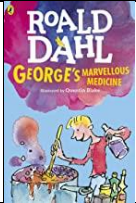
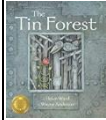


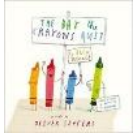
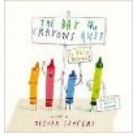





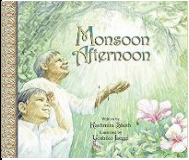
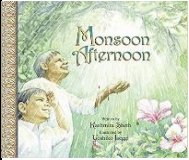
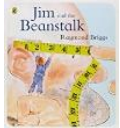



# Year 2 Curriculum Map 2024-25

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2							
Topic	London's Burning!				Born to be wild		Monsoon Season		Animal Magic		Land Ahoy!							
Subject driver	Geography		History		Science		Geography		English/Science/History		Design Technology							
Class text – Reading for Pleasure	 George's Marvellous Medicine by Dahl.				 The Tin Forest by Helen Ward		A selection of Indian Fables – edited by P. V. Ramasvami Raju		 The dragons at crumbling castle by Pratchett. (Short stories based on fairytales).		 The Pirates Next door by Johnny Duddle							
Key texts	Arainbow is...(Simile poem) and 	The day the crayons quit 	The Magic London Bus 	Paddington at St. Paul's by Michael Bond 	The Great Fire of London by Emma Adam 	Where the wild things are 	The Minpins by Dahl 	Grammarsaurus –ultimate guide to non-fiction – Non-chronological texts – Marine Mammals.	Poetry from India 	Monsoon Afternoon by Kashmira Sheth 	Jack and the Beanstalk 	Poem: I'm a Pirate by Annette Wynne 	Grammarsaurus – The ultimate guide to non-fiction – Instructional texts.					
English	Poetry – about colours – descriptive language about colours	Narrative: The day the sharpeners quit...(or a prequel)	Letters – Persuasive Writing – to Mr. Norton.	Poetry – about London monuments...Big Ben, The London Eye	Adventure story – Paddington	Newspaper report - (GFOL)	Haiku- Animals – about own invented animal	Fantasy Stories	Non-Chronological Reports – Own creature:	Poetry: from India	Stories from another culture: Monsoon Afternoon	Biographies of Kings and Queens	Narrative Poetry – familiar Fairy tale	Narrative: Traditional Tales - parody	NON-FICTION: Debates / Discussion texts	Poetry – Pirates	Adventure stories: Pirates	Instructions
Speaking & Listening	<ul style="list-style-type: none"> <li>• Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> <li>• Paired talk/Sharing work - Take turns to talk, listening carefully to the contributions of others.</li> <li>• Ask questions and use new vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> <li>• Hot seating - Take turns to talk, listening carefully to the contributions of others.</li> <li>• Prediction in a story and science</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> <li>• Story telling – Include the main points. Use new subject specific vocabulary to explain and describe.</li> <li>• Discussions – explore why they have certain thoughts or opinions and justify them. Know that others have different ideas and that these are valuable too.</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> <li>• Presentation- Speak confidently to a group of peers so that they understand the message of what is being said. Choose the most important points Remain focused even when not involved directly.</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> <li>• Ensure stories have a setting, plot, and a sequence of events.</li> <li>• Recount experiences with interesting detail. Speak in clear, grammatically correct sentences</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> <li>• Role play - Know that different people hold opinions that are different from our own. Take different roles and explore how others feel about a character's actions.</li> </ul>							

<b>Maths</b>	Number and place value Number-Addition/ subtraction Measurement – money Number – multiplication and division		Number – multiplication and division Statistics Geometry – properties of shape Fractions Measurement – height and length		Geometry – position and direction Problem solving (using efficient methods) Measurement – time Measurement – mass, capacity, and temperature Investigations	
<b>Science</b>	Animals/ humans	Working Scientifically: Investigating the importance of self-care Identifying suitable habitats and Describe properties of materials Lifecycle of a tree Describe how seeds grow into mature plants	Animals and habitats – Around the world Pets and wild animals Changes in animal population over time	Living things and their habitats Comparing UK and India animals and plants	Plants	Materials - suitability of materials.
<b>History / Geography</b>	<b>Geography:</b> Maps of London  London landmarks  Infrastructure (transport)	<b>History:</b> Plague and Great fire of London	<b>History:</b> Kings and Queens – Events within living memory Elizabeth II and Charles III.	<b>Geography:</b> <b>Place knowledge</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (UK / India)  <b>Geographical skills and fieldwork</b> Use world maps, atlases and globes.  <b>Locational knowledge</b> Name and locate the world's seven continents and five oceans, and the surrounding seas of the UK.  Relating to where animals come from and the habitats around the world.	<b>Geography:</b> Extreme weather systems in the UK.  In Maths - Use compass directions (north, south, east and west) Devise a simple map; and use and construct basic symbols in a key	<b>History:</b> Events beyond living memory- famous pirates.  Lives of significant individuals.  Sir Francis Drake – his life and achievements and some famous pirates from the past: Blackbeard Calico Jack Pirate women – Anne Bonny and Mary Read  Comparison of Sir Francis Drake with Christopher Columbus
<b>Computing</b>	Computing systems and networks – IT around us Online Safety – What happens when I post online? (Kapow)	Creating media – digital photography Online Safety – How do I keep my things safe online? (Kapow)	Programming A – robot algorithms Online Safety – Who should I ask? (Kapow)	Data and information - pictograms	Creating media – Making music Online Safety - It's my choice (Kapow)	Programming B – An introduction to quizzes Online Safety – Is it true? (Kapow)

<b>Art/DT</b>	<p><b>Art:</b>  <u>Self Portraits</u>  Picasso  Kandinsky  Computer art  Looking closely at artwork by famous artists Matisse / Carl warner</p> <p>Refer to Kapow to supplement - formal elements of art especially repeated pattern lesson and texture</p>	<p><b>DT:</b>  <u>Mechanisms:</u> Kapow - Fairground Wheel (London Eye – compare to a range of wheel structures)  Design and create a functional Ferris wheel, learn how different components fit together so that the wheel rotates and the structure stands freely.</p> <p>(Include an Art lesson - drawing using chalk/pastel for Christmas)</p>	<p><b>DT:</b>  <u>Mechanisms:</u> Making a moving monster – Kapow. Based on ‘Where the Wild Things Are.’  Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster.</p>	<p><b>Art:</b>  <u>Painting:</u>  Begin to control the types of marks made with a range of Painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. e.g. small brush for small marks.</p> <p>Link to Rousseau</p>	<p><b>Art:</b>  <u>Still-life Plant drawing</u>  Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.  Name, match and draw lines/marks from observations  <u>Sculpture:</u>  Use equipment and media with increasing confidence.  -To shape, form, construct and model from observation and imagination.</p>	<p><b>DT:</b>  <u>Textiles:</u> Pouches  Making an eye patch for a Pirate.</p>
<b>PE</b>	<p>Games (team games)  Real PE – personal skills</p>	<p>Dance  Real PE – Social Skills</p>	<p>Dance  Real PE – cognitive skills</p>	<p>Games (team games)  Real PE – Creative skills</p>	<p>Dance  Real PE – Applying physical skills</p>	<p>Athletics  Real PE – Health and fitness</p>

<p><b>Music</b></p>	<p><b>Musical Me</b> Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.</p>	<p>Tune in to Music - Hounslow Music Service <b>Dynamics, timbre, tempo (Space)</b> Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.</p>	<p><b>On this island</b> Creating sounds to represent three contrasting landscapes: seaside, countryside and city.</p>	<p><b>Animals</b> Learning a traditional Australian call and response song and to recognise simple notation. Composing animal-based call and response rhythms</p>	<p><b>Orchestral instruments: Western stories</b> Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action</p>	<p><b>Myths and Legends</b> Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</p>
<p><b>PSHE</b></p>	<p>Being Me in my World 1. Hopes and fears for the year 2. Rights and responsibilities 3. Rewards and consequences 4. Safe and fair learning environment 5. Valuing contributions 6. Choices 7. Recognising feelings</p>	<p>Celebrating Difference 1. Assumptions and stereotypes about gender 2. Understanding bullying 3. Standing up for self and others 4. Making new friends 5. Gender diversity 6. Celebrating difference and remaining friends</p>	<p>Dreams and Goals 1. Achieving realistic goals 2. Perseverance 3. Learning strengths 4. Learning with others 5. Group cooperation 6. Contributing to and sharing success</p>	<p>Healthy Me 1. Motivation 2. Healthier choices 3. Relaxation 4. Healthy eating and nutrition 5. Healthier snacks and sharing food</p>	<p>Relationships 1. Different types of family 2. Physical contact boundaries 3. Friendship and conflict 4. Secrets 5. Trust and appreciation 6. Expressing appreciation for special relationships</p>	<p>Changing Me 1. Life cycles in nature 2. Growing from young to old 3. Increasing independence 4. Differences in female and male bodies (correct terminology) 5. Assertiveness 6. Preparing for transition</p>
<p><b>Religion &amp; Worldview</b></p>	<p>Theme: Why do we give thanks? 1.To identify and discuss big questions. 2.To identify how and why some people say thank you. 3.To appreciate why harvest is an important time to express gratitude. 4.To identify some of the ways and reasons Hindus and Christians might show their gratitude to God. 5.To describe how and why some Hindus use puja to express gratitude to God. 6.To describe how Christian worship songs are used to express gratitude to God.</p>	<p>Theme: What do candles mean to people? 1. To express and compare ideas about the meaning of candles. 2.To recognise why candles are used to represent stories and beliefs. 3.To know that the festival of Diwali can be celebrated in different ways. 4.To know how some Christian followers might celebrate Advent 5.To understand why candles are used during Hanukkah. 6.To understand what candles mean to people.</p>	<p>Theme: How do we know some people have a special connection to God? 1.To identify how the Christmas story symbolises that Jesus is special. 2.To investigate why Guru Nanak is seen as special from birth within the Sikh worldview. 3.To identify how some people know that others are special using stories. 4.To understand that some people believe certain children are special by exploring a Hindu story 5.To understand why Muhammad is special to some people through exploring a story. 6.To investigate a story that shows Jesus as special for some believers.</p>	<p>Theme: What is a prophet? 1.To identify the characteristics of a prophet by exploring a story. 2.To investigate stories about people's responses to the role of a prophet. 3.To explore the promises made to some prophets in stories and scriptures 4.To investigate how the role of Muhammad is important to some Muslims using stories and scripture. 5.To explore the role of Jesus in different worldviews using stories and scripture. 6.To explain the importance of Guru Nanak for some Sikhs by looking at key events and teachings.</p>	<p>Theme: How do some people talk to God? 1.To consider why some people might choose to talk to God. 2.To investigate ways some people pray. 3.To recognise how different people use their bodies to pray by exploring practices. 4.To understand why some people use special objects and clothing during prayer. 5.To explore Hindu prayer practices and the significance of special objects. 6.To explore where some prayers come from.</p>	<p>Theme: Where do some people talk to God? 1.To explore how Muslims pray both individually and in a mosque. 2.To describe and explain the features of an Orthodox Christian church. 3.To compare different Christian places of worship 4..To explore the importance of the synagogue to some Jewish people by identifying features that help them pray. 5.To discuss why a gurdwara is a special place for some Sikh people by discovering the importance of its different features. 6.To find out why different places are important to people because of their beliefs.</p>

<b>Enrichment</b>	GFOL Workshop		Visit to Richmond synagogue Zoolabs Visit		Author visit	Pirates Wow Day
<b>RRSA</b>	<a href="#">Article 42</a> (knowledge of rights) <a href="#">Article 15</a> (freedom of association)		<a href="#">Article 4</a> (implementation of the convention) Government's role in making sure all rights are awarded and the people around us who help make sure that happens.		<a href="#">Article 27</a> (adequate standard of living)	