

Curriculum Map
Academic Year 19/20
Year 2 of Cycle

| | | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-------------|-----------------|--|--|--|---|--|---|
| Rec. | Theme | Ourselves Importance of exercise, food, hygiene, naming different parts of the body, friendships and staying safe. | Festivals Know about and respect own and other's cultures. Express ideas creatively, recognise musical patterns and sing songs. | Toys Respond to and sequence stories. Explore 2D /3D art. Use imagination creatively. Explore how things work. | Buildings To identify, describe and name a variety of materials To build, construct and adapt work. To use small & large equipment and materials with safety and control. | Mini-beasts To identify and name a variety of common animals and find out about living things. To look at similarities, difference, pattern and change. | Transport To find out about the local environment. Describe position and solve space problems. To use small and large equipment and the imagination creatively. |
| | Literacy | Letters and Sounds Phonics programme. Letter formation. Alliteration and Rhyme. | Letters and Sounds Phonics programme. Letter formation. Simple sentences. | Letters and Sounds Phonics programme. Letter formation Simple sentence construction. Retelling and sequencing stories. | Letters and Sounds Phonics programme. Letter formation Simple sentences construction. Instructions. | Letters and Sounds Phonics programme. Letter formation. Simple sentences construction. Poetry. | Letters and Sounds Phonics programme. Letter formation. Simple sentences construction. Retelling and sequencing stories. |

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| | Mathematics | Number recognition 1:1 Correspondence Counting by rote Representing numbers Number formation More/fewer | Number recognition Addition/subtraction More/less Ordering numbers Recording 3D shape Time, Money | Number recognition Addition/subtraction counting on/back Estimating Problem solving Positional Language Weight Distance | Number recognition Measures, money time, shape , pattern | Number recognition Applying calculations Halves Doubles | Number recognition Applying calculations. Measures Weight Distance |
| | RE | Inspiring Leaders What are harvest festivals? | Why do Christians celebrate Christmas | Places of worship | Symbols Easter | Gospel – What do stories of Jesus tell us how to live? | How do we show that we care for others? |
| | PSHE | Rules Being Healthy | Relationships | Exploring Emotions | Difference & Diversity | Being Responsible | Bullying Matters |
| Class 1 | Theme | What was it like to live in Horsley in the past? | What is good about living in Horsley? | What Plants and Animals live in our local environment? | What happens to our weather during the different seasons? | Why was Samuel Pepys Famous? | What is it like to live in the Caribbean? |
| | Literacy | Letters and Sounds Phonics programme. Simple sentence construction with Rainbow Grammar. Retelling and sequencing stories. Cursive letter formation | Letters and Sounds Phonics programme. Simple sentence construction with Rainbow Grammar. Introduction to capital letters, full stops question marks and exclamation marks | Letters and Sounds Phonics programme. The children will be introduced to using prefixes and suffixes in their writing, “ed”, “est”, “er”. | Letters and Sounds Phonics programme. Plural marker spelling rules “s” “es”. Question sentences. Instruction writing and non- fiction texts. | Letters and Sounds Phonics programme. Prefix “un” Sentence composition. To learn how to use nouns, verbs and | Letters and Sounds Phonics programme. Sentence composition / Rainbow Grammar. To learn how to use nouns, verbs and adjectives correctly. |

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| | | and capital letters. | to demarcate sentences. Writing in various genres: statements, questions, extended noun phrases. | | To learn how to use nouns, verbs and adjectives correctly. | adjectives correctly. | To compose fiction texts. |
| | Mathematics | Numbers to 20 (+beyond) and securing their understanding of place value. | Addition and Subtraction. Understanding of 2D & 3D shapes. Sequencing events in chronological order. | Number bonds to 10/20. Extending an understanding of 2D and 3D shapes. | Time to the hour and half past & quarter past. Days, months. Money Recognise and know the value of different denominations of coins and notes. | Multiplication and Division Fractions: recognise, find and name a half and a quarter. | <ul style="list-style-type: none"> • Multiplication and Division • Measurement; Length, height, weight, volume Problem solving |
| | Science | Not covered this term | Not covered this term | Plants and Animals And their Habitats | Materials and their Properties The Weather | Forces Materials | Weather |
| | RE | Inspiring Leaders What are Harvest Festivals? | Festivals | The church – a special place | Religious Symbols Easter | Gospel-What do stories of Jesus tell us how to live? | How do we show that we care for others? |
| | PSHE | Rules Exploring Emotions | Bullying Matters | Being Healthy | Difference & Diversity | Being Responsible | Relationships |
| | ICT | On-line safety Explore Purple Mash | Photography/multi media Grouping and sorting & Pictograms | Lego Builders – follow & create instructions Maze Explorers – debug instructions - Algorithms | Maze Explorers – debug instructions – Algorithms Animated Story book | Coding | Spreadsheets |

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| | Art | Drawing and painting | Sewing Christmas Crafts | Use of colour | Not covered this term | Drawing & Sketching | Printing, weaving |
| | DT | Hobby Horses, design, make & evaluate | Park model making Christmas Crafts | Not covered this term | Not covered this term | Tudor houses, design, make & evaluate | Model of volcano Musical Instruments |
| | Music | Repeated sounds and sound patterns | Sound sources and instrument recognition | Tempo | Sound Sequences | Sing up Pulse, beat & rhythm | Sing up Pulse, beat & rhythm |
| | PE | Multi-skills | Dance /Gymnastics | Dance/Gymnastics | Multi-skills & Fitness | Swimming | Swimming |
| Class 2 | Theme | Superheroes (History based) | Superheroes: Traction man (Science: Everyday use of materials.) | Victorians What Do We Know About the Victorians and the Way They Lived? (History /Geography focus) | Why would a dinosaur not make a good pet? Science: (living thing and their habitat) | Where Would You Prefer to Live-England or Kenya? Geography | How old are the trees around us? (Plants) |
| | Literacy | Stories in familiar settings. Information texts. Stories involving fantasy. | Recounts Instructions non-chronological reports stories in familiar settings. | Stories from the past Traditional tales | Recounts Instructions Poetry Information texts | Letters Information texts Traditional tales from other cultures. | Poetry Recounts Information texts Stories about wolves. |
| | Mathematics | Place Value Addition and subtraction | Addition and subtraction Money Multiplication and division | Multiplication and division Shape | Shape Fractions measurement | Position Time | Problem-solving Measure |
| | Science | Materials | Everyday use of materials | Not covered | Living thing and their habitat | Not covered | Plants |

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| | RE | What is good the good news that Jesus brings? | What stories are special and why? Hanukkah | In what ways is a church/synagogue important to believers? | Why do Christians put a cross in an Easter garden? | How and why do we celebrate special times? | Who made the world? |
| | PSHE | Rules Being Healthy | Relationships | Exploring Emotions | Difference & Diversity | Being Responsible | Bullying Matters |
| | ICT | <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> | | | | | |
| | Art | Andy Wahol – pop Art | | | | | |
| | DT | Design and make superhero cape | | | | | |
| | Music | Harvest Songs | Christmas songs | Singup | Singup | Singup | Singup |
| | PE | Multi-skills | Dance | Swimming | | Team Games | Fitness |
| Class 3 | HISTORY GEOGRAPHY | <p>What is it like to live in Derbyshire in the UK?</p> <p>Why is the River Derwent important to Derby?</p> <p>Know the names of and locate at least eight counties and at least six cities in England.</p> <p>Know where the main mountain regions are in the UK.</p> <p>Land Use</p> | | <p>The Romans</p> <p>Know how Britain changed from the iron age to the end of the Roman occupation</p> <p>Know how the Roman occupation of Britain helped to advance British society</p> <p>Know how there was resistance to the Roman occupation and know about Boudica</p> <p>Know about at least one famous Roman emperor.</p> | | <p>Geography - European</p> <p>Know the names of and locate at least eight European countries</p> <p>Know the names of and locate at least eight major capital cities across the world.</p> | |

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| | Literacy | Dick King Smith Author Study The Hodgeheg | Paddington | Poetry Non-fiction Topic | The Windmill Farmer Lit Shed Film Unit Romulus & Remus History Hackers Roman Rescue | Rite of Passage Lit Shed Film Unit | The Clocktower Lit Shed Film Unit |
| | Mathematics | Place Value Addition and Subtraction | Multiplication and Division Geometry Shapes | Multiplication and Division Fractions | Measurement | Measurement Statistics | Revision |
| | Science | Sound | Electricity | How would we survive without water? | How did that Blossom become an apple? | | How can Usain Bolt move so quickly? |
| | RE | Why is the Bible / Qur'an so important to Christians / Muslims today? | What is the trinity? Why is a pilgrimage important to some believers? | 2.12 How and why do believers show their commitments during the journey of life? | What do Christians learn from the Creation story? Then 2 weeks Easter Story. | How can we make our own town / village / county a more respectable place? | What do religions teach about the natural world and why should we care about it? |
| | PSHE | Being Healthy | Relationships | Exploring Emotions | Difference and Diversity | Being Responsible | Bullying Matters And SRE |
| | Design and technology National Curriculum | <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately | | | | | |

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| | | <ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products <p>Cooking and nutrition</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | | | | | |
| | DT | Make something to link to an electric circuit | Make roman clothing / armour | | The Great Bread bake off | | |
| | Art and Design National Curriculum | <ul style="list-style-type: none"> Pupils create sketch books to record their observations and use them to review and revisit ideas. Pupils improve their mastery of art and design techniques including drawing, painting and sculpture Pupils are taught about great artists, architects and designers in history | | | | | |
| | Art and Design | Modelling / Making | Sewing Christmas Crafts | Drawing/Sketching River scenes | Make Roman armour / clothing | Famous artists/ designers | Printing/ Sculpture |

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| | | | | Industrialisation Lowry | | | |
| | ICT National Curriculum | <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | | | | |
| | ICT | Online Safety & exploring Effective Searching | Lego Builders Tech Outside School | Grouping and Sorting Creating Pictures | Spreadsheets | Coding | Coding |
| | MFL | <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing Languages – key stage 2 3 | | | | | |

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| | | <ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | | | | |
| | MFL | Salut Y3/4 CORE 1 / 2 / 3 | Unit A Animals | Unit B Food | Unit C School | Unit D Playtime |
| | MUSIC | <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music | | | | |
| | Music | Recorder Magic | Singup | Recorder Magic | Singup | Recorder Magic Singup |
| | | <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and Water safety</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. | | | | |
| | PE | | Swimming | | | |
| Class 4 | Theme | Anglo Saxons | Natural resources – Enough for Everyone? | Living things in their habitats | Amazing Americas | Evolution and inheritance |

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| | Literacy | <p>Class novel – Beowulf Historical fiction Character study, speeches, diary, storytelling,</p> <p>Poetry - personification</p> <p>Grammar – phrases/ clauses, commas, sentence types, cohesion</p> | <p>Non – fiction Persuasive writing, balanced argument and discussion</p> <p>Literacy Shed - Alma - Film narrative</p> <p>Grammar – multi clause sentences, relative clauses, relative pronouns, conjunctions</p> | <p>Class Novel -recounts</p> <p>Grammar – direct and reported speech, punctuation for parenthesis.</p> | <p>Information texts, travel brochures, non - chronological reports</p> <p>Grammar – colons, semi colons, hyphens and dashes. Active and passive form.</p> | <p>Interpreting texts and selecting evidence to support answers.</p> <p>Grammar revision</p> | <p>Class novel – Wonder</p> <p>Narrative poetry and performance poetry</p> <p>Grammar – formal / informal</p> |
| | Mathematics | <p>Number and place value Calculation – addition, subtraction and multiplication</p> | <p>Division Fractions Y6 - ratio</p> | <p>Decimals and percentages Y6 - algebra</p> | <p>Measure – converting units, perimeter, area and volume</p> | <p>Statistics Geometry - Property of shape Position and direction</p> | <p>Post Sats Project Work</p> |
| | Science | Forces | Scientists and Inventors | | Light | | |
| | RE | Why is the Qur’an important to Muslims today? | Incarnation – Was Jesus the Messiah? | Why is a pilgrimage important to some believers? | Salvation – what difference does the resurrection make for Christians? | How can we make our own village / county a more respectable place? | Creation – Creation and science: conflicting or complementary? |
| | PSHE | Being Healthy | Relationships | Exploring Emotions | Difference and Diversity | Being Responsible | Bullying Matters |

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| | | | | | | | RSE |
| | ICT | Online safety | Coding | Spreadsheets | Databases | Game creator | Online safety |
| | Art | Self portrait | Christmas Crafts / Recycled materials | Plants and flowers | Artist study – John Singer Sargent | | |
| | DT | Sewing project | | Plant sculptures | | Global food | Photo frames |
| | MFL | Salut Y5/6 Core unit 1 revision Unit N Seasons | Salut Unit L Hobbies | Salut Unit J On Holiday | Salut Unit K Eating out | Salut Unit M A school trip | Salut Unit Q In France |
| | Music | Sing-up | Performance | Recorders | Sing-up | Recorders | Performance |
| | PE | Swimming Athletics | Dance | Basketball | Tennis | Team games | Fitness |