: Stand-alone sessions, following White Rose Small Steps

NC: Number: Multiplication and Division

Recall and use multiplication and division facts for the 2-, 5- and 10-times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Statistics

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.

Geometry: Properties of Shape

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. Compare and sort common 2-D and 3-D shapes and everyday objects.

Number: Fractions

Recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity. Write simple fractions for example, $1/2$ of $6 = 3$ and recognise the equivalence of $2/4$ and $1/2$.

Measurement: Length and Height

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using >, < and =

COMPUTING:

NC: To recognise common uses of information technology beyond school, to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

The children will explore how technology has helped cities like Birmingham and London develop.

They will know: That search engines help to find information using key words, how to find text, images, video online and how to download resources from websites.



ENGLISH:

TEXTS TO BE READ:

Vlad and the Great Fire of London / Toby and the Great Fire of London– retell (different perspective)

In 1666 –poem

The Great Fire of London (NF)

Mary and the Great Fire of London (eye-witness account)

Brochures and leaflets

SPAG:

Text Obj: Use of the progressive form the verbs in the present and past tense to mark actions in progress, i.e. she is drumming, he was shouting.

Sentence Obj:

Expanded noun phrases for description (the blue butterfly))

Punctuation Obj:

Apostrophes to mark where letters are missing and to mark singular possession in nouns (ie girl's hat)

Word Obj: Formation of adjectives using suffixes such as –ful, -less

-Use of suffixes –er, -est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs

Key Terminology: Tense (past, present) apostrophe, comma

MUSIC: Through Charanga **NC:** To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and untuned instruments musically. - The children will learn to sing London's Burning as a round and learn to play the tune on a glockenspiel and make up a new verse for the song

To listen with concentration and understanding to a range of high-quality live and recorded music to experiment with, create, select and combine sounds using the inter-related dimensions of music.

- The children will also learn about singing and playing together in an ensemble and play, improvise and compose with the song 'I wanna play in a band' song. Listen and appraise classic Rock songs. (Charanga music scheme)

PE/SPORT:

Spring 1

Gymnastics (*Specialist Coach/Team-teaching*)

Zumba, Dodgeball, Street Dance

Spring 2

Fitness (*Specialist Coach/Team-teaching*)

Ball work, Possession games, Street Dance

GEOGRAPHY: NC: Geographical skills and fieldwork

To 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. To 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.

To compare the similarities and differences of both the human and physical features of Birmingham and Cairns.

NC: Place Knowledge

To 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.

To identify and locate the city of Birmingham and Cairns.

Case study comparison of Birmingham/Cairns looking at human and physical similarities and differences

SCIENCE: NC: Uses 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 particular uses

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

To explore the properties of different materials to understand how their qualities affect their usage.

To learn that materials can be used for different purposes and that objects can be made from different materials.

Q. Are bricks absorbent?

Q. Which ball is the bounciest? (Fair Testing/Pattern Seeking)

Q. Can a paper bridge hold the weight of a toy car?

HISTORY: NC: To learn about changes within living memory, where appropriate, these should be used to reveal aspects of change in national life.

The children will learn about changes in their life time such as mobile phones, touch screens, fingerprint technology and electric cars that have been significant in shaping the future.

To learn about events beyond living memory that are significant nationally or globally, or events commemorated through festivals or anniversaries.

The bombing of Coventry Cathedral.

To learn about significant historical events, people and places in their own locality.

They will learn about the Great Fire of London and the bombing of Coventry cathedral.

To understand where and when the Great Fire of London started. To understand the events of the Great Fire of London. To find out why the fire spread so quickly and stayed alight for so long. To find out about Samuel Pepys and his diary.

R.E: Following the Discovery RE curriculum:

Spring 1: Religion: Judaism/Islam

Key question: Does praying at regular intervals help a Muslim in his/her everyday life? How important it is for Jewish people to do what God asks them to do?

British Values: rule of law, individual liberty, mutual respect, tolerance of different faiths and beliefs

Spring 2: Religion: Christianity

Key question: How important is it to Christians that Jesus came back to life after his crucifixion?

British Values: rule of law, individual liberty, mutual respect, tolerance of different faiths and beliefs

P.S.H.E: Feeling included & Healthy minds