

## Year 2 Curriculum map

	1	2	3	4	5	6
<b>Topic</b>	<u>Seaside</u>	<u>All around the world</u>	<u>Space</u>	<u>Fire of London</u>	<u>Pirates</u>	<u>Street detectives</u>
<b>Genre</b>	Non chronological reports	Information texts Stories from a range of cultures	Stories about fantasy worlds	Poetry/ Recounts	Instructions / Explanations	Stories from familiar settings
<b>Book focus</b>	The lighthouse keepers lunch	10 things I can do to help my world	Man on the moon	Non-fiction texts	<u>The Night Pirates</u> <u>The Pirate Cruncher/Next dooe</u>	<u>Hodgeheg</u>
<b>R.E</b>	Chosen people	Mysteries	The Good News	The Mass	Easter	The Church is born
<b>Science</b>	Living things and habitats			Everyday materials	Plants	Animals including humans
<b>Computing</b>	Programming and Computer Science	E-safety and Digital Literacy	Creative use of information technology	Programming and Computer Science	E-safety and Digital Literacy	Creative use of information technology
<b>History</b>	Chronological (personal) histories			Events beyond living memory - Great Fire of London	Significant individuals in the past - Sir Francis Drake	
<b>Geography</b>	Human and physical geography <u>Geographical Understanding</u>	<u>Geographical Knowledge</u> name the world oceans and locate them on a map. <u>Geographical Skills and Enquiry</u>			Geographical skills and fieldwork	Place knowledge <u>Geographical Knowledge</u>  Know where I live.
<b>Art</b>		Use experiences and ideas as the inspiration for artwork.		Share ideas using drawing, painting and sculpture.		Learn about the work of a range of artists, artisans and designers.
<b>D &amp; T</b>		Food	Moving objects	Models		Healthy eating
<b>P.E</b>	Gymnastics/ Athletics	Dance/ Games	Gymnastics/ Games	Dance/ Gymnastics	Dance/ Athletics	Games/ Gymnastics
<b>PSCHE</b>	Rights and responsibilities	Differences	Developing confidence	Others and me in my class	Taking part and Belonging	Keeping myself healthy
<b>French</b>	Weather and clothes.		Fruits and vegetables. Parts of the body.		Numbers to 30. Classroom commands.	
<b>Music</b>	<b>Developing Aural Skills:</b> matching and discriminating wider pitch relationships (do-soh), discriminating between pulse and rhythm	<b>Ensemble Singing 1:</b> Singing with expression in an Ensemble (Christmas Plays)	<b>Performing Using Tuned Percussion:</b> Perform and learn simple song repertoire using 3-4 notes with 2bar phrases.	<b>Notation:</b> Learning rhythm names for simple songs using Tah, te-te, Shh.	<b>Melodic composition:</b> Using tuned percussion to perform and improvise around existing repertoire of 2-3 note songs (do-mi-so)	<b>Ensemble Singing 2:</b> Exploring 2 part songs including call and response, refrains and simple rounds.

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