



# Long Term Wider Curriculum Map Year 2

|                                                                                                                                                                                                                                                                                                                | Autumn Term                                                                                                                                                                                                                                                             | Spring Term                                                                                                                                                                                                                                                                                   | Summer Term                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                                                                                                                                                                                                                                                                                                | Who lives in a place like this?                                                                                                                                                                                                                                         | What is your house made of?                                                                                                                                                                                                                                                                   | Home or away?                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Science</b>                                                                                                                                                                                                                                                                                                 | Working Scientifically - on going across the year                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                | Animals, including humans<br><b>Living Things and Habitats</b> - habitats and food chains                                                                                                                                                                               | <b>Uses of Everyday Materials</b>                                                                                                                                                                                                                                                             | <b>Plants</b> - growth and health                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Computing</b>                                                                                                                                                                                                                                                                                               | Computer Science - understand that algorithms are implemented as programs on digital devices<br><br>Make routes using precise instructions<br><br>Debug simple programs<br><br>Digital Literacy<br>IT Database                                                          | Computer Science - understand that algorithms are implemented as programs on digital devices<br><br>Digital Literacy<br>IT - use technology purposely to organise & manipulate digital content                                                                                                | Computer Science - use logical reasoning to predict the behaviour of simple programs<br><br>Digital Literacy<br>Use technology safely<br><br>ICT -use technology purposely to manipulate digital content                                                                                                                                                                                                                          |
| <b>History</b><br><br><b>Ongoing History:</b><br><ul style="list-style-type: none"> <li>➤ use a source – why, what, who, how, where</li> <li>➤ to ask questions and find answers</li> <li>➤ Class display/ museum annotated photographs</li> <li>➤ ICT</li> </ul>                                              |                                                                                                                                                                                                                                                                         | <b>Content:</b><br>Lives of significant individuals national/international, possible comparison of aspects of life - Who made history?<br>Fire of London                                                                                                                                      | <b>Content:</b><br>Changes within living memory and events beyond living memory - Happy holidays now and then!                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                         | <b>Skills:</b><br>find out about people and events in other times collections of artefacts – confidently describe similarities and differences<br><br>drama – develop empathy and understanding (hot seating, sp. and listening)<br><br>able to identify different ways to represent the past | <b>Skills:</b><br>sequence artefacts closer together in time<br><br>sequence events<br>sequence photos etc from different periods of their life<br><br>describe memories of key events in lives<br><br>Study change through the lives of significant individuals (transport – George Stephenson and Amy Johnson)<br><br>compare pictures or photographs of people or events in the past<br><br>sequence a collection of artefacts |
| <b>Geography</b><br><br><b>Ongoing Geography:</b><br><ul style="list-style-type: none"> <li>➤ observe and record in different ways eg. sketches, diagrams, ICT</li> <li>➤ communicate in different ways – pictures, writing, charts</li> <li>➤ use simple field sketches and diagrams, use a camera</li> </ul> | <b>Content:</b><br>Human and physical geography exploring hot and cold areas<br>(Equator, North & South Poles.)<br>Locational Knowledge - 7 continents and 5 oceans<br>Place knowledge for and non-European country (e.g. Kenya). Focus on similarities and differences | <b>Content:</b><br>Geographical skills and fieldwork-                                                                                                                                                                                                                                         | <b>Content:</b><br>Place knowledge - holidays in the UK and non-European country (e.g. Kenya). Focus on similarities and differences                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                | Geographical skills and fieldwork - on going across the year                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Skills:</b></p> <p>express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences</p> <p>compare two settlements<br/>use globes, maps, plans at a range of scales<br/>use content/index to locate country/draw information from a map</p>                                                                                    | <p><b>Skills:</b></p> <p>ask geographical questions –where is this place? what is it like? How has it changed?</p> <p>recognise how places have become the way they are e.g. shops (patterns and processes)</p>                                                                                                                                              | <p><b>Skills:</b></p> <p>geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farm land</p> <p>express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences</p> <p>compare two settlements<br/>use globes, maps, plans at a range of scales<br/>use content/index to locate country/draw information from a map</p>                                                                                                                                    |
| <b>DT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Understand that all food comes from plants or animals.                                                                                                                                                                                                                                                                                                                                                | Build structures, exploring how they can be made stronger, stiffer and more stable.                                                                                                                                                                                                                                                                          | Demonstrate how to use techniques such as cutting, peeling and grating.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Ongoing D&amp;T:</b></p> <ul style="list-style-type: none"> <li>➤ Begin to develop their design ideas through discussion, observation, drawing and modelling.</li> <li>➤ Identify a purpose for what they intend to design and make.</li> </ul>                                                                                                                                                                                                                                                                                                                       | <p>Start to assemble, join and combine materials in order to make a product. (habitat diorama)</p> <p>Develop their ideas through talk and drawings and label parts.</p> <p>With help measure, cut and score with some accuracy.</p> <p>Start to choose and use appropriate finishing techniques based on own ideas.</p>                                                                              | <p>Develop their ideas through talk and drawings and label parts.</p> <p>Start to assemble, join and combine materials in order to make a product.</p>                                                                                                                                                                                                       | <p>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Understand how to name and sort foods into the five groups in 'The Eat well plate'</p> <p>Evaluate their work against their design criteria. Look at a range of existing products explain what they like and dislike about products and why.</p> <p>Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> |
| <b>Art &amp; Design</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Demonstrate experience in surface patterns/ textures and use them when appropriate.                                                                                                                                                                                                                                                                                                                   | Shape, form, construct and model from observation and imagination.                                                                                                                                                                                                                                                                                           | Explore carving as a form of 3D art.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Ongoing Art &amp; Design:</b></p> <ul style="list-style-type: none"> <li>➤ Identify changes they might make or how their work could be developed further.</li> <li>➤ Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>➤ Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</li> <li>➤ Control the types of marks made with the range of media.</li> <li>➤ Discuss own work and others work, expressing thoughts and feelings.</li> </ul> | <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate textures and produce an expanding range of patterns.</p> <p>Begin to mix colour shades and tones.</p> <p>Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</p> <p>Artist: Anthony Browne illustrations, African, Native - aboriginal paintings, Animal.</p> | <p>(Houses)</p> <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Artist: Turner, London,</p> | <p>Use a sketchbook to plan and develop simple ideas.</p> <p>Continue to investigate textures and produce an expanding range of patterns.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Artist: Van Gogh, Monet, Andy Goldsworthy.</p>                                                                                                                                                                             |
| <b>Music</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Listening and Singing - animal songs and rhymes using descriptive language. Animal word-rhythm grids</p> <p>Experimenting with Sounds - descriptive weather sequences: using sounds to represent ideas: I hear thunder...</p>                                                                                                                                                                      | <p>Listening and Singing - travelling songs - adapted: Wheels on Bus / train...jungle trail, movement and actions/ pulse and rhythm</p> <p>Listening and responding - to music representing 'The Sea and Space': creating musical structures</p>                                                                                                             | <p>Listening and Experimenting with Sound - world music/songs and dances. Junk</p> <p>Percussion Band? Africa-drumming</p> <p>S. America - Samba</p> <p>Asia - tuned pentatonic chimes etc.</p>                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>P.E.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Games &amp; Gymnastics</p> <p>Games &amp; Dance</p>                                                                                                                                                                                                                                                                                                                                                | <p>Dance &amp; Gymnastics</p> <p>Games &amp; Gymnastics</p>                                                                                                                                                                                                                                                                                                  | <p>Games &amp; Dance</p> <p>Athletics</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



# Long Term Wider Curriculum Map Year 2

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| <b>R.E.</b>               | Why is the Bible special to Christians?<br>How and why is light important at Christmas? | What does it mean to belong in Christianity?<br>How do Christians celebrate Easter? | Why is Islam important to Muslims? |
| <b>Whole School Weeks</b> | Christmas<br>Eid<br>Anti-bullying Week<br>Diwali                                        | Chinese New Year<br>World Book Day<br>Easter                                        | Transition Week                    |