
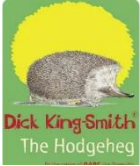
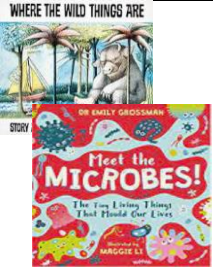


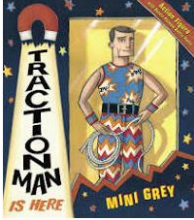
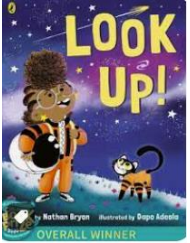




Curriculum map

Year 2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------|---|---|--|---|---|--|
| Learning unit | The Brain From A to B  | Superhumans | Buildings | Live and Let Live | The Magic Toy Maker Look and Listen | People of the Past |
| Key subject driver | Geography | Science | Design and Technology Science | Science | History Science | History |
| Big question Enquiry | How do we apply metacognitive strategies to improve our own learning? | Can you make a prediction? Can you compare your result with your prediction? | Can you explore ways of constructing parts of a design? Can you list materials and tools needed for production? | Can you use the senses safely to make observations? | Can you use key words and phrases relating to the passing of time? Can you order events and objects into a sequence? | Can you select and record relevant information about the past? Can you list a variety of ways to learn about the past? Can you suggest reasons for change? |
| English text |  |  |  |  |  |  |
| Maths | Place value Addition and subtraction | Addition and Subtraction Shape | Money Multiplication and Division | Length and Height Mass, capacity and Temperature | Fractions Time | Statistics Position and Direction |



Curriculum map Year 2



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|------------------|---|--|---|---|---|--|
| Science | <p>Can you make a prediction?</p> <p>Can you suggest a variable to change in an investigation?</p> <p>Can you compare your result with your prediction?</p> | <p>Can you suggest independent variables to test?</p> <p>Can you make predictions?</p> <p>Can you use your senses safely to make observations?</p> <p>Can you describe the method and results from an investigation?</p> | <p>Can you suggest independent variables to test in a guided investigation?</p> <p>Can you make predictions?</p> <p>Can you use the senses safely to make observations?</p> <p>Can you compare results with predictions?</p> <p>Can you describe the method and results?</p> <p>Can you suggest improvements to investigations?</p> | <p>Can you make predictions?</p> <p>Can you use the senses safely to make observations?</p> <p>Can you compare results with predictions?</p> <p>Can you describe the method and results?</p> <p>Can you suggest improvements to investigations?</p> | <p>Can you pose simple scientific questions and find out ways to answer them?</p> <p>Can you make predictions?</p> <p>Can you use the senses safely to make observations?</p> <p>Can you compare results with predictions?</p> <p>Can you describe the method and results?</p> <p>Can you suggest improvements to investigations?</p> | |
| Computing | <p>Programming A – Robot Algorithm</p> <p>Building on from skills in year 1, the children will use more complex algorithms to give instructions to a beebot.</p> | <p>Data and information – pictograms</p> <p>Learners will develop skills for collecting data and then presenting it in various ways. They will analyse data and use it to answer questions.</p> | <p>Computing systems and networks – IT around us</p> <p>How is information technology being used for good in our lives? With a focus on IT in the home, learners explore how IT benefits society. Whilst</p> | <p>Creating media – digital photography</p> <p>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving</p> | <p>Programming B - An introduction to quizzes</p> <p>Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and</p> | <p>Creating media – making music</p> <p>Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion</p> |



Curriculum map

Year 2



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|-----------|---|--|--|--|--|--|
| | | | discussing the responsible use of technology, and how to make smart choices when using it. | photos. Finally, they will use this knowledge to recognise that images they see may not be real. | modify designs to create their own quiz questions in ScratchJr.. | instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. |
| History | Can you select relevant information about the past? Can you order events chronologically? | | Can you select and record relevant information about the past? Can you list a variety of ways to learn about the past? Can you suggest reasons for change? | | Can you use key words and phrases relating to the passing of time? Can you order events and objects into a sequence? Can you use a range of sources to identify differences between your own lives and those of people who have lived in the past? | Can you select and record relevant information about the past? Can you list a variety of ways to learn about the past? Can you suggest reasons for change? |
| Geography | What are geographical features? How can you sort data? Can you describe geographical features of your local area? | | Can you sort, group and classify data? Can you give views and opinions about the local environment? | Can you identify features of familiar places on a map and/or plan, including globes and digital maps? Can you describe geographical | | |



Curriculum map Year 2



| Subject | | | | features of the host country? | | |
|-------------------|---|--|---|--|---|---|
| Art | Can you create an original piece of artwork? Can you explain the reason for your choice of art material? Can you give your own opinion on a piece of artwork? | | Can you create an original piece of artwork? Can you comment on a work of art? | | | Can you create an original piece of artwork? Can you explain the reason for your choice of art material? Can you give your own opinion on a piece of artwork? |
| Design Technology | Can you construct parts of a design? Can you produce a final design? Can you compare your design to the final product? | | Can you explore ways of constructing parts of a design? Can you list materials and tools needed for production? Can you compare your design and product explaining any differences? | Can you explore ways of constructing parts of a design? Can you produce a final design proposal? Can you list materials and tools needed for production? Can you compare their design and product explaining any differences? | Can you explore ways of constructing parts of a design? Can you list materials and tools needed for production? Can you compare your design and product explaining any differences? | |
| Music | How can we make music from everyday sounds? How can we recreate everyday | Exploring simple patterns. How does music help us to make friends? | Focus on dynamics and tempo. How does music teach us about the past? | Exploring feelings through music. How does music make the world a better place? How can we | Inventing a musical story. How can we chance music for a purpose? How can | Can you choose appropriate instruments and sounds for your music? Can you talk |



Curriculum map Year 2



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| | sounds in our music? How can sound be used to help tell a story? | | | remember what we wanted to play on the instruments? | music teach us about people? How can we recreate or imitate sounds and patterns? | about musical experiences? |
| RE | Who is a Christian and what do they believe? | What can we learn from sacred books? | Who is a Muslim and what do they believe? | What makes some places sacred? | How and why do we celebrate special and sacred times? | How should we care for others and the world, and why does it matter? |
| PSHE | Rights, Rules and Responsibilities | Anti-Bullying | Working Together | Financial Capability | Managing Risks Safety Contexts | SRE |
| PE | Basketball Skipping | Multi Skills Health related fitness | Gymnastics | Multi Sports | Hockey Multi Skills | Athletics Multi Sports |