



# Year 2 Curriculum Map

Autumn Term		
Subject	Area of Learning	Key knowledge
Art	<ul style="list-style-type: none"> <li>Drawing</li> <li>Colour</li> </ul>	<ul style="list-style-type: none"> <li>Use a sketchbook to practise different methods.</li> <li>Draw the gaps (draw shading in between objects)</li> </ul>
Computing	<ul style="list-style-type: none"> <li>E-Safety</li> <li>Technology in our lives</li> </ul>	<ul style="list-style-type: none"> <li>Identify the need for passwords for accounts/devices.</li> <li>Describe some uses of computers</li> </ul>
Design Technology	<ul style="list-style-type: none"> <li>Moving Monsters – Mechanical systems</li> </ul>	<ul style="list-style-type: none"> <li>To know that mechanisms are a collection of moving parts that work together as a machine to produce movement.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>Maps</li> </ul>	<ul style="list-style-type: none"> <li>Use the four compass points to say simple directions.</li> <li>Name and locate the 5 oceans using maps and globes.</li> </ul>
History	<ul style="list-style-type: none"> <li>Inventors and inventions</li> </ul>	<ul style="list-style-type: none"> <li>Know some of the inventions of Leonardo Da Vinci</li> <li>Sequence photographs and/or artefacts closer together in time - check using a reference book</li> </ul>
Music	<ul style="list-style-type: none"> <li>West African call and response song</li> <li>Orchestral Instruments</li> </ul>	<ul style="list-style-type: none"> <li>To know that dynamics can change the effect a sound has on the audience.</li> <li>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</li> <li>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</li> <li>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</li> <li>To understand that an instrument can be matched to an animal noise based on its timbre.</li> <li>To know that musical instruments can be used to create 'real life' sound effects</li> <li>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</li> </ul>
PE	<ul style="list-style-type: none"> <li>Dance</li> <li>Gymnastics</li> <li>Games</li> </ul>	<p>(By the end of the school year)</p> <ul style="list-style-type: none"> <li>Recognise and describe how the body feels during and after different physical activities.</li> <li>Explain what they need to stay healthy.</li> <li>Perform sequences of their own composition with coordination.</li> <li>Perform learnt skills with increasing control.</li> <li>Watch and describe performances, and use what they see to improve their own performance.</li> <li>Talk about the differences between their work and that of others.</li> </ul>

<b>PSHE</b>	<ul style="list-style-type: none"> <li>• Being me in my world</li> <li>• Celebrating difference</li> </ul>	<ul style="list-style-type: none"> <li>• Know about rewards and consequences and that these stem from choices</li> <li>• Know that it is important to listen to other people</li> <li>• Understand that their own views are valuable</li> <li>• Know how to make their class a safe and fair place</li> <li>• Show good listening skills</li> <li>• Be able to work co-operatively</li> <li>• Know the difference between a one-off incident and bullying</li> <li>• Know that sometimes people get bullied because of difference</li> <li>• Know that friends can be different and still be friends</li> <li>• Explain how being bullied can make someone feel</li> <li>• Know how to stand up for themselves when they need to</li> <li>• Understand that everyone's differences make them special and unique</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• What did Jesus teach us?</li> <li>• Christmas – Jesus as a gift from God</li> </ul>	<ul style="list-style-type: none"> <li>• Remember something Jesus said or did to be kind.</li> <li>• Explain that Christians believe Jesus was a gift from God.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>• Begin to make predictions</li> </ul>

## Spring Term

Subject	Area of Learning	Key knowledge
<b>Art</b>	<ul style="list-style-type: none"> <li>• Arcimboldo</li> <li>• Leonardo Da Vinci</li> </ul>	<ul style="list-style-type: none"> <li>• The name, nationality, style and famous works of Arcimboldo</li> <li>• The name, nationality, style and famous works of Leonardo Da Vinci</li> <li>• To create shade of colour by adding white poster paint to lighten and black poster paint to darken.</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Handling data – 2investigate</li> <li>• Programming – Scratch Jnr</li> </ul>	<ul style="list-style-type: none"> <li>• Enter data onto a computer</li> <li>• Use a computer program to present information in different ways</li> <li>• Create a program based on a design</li> <li>• Debug my program</li> </ul>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>• Balanced diet – Food and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• To know that 'diet' means the food and drink that a person or animal usually eats.</li> <li>• To know that 'ingredients' means the items in a mixture or recipe.</li> <li>• To know where to find the nutritional information on packaging.</li> </ul>

<b>Geography</b>	<ul style="list-style-type: none"> <li>Continents, poles and equator</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the 7 continents.</li> <li>Make comparisons between the UK and life in another country.</li> <li>Understand that different countries have different climates.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>Local history</li> </ul>	<ul style="list-style-type: none"> <li>Know a historical building or place in Reading</li> <li>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Musical me</li> </ul>	<ul style="list-style-type: none"> <li>To know that 'notation' means writing music down so that someone else can play it.</li> <li>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Dance</li> <li>Gymnastics</li> <li>Games</li> </ul>	<p>(By the end of the school year)</p> <ul style="list-style-type: none"> <li>Recognise and describe how the body feels during and after different physical activities.</li> <li>Explain what they need to stay healthy.</li> <li>Perform sequences of their own composition with coordination.</li> <li>Perform learnt skills with increasing control.</li> <li>Watch and describe performances, and use what they see to improve their own performance.</li> <li>Talk about the differences between their work and that of others.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>Dreams and goals</li> <li>Healthy me</li> </ul>	<ul style="list-style-type: none"> <li>Know how to choose a realistic goal and think about how to achieve it</li> <li>Know that it is important to persevere</li> <li>Know how to recognise what working together well looks like</li> <li>Recognise how working with others can be helpful</li> <li>Be able to work effectively with a partner</li> <li>Be able to choose a partner with whom they work well</li> <li>Know what their body needs to stay healthy</li> <li>Know what relaxed means</li> <li>Know which foods give their bodies energy</li> <li>Feel positive about caring for their bodies and keeping it healthy</li> <li>Have a healthy relationship with food</li> <li>Desire to make healthy lifestyle choices</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>Prayer at home – Islam</li> <li>Easter – The resurrection</li> </ul>	<ul style="list-style-type: none"> <li>Recall what Christians believed happened on Easter Sunday.</li> <li>Understand the fundamentals of Islam – that Muslims believe in one God (Allah) and his messenger Muhammad, and worship in a mosque</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Animals including humans</li> </ul>	<ul style="list-style-type: none"> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>

- Do things in the correct order when performing a simple test and begin to recognise when something is unfair

## Summer Term

Subject	Area of Learning	Key knowledge
<b>Art</b>	<ul style="list-style-type: none"> <li>• Sculpture – Andy Goldsworthy</li> </ul>	<ul style="list-style-type: none"> <li>• Explore sculpture using non-malleable materials positioning these for a purpose – natural materials</li> <li>• The name, nationality, style and famous works of Andy Goldsworthy</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Multimedia – Pixlr Image</li> </ul>	<ul style="list-style-type: none"> <li>• Capture a good digital photo in portrait and landscape format</li> <li>• Use a tool to achieve a desired effect</li> </ul>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>• Pouches - Textiles</li> </ul>	<ul style="list-style-type: none"> <li>• To know that sewing is a method of joining fabric.</li> <li>• To know that different stitches can be used when sewing.</li> <li>• To understand the importance of tying a knot after sewing the final stitch.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Maps and fieldwork</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and record information about the local area</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• Mary Anning</li> </ul>	<ul style="list-style-type: none"> <li>• Know why Mary Anning is remembered</li> <li>• Identify differences between ways of life at different times</li> <li>• Compare two versions of a past event</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Myths and legends</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</li> <li>• To know that 'duration' means how long a note, phrase or whole piece of music lasts.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Athletics</li> </ul>	<p>(By the end of the school year)</p> <ul style="list-style-type: none"> <li>• Recognise and describe how the body feels during and after different physical activities.</li> <li>• Explain what they need to stay healthy.</li> <li>• Perform sequences of their own composition with coordination.</li> <li>• Perform learnt skills with increasing control.</li> <li>• Watch and describe performances, and use what they see to improve their own performance.</li> <li>• Talk about the differences between their work and that of others.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing me</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are lots of forms of physical contact within a family</li> <li>• Know how to stay stop if someone is hurting them</li> <li>• Know there are good secrets and worry secrets and why it is important to share worry secrets</li> <li>• Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>• Can identify the negative feelings associated with keeping a worry secret</li> <li>• Can identify who they trust in their own relationships</li> <li>• Know the physical differences between male and female bodies</li> <li>• Know that private body parts are special and that no one has the right to hurt these</li> </ul>

		<ul style="list-style-type: none"> <li>• Know there are different types of touch and that some are acceptable and some are unacceptable</li> <li>• Can say who they would go to for help if worried or scared</li> <li>• Can say what types of touch they find comfortable/uncomfortable</li> <li>• Be able to confidently ask someone to stop if they are being hurt or frightened</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Community and belonging - Islam</li> <li>• Hajj - Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what happens when Muslims pray and go to the mosque.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Living things</li> <li>• Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• 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</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>