



**WESTERN ROAD COMMUNITY PRIMARY
SCHOOL
Year Two Curriculum Map 2021 - 2022**



	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Topics	Top gear	Ice	Great fire of London	Around the world in 80 days	Into the woods	Cloudy with a chance of meatballs
Science	<p>Everyday materials</p> <ul style="list-style-type: none"> - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> - Explore and compare the differences between things that are living, dead, and things that have never been alive - 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 	<p>Everyday materials</p> <ul style="list-style-type: none"> - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use 	<p>Animals including humans</p> <ul style="list-style-type: none"> - notice that animals, including humans, have offspring which grow into adults - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Plants</p> <ul style="list-style-type: none"> - Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Identify and name a variety of plants and animals in their habitats, including microhabitats - Living things and their habitats – comparison time of year 	<p>Animals</p> <p>Recap the seasons and Weather patterns</p> <ul style="list-style-type: none"> - 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.
Art and Design/DT	<p>Make cars using mechanisms</p> <ul style="list-style-type: none"> - 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 	<p>Printing</p> <p>Printing with objects, mono prints, stencils, press printing to create posters about climate change</p>	<p>Paper mache houses to burn</p> <p>Using various techniques to create fire pictures</p>	<p>Sculpture – clay globes</p> <ul style="list-style-type: none"> - 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 	<p>Drawing</p> <ul style="list-style-type: none"> - lines and marks, tone, shape and texture - Painting – colour mixing - shades and tones – textures - Artist study – craft makers, artists or designers. - Similarities and differences, links to own work 	<p>Weather art</p> <ul style="list-style-type: none"> - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
PSHE	<p>Setting rules</p> <p>Team work</p> <p>Zones of regulation</p>	<p>Health and well being</p> <p>Emotions</p>	<p>Safety</p>	<p>Citizenship</p>	<p>Health and well being</p> <p>(washing</p>	<p>RSE/transition sessions</p>

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Computing	<p>Programme cars</p> <ul style="list-style-type: none"> - 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 	<p>Using the internet safely</p> <ul style="list-style-type: none"> - 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. 	<p>Create films documenting the events of GFoL</p> <ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of information technology beyond school 	<p>Use word to create posters and holiday leaflets</p> <ul style="list-style-type: none"> - Use logical reasoning to predict the behaviour of simple programs - Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Code own games using fairy tale creatures</p> <ul style="list-style-type: none"> - 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 	<p>Input data and create graphs</p> <ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of information technology beyond school



History – transport through the ages/ Amelia Earhart

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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

Geography – compare UK to Polar regions

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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

History – Ernest Shackleton

- 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

History – The Great Fire of London and The Plague

- Events beyond living memory that are significant nationally or globally

Geography – Worlds continents/map work

- Name and locate the world's seven continents and five oceans
- 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
- 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

Geography – key features

- 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
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geography – local environment

- 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
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

History – local event (flood)

- Significant historical events, people and places in their own locality.

<p style="text-align: center;">Music</p>	<ul style="list-style-type: none"> - Charanga – Friendship song - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Nativity songs</p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>Music in 1666 compared to now</p> <ul style="list-style-type: none"> - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Music from around the world</p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Hands, feet and heart (Charanga)</p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Reflect, rewind and replay (charanga)</p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music
<p style="text-align: center;">PE</p>	<p>Dance – travelling</p> <p>Real PE scheme</p>	<p>Gymnastics – frozen</p> <p>Real PE scheme</p>	<p>Yoga</p> <p>Real PE scheme</p>	<p>Dance – Different traditional styles</p> <p>Real PE scheme</p>	<p>Gymnastics – fairytale routines</p> <p>Real PE scheme</p>	<p>Yoga</p> <p>Real PE scheme</p>
<p style="text-align: center;">RE</p>	<p>Judaism Synagogues and worship (RE today) · Where do Jewish people worship? · Comparisons to churches · What is a synagogue like? · What is special to Jewish people?</p>	<p>Christianity Christmas (TES) · Why do we give gifts at Christmas? · Symbolism of Christmas · Nativity story (link to a real nativity)</p>	<p>Christianity & Judaism Believing (Babcock) · What does it mean to believe? · Special people · Psalms · King David</p>	<p>Christianity Easter (U.C) · What is the ‘good news’ that Jesus brings? · Resurrection · Waterbugs and Dragonflies story By Doris Stickney – links to resurrection Judaism</p>	<p>Christianity & Judaism Symbols (Babcock) · How is food used as a symbol? · Light as a symbol · Baking Matzoh or challah bread · Symbols in a synagogue/ church</p>	<p>Celebrations (Rotherham) · Symbolism of Shabbat · Pesach · Family · Rest and peace</p>