



Year 2 Curriculum Map

Autumn Term		
Subject	Area of Learning	Key knowledge
Art	<ul style="list-style-type: none">DrawingColour	<ul style="list-style-type: none">Use a sketchbook to practise different methods.Draw the gaps (draw shading in between objects)
Computing	<ul style="list-style-type: none">E-SafetyTechnology in our lives	<ul style="list-style-type: none">Identify the need for passwords for accounts/devices.Describe some uses of computers
Design Technology	<ul style="list-style-type: none">Moving Monsters – Mechanical systems	<ul style="list-style-type: none">To know that mechanisms are a collection of moving parts that work together as a machine to produce movement.
Geography	<ul style="list-style-type: none">Maps	<ul style="list-style-type: none">Use the four compass points to say simple directions.Name and locate the 5 oceans using maps and globes.
History	<ul style="list-style-type: none">Inventors and inventions	<ul style="list-style-type: none">Know some of the inventions of Leonardo Da VinciSequence photographs and/or artefacts closer together in time - check using a reference book
Music	<ul style="list-style-type: none">Call and ResponseInstruments (Musical Storytelling)	<ul style="list-style-type: none">Recognise and name the following instruments: up to three instruments from Group A and B.Know that dynamics can change the effect a sound has on the audience.Be able to recognise and name up to three instruments from Group A and B.Sections of music can be described as fast or slow and the meaning of these terms.Sections of music can be described as loud, quiet or silent and the meaning of these terms.Sounds within music can be described as high or low sounds and the meaning of these terms.Recognise and name up to three instruments from Group A and B.
PE	<ul style="list-style-type: none">DanceGymnasticsGames	<p>(By the end of the school year)</p> <ul style="list-style-type: none">Recognise and describe how the body feels during and after different physical activities.Explain what they need to stay healthy.Perform sequences of their own composition with coordination.Perform learnt skills with increasing control.Watch and describe performances, and use what they see to improve their own performance.Talk about the differences between their work and that of others.
PSHE	<ul style="list-style-type: none">Being me in my worldCelebrating difference	<ul style="list-style-type: none">Know about rewards and consequences and that these stem from choicesKnow that it is important to listen to other peopleUnderstand that their own views are valuable

		<ul style="list-style-type: none"> • Know how to make their class a safe and fair place • Show good listening skills • Be able to work co-operatively • Know the difference between a one-off incident and bullying • Know that sometimes people get bullied because of difference • Know that friends can be different and still be friends • Explain how being bullied can make someone feel • Know how to stand up for themselves when they need to • Understand that everyone's differences make them special and unique
RE	<ul style="list-style-type: none"> • What did Jesus teach us? • Christmas – Jesus as a gift from God 	<ul style="list-style-type: none"> • Remember something Jesus said or did to be kind. • Explain that Christians believe Jesus was a gift from God.
Science	<ul style="list-style-type: none"> • Habitats • Micro-Habitats 	<ul style="list-style-type: none"> • To begin to understand some of the life processes, including movement, reproduction, sensitivity, growth, excretion and nutrition. • To know the difference between things that are living, dead, and things that have never been alive, using some of the life processes. • To know a variety of plants and animals and describe some differences. • To name a variety of habitats, including woodland, ocean, rainforest and coastal. • To know that a habitat is the environment where an animal or plant lives/grows because it provides what they need to survive. • A variety of plants and animals and describe some differences. • That a habitat is the environment where an animal or plant lives/grows, because it provides what they need to survive. • That a microhabitat is a very small habitat (e.g. under stones, logs and leaf litter). • That living things depend upon each other (e.g. for food, shelter).

Spring Term		
Subject	Area of Learning	Key knowledge
Art	<ul style="list-style-type: none"> • Arcimboldo • Leonardo Da Vinci 	<ul style="list-style-type: none"> • The name, nationality, style and famous works of Arcimboldo • The name, nationality, style and famous works of Leonardo Da Vinci • To create shade of colour by adding white poster paint to lighten and black poster paint to darken.

Computing	<ul style="list-style-type: none"> Handling data – 2investigate Programming – Scratch Jnr 	<ul style="list-style-type: none"> Enter data onto a computer Use a computer program to present information in different ways Create a program based on a design Debug my program
Design Technology	<ul style="list-style-type: none"> Balanced diet – Food and Nutrition 	<ul style="list-style-type: none"> To know that ‘diet’ means the food and drink that a person or animal usually eats. To know that ‘ingredients’ means the items in a mixture or recipe. To know where to find the nutritional information on packaging.
Geography	<ul style="list-style-type: none"> Continents, poles and equator 	<ul style="list-style-type: none"> Name and locate the 7 continents. Make comparisons between the UK and life in another country. Understand that different countries have different climates.
History	<ul style="list-style-type: none"> Local history 	<ul style="list-style-type: none"> Know a historical building or place in Reading Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
Music	<ul style="list-style-type: none"> Structure 	<ul style="list-style-type: none"> Pictorial representations of rhythm show sounds and rests.
PE	<ul style="list-style-type: none"> Dance Gymnastics Games 	<p>(By the end of the school year)</p> <ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.
PSHE	<ul style="list-style-type: none"> Dreams and goals Healthy me 	<ul style="list-style-type: none"> Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere Know how to recognise what working together well looks like Recognise how working with others can be helpful Be able to work effectively with a partner Be able to choose a partner with whom they work well Know what their body needs to stay healthy Know what relaxed means Know which foods given their bodies energy Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food Desire to make healthy lifestyle choices
RE	<ul style="list-style-type: none"> Prayer at home – Islam 	<ul style="list-style-type: none"> Recall what Christians believed happened on Easter Sunday. Understand the fundamentals of Islam – that Muslims believe in one God (Allah) and his messenger Muhammad, and worship in a mosque

	<ul style="list-style-type: none"> Easter – The resurrection 	
Science	<ul style="list-style-type: none"> Use of Everyday Materials Life Cycles and Health 	<ul style="list-style-type: none"> Objects are made from materials that suit their uses. One material can be used for a range of purposes. Different materials can be used for the same purpose. A push or pull must be applied to change the shape of a solid object. Solid objects can be stretched, twisted, bent or stretched. Different solid objects may take different amounts of force to change shape. That baby, toddler, child, teenager and adult are human life cycle stages. There are differences in the life cycles of different animals. Humans grow as they age. The basic survival needs of animals are air, water and food. Personal hygiene prevents the spread of germs.

Summer Term		
Subject	Area of Learning	Key knowledge
Art	<ul style="list-style-type: none"> Sculpture – Andy Goldsworthy 	<ul style="list-style-type: none"> Explore sculpture using non-malleable materials positioning these for a purpose – natural materials The name, nationality, style and famous works of Andy Goldsworthy
Computing	<ul style="list-style-type: none"> Multimedia – Pixlr Image 	<ul style="list-style-type: none"> Capture a good digital photo in portrait and landscape format Use a tool to achieve a desired effect
Design Technology	<ul style="list-style-type: none"> Pouches - Textiles 	<ul style="list-style-type: none"> To know that sewing is a method of joining fabric. To know that different stitches can be used when sewing. To understand the importance of tying a knot after sewing the final stitch.
Geography	<ul style="list-style-type: none"> Maps and fieldwork 	<ul style="list-style-type: none"> Observe and record information about the local area
History	<ul style="list-style-type: none"> Mary Anning 	<ul style="list-style-type: none"> Know why Mary Anning is remembered Identify differences between ways of life at different times Compare two versions of a past event
Music	<ul style="list-style-type: none"> Pitch 	<ul style="list-style-type: none"> Notation is read from left to right. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Sounds within music can be described as high or low sounds and the meaning of these terms.
PE	<ul style="list-style-type: none"> Dance 	(By the end of the school year)

	<ul style="list-style-type: none"> • Athletics 	<ul style="list-style-type: none"> • Recognise and describe how the body feels during and after different physical activities. • Explain what they need to stay healthy. • Perform sequences of their own composition with coordination. • Perform learnt skills with increasing control. • Watch and describe performances, and use what they see to improve their own performance. • Talk about the differences between their work and that of others.
PSHE	<ul style="list-style-type: none"> • Relationships • Changing me 	<ul style="list-style-type: none"> • Know that there are lots of forms of physical contact within a family • Know how to stay stop if someone is hurting them • Know there are good secrets and worry secrets and why it is important to share worry secrets • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can identify the negative feelings associated with keeping a worry secret • Can identify who they trust in their own relationships • Know the physical differences between male and female bodies • Know that private body parts are special and that no one has the right to hurt these • Know there are different types of touch and that some are acceptable and some are unacceptable • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened
RE	<ul style="list-style-type: none"> • Community and belonging - Islam • Hajj - Islam 	<ul style="list-style-type: none"> • Explain what happens when Muslims pray and go to the mosque.
Science	<ul style="list-style-type: none"> • Plant Growth • Plant-Based Materials 	<ul style="list-style-type: none"> • Seeds and bulbs grow into seedlings by producing roots and shoots. • Seedlings grow into mature plants by developing parts such as roots, stems, leaves and flowers. • Seeds need water and warmth to germinate. • Plants need water, light and a suitable temperature for growth and health.