



Year 2 Curriculum Map

Autumn Term		
Subject	Area of Learning	Key learning
Art	<ul style="list-style-type: none">Shadows and Spaces: Exploring ToneShades and Tints: Playing with Colour	<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">Developing Awareness of Online SafetyExploring Information Technology in Our Lives	<ul style="list-style-type: none">Identify situations when an adult should be told about something online.Identify the need for passwords for accounts/devices.Describe some uses of computers
Design Technology	<ul style="list-style-type: none">Making a Moving Monster (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">Mapping Our World	<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 Response (Animals)Instruments (Musical Storytelling)	<ul style="list-style-type: none">Know that dynamics can change the effect a sound has on the audience.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.
PE	<ul style="list-style-type: none">Gymnastics (Unit 1)Attack Defend Shoot (Unit 1)Dance (Unit 1)Send and Return (Unit 1)	<ul style="list-style-type: none">Describe and explain how performers can transition and link elements. Perform basic actions with control at different speeds and levels. Develop flexibility in a range of shapes and balances.Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g., dribbling and passing.Apply facial expressions to music showing emotions such as fear and anger. Begin to use spatial and dynamic choices in work. Offer feedback and respond to feedback.Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net.
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 people

		<ul style="list-style-type: none"> • Understand that their own views are valuable • 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"> • Why do we need to give thanks? • What do candles mean to people? 	<ul style="list-style-type: none"> • Identify reasons people may feel thankful and how this is expressed. • Explain how some people celebrate harvest time. • Identify the meaning behind some harvest celebrations and practices. • Talk about what Hindu and Christian followers might learn from stories about gratitude. • Explain how some Hindus and Christians show their gratitude to God. • Explain how Hindu worship may reflect a person's beliefs about gratitude to God. • Recognise how worship through songs can be used to express thanks to God. • Express ideas about gratitude using music. • Share examples of where they have seen and experienced candles. • Identify three practices associated with Diwali. • Understand that some Hindu people use diyas as symbolism. • Understand the meaning of Advent to some Christian followers. • Identify what is important to some Jewish people at Hanukkah. • Provide some examples of what candles mean to some people.
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 learning
Art	<ul style="list-style-type: none"> Artists and Invention – Da Vinci and Arcimboldo 	<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"> Creating and Exploring Data with Pictograms Designing and Debugging with ScratchJr 	<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"> Comparing Climates and Continents 	<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"> Our Local Area in the Past 	<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 (myths and legends) 	<ul style="list-style-type: none"> Pictorial representations of rhythm show sounds and rests.
PE	<ul style="list-style-type: none"> Gymnastics (Unit 2) Dance (Unit 2) Attack Shoot Defend (Unit 2) 	<ul style="list-style-type: none"> Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements. Attempt to use rhythm while performing a sequence. Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs. Select and apply a small range of simple tactics. Recognise good qualities in self and others. Work with others to build basic attacking play.
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

		<ul style="list-style-type: none"> • 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"> • How do we know some people feel a special connection to a god? • What is a prophet? 	<ul style="list-style-type: none"> • Understand that religious stories can help us learn about religious beliefs. • Identify miracles in the stories that tell some people that some children are special. • Describe why Krishna might be seen as special by some people. • Identify parts of the story that tell us that Muhammad is special to some people. • Identify a miracle believed to have been performed by Jesus as an adult and its significance in religious stories. • Explain that a prophet refers to someone who is believed to talk about God. • Describe how different people responded to prophets in stories. • Reflect on what a prophet might be like. • Explain why Muhammad is important to many Muslims. • Explaining why Jesus may be important for some people. • Interpreting religious stories. • Describing what makes Guru Nanak special to some Sikhs.
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"> Sculpting with Nature 	<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"> Digital Photography: Capturing and Creating Images 	<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"> Our School and the World Around It 	<ul style="list-style-type: none"> Observe and record information about the local area
History	<ul style="list-style-type: none"> Mary Anning and the Secrets in the Stones 	<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 (Musical me) 	<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"> OAA Hit Catch Run (Unit 1) Run Jump Throw (Unit 1) 	<ul style="list-style-type: none"> Use searching skills to find given things from clues and pictures. As a pair, navigate space. Use and explore unusual equipment to develop motor skills, coordination and problem-solving. To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games. Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.
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

		<ul style="list-style-type: none"> • 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"> • How do some people talk to God? • Where do some people talk to God? 	<ul style="list-style-type: none"> • Describe what prayer means. • Identify some reasons why people might pray. • Explain how some people use their bodies during prayer. • Identify some similarities and differences between the ways in which people pray. • Understand why special objects and items of clothing are important to some people when they pray. • Draw connections between prayer practices within the Hindu, Muslim and Jewish worldviews. • To identify some features of mosques and their importance to some Muslims. • To explain how the features of an Orthodox Christian church might help some people pray. • To make connections between beliefs about the Trinity and Christian places of worship. • To identify some features of a synagogue and discuss their importance. • To recognise that community and equality are important values to many Sikh people. • To explain what the similarities and differences between places of worship can tell us about some people's beliefs
Science	<ul style="list-style-type: none"> • Plant growth • Plant-based materials 	<ul style="list-style-type: none"> • Recall that seeds have all the necessary parts inside for plants to grow. • Recall that seeds need water and warmth to germinate. • Recognise that light is required for healthy plant growth. • Sequence the stages of a plant's life cycle. • Recognise the importance of healthy plant growth. • Describe the influences humans have on plants in the environment. • Explain the terms reduce, reuse and recycle. • Describe how paper is made. • Select suitable materials for a plant pot. • Describe good growth conditions for seeds. • Make a plant pot from eco-friendly materials. • Identify non-living materials to decorate a plant pot.