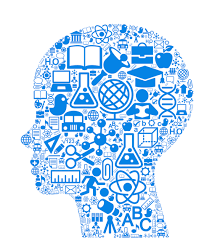
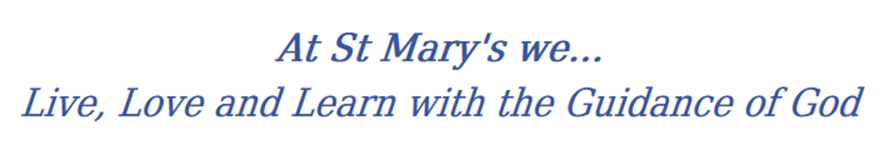
******Year 2 Long Term Curriculum Map**



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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2019-20** | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | | **Summer 2** |
| **RE** | Beginnings  Signs and symbols | Judaism  Preparations | Books  Thanksgiving | | Opportunities  Spread the word | Rules  Islam | | Treasure |
| **PSHE** | **Being Me In My World**  Hopes and fears for the year  Rights and responsibilities  Rewards and consequences Safe and fair learning environment  Valuing contributions  Choices  Recognising feelings | **Celebrating Difference**  Assumptions and stereotypes about gender Understanding bullying Standing up for self and others  Making new friends  Gender diversity  Celebrating difference and remaining friends | **Dreams and Goals**  Achieving realistic goals  Perseverance  Learning strengths  Learning with others  Group co-operation  Contributing to and sharing success | | **Healthy Me**  Motivation  Healthier choices  Relaxation  Healthy eating and nutrition Healthier snacks and sharing food | **Relationships**  Different types of family  Physical contact boundaries  Friendship and conflict  Secrets  Trust and appreciation  Expressing appreciation for special relationships | | **Changing Me**  Life cycles in nature  Growing from young to old  Increasing independence Differences in female and male bodies (correct terminology)  Assertiveness  Preparing for transition |
| **English** | Narrative | Narrative  Non Chronological Reports  Letter Writing (Letters to Santa) | Letter Writing  Poetry | | Dairy entries  Non Chronological Reports | Narrative (link with local author visit)  Letter writing | | Recount (personal experience – link with school trip)  Poetry (William Wordsworth) |
| **Class Text** |  |  |  | |  |  | |  |
| **History** | Travel and Transport  Describing events beyond living memory, such as the first flight Identifying and using common words and phrases relating to the passing of time first aeroplane flight.  Christina Rosetti and Rosa Parks  Identifying and describing significant historical people.  Isambard Kingdom Brunel/Rosa Parks(democracy)  Identifying and describing significant historical people and places in our own locality (Middlesbrough docks)  Describing changes within living memory  Changes in transport (trains, cars and aeroplanes)  **Food Transport Democracy** | | | | | | | |
| **Geography** | **Locational Knowledge**   * Guisborough Woods   **Human and Physical**   * Hot and cold parts of the world * UK and Europe   **Geographical Skills**   * Use maps, atlases and globes | | | **Locational Knowledge**   * 5 continents * 7 oceans * Equator * North and South pole   **Human and Physical**   * Journeys around the world * Use geographical vocabulary (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)   **Geographical Skills**   * My route to school * Use maps, atlases and globes * Use simple compass directions * Devise simple maps with keys | | | **Locational Knowledge**   * Name and locate towns and cities close to home.   **Place Knowledge**   * Middlesbrough * Compare and Contrast – Middlesbrough with a Safari   **Human and Physical**   * Identify weather patterns and seasonal changes * Identify key Physical features of our local area (hills, rivers, valleys, coast) * Identify key human features (towns, factories, railways).   **Geographical Skills**   * Use maps, atlases and globes * Use simple compass directions * Devise simple maps with keys | |
| **Science** | **Everyday Materials and their uses**  Discovering out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | **Animals including humans**  Find out about and describe the basic needs of animals for survival and the growth of animals. | **Humans including animals**  Describe the importance for humans of exercise, basic need, eating the right amounts of different types of food, and hygiene. | | **Movement**  Compare how different things move. | **Plants**  Observe and describe how seeds and bulbs grow into mature plants | | **Habitats**  Identify and name a variety of plants and animals in their habitats, including microhabitats. |
| **Working Scientifically**  Develop the idea of working scientifically and create confident and inquisitive young scientists. Children should ask questions and use practical investigations to answer them.  **Scientists that changed the world**  Compare scientists from then and now; looking specifically at Charles Mackintosh. | | | | | | | |
| **Maths** |  | |  | | |  | | |
| **Art** | **DT focus** | **Artist**  **George Bellows,**[**Men of the Docks**](https://www.nationalgallery.org.uk/paintings/george-bellows-men-of-the-docks)**, 1912**  Describe the work of notable artists, artisans and designers.  Use some of the ideas of  artists studied to create pieces. | ***Portraits***  Draw lines of different sizes and thickness.  Colour (own work) neatly following the lines.  Show pattern and texture by adding dots and lines.  Show different tones by using coloured pencils. | | **DT focus** | **Painting:** Use thick and thin brushes.  Mix primary colours to make secondary.  **Textiles:**  Use weaving to create a pattern.  Join materials using glue and/or a stitch.  **Artist**  **Paolo Uccello,**[**The Battle of San Romano**](https://www.nationalgallery.org.uk/paintings/paolo-uccello-the-battle-of-san-romano)**, 1438–40** | | ***Seaside Collage*** Use a combination of materials that are cut, torn and glued.  Sort and arrange materials.  Mix materials to create texture.  **Textiles**  Use dip dye techniques |
| **DT** | Food  Design, make and evaluate chocolate bar and wrapper | | **Mechanisms**  Wheels and axles | | | **Textiles**  Templates and joining techniques | | |
| **PE** | **Games**  Rolling, hitting, running, jumping, catching, kicking | **Gymnastics**  Movement travel, hold, climb, stretch, jump | **Games**  Rolling, hitting, running, jumping, catching, kicking | | **Dance**  Move with careful control and coordination.  Link two or more actions to perform a sequence. | **Athletics**  Rolling, hitting, running, jumping, catching, kicking | | **Athletics**  Rolling, hitting, running, jumping, catching, kicking |
| **Music** | South African styles | Christmas, Big Band, Motown, Elvis, Freedom Songs | Rock | | Reggae | Pop, Soul, Film, Musicals | | Western Classical Music and your choice from Year 2 |
| **Computing** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** | **21** | **22** | **23** | **24** | **25** | **26** | **27** | **28** | **29** | **30** | **31** | **32** | | **Unit 2.1**  **Coding**        **Weeks** – 5    **Programs** – 2Code | | | |  | **Unit 2.2**  **Online Safety**        **Weeks** – 3    **Programs** – Various | | | **Unit 2.3**  **Spreadsheets**        **Weeks** – 4    **Programs** – 2Calculate | | | | **Unit 2.4**  **Questioning**        **Weeks** – 5    **Programs** – 2Question,  2Investigate | | | | | **Unit 2.5**  **Effective**  **Searching**    **Weeks** – 3    **Programs**  – Browser | | | **Unit 2.6**  **Creating Pictures**        **Weeks** – 5    **Programs** – 2PaintAPicture | | | | | **Unit 2.7**  **Making**  **Music**      **Weeks** – 3    **Programs** –  2Sequence | | | **Unit 2.8**  **Presenting Ideas**      **Weeks** – 4    **Programs** –  Various | | | | | | | | | | | | |