

## Whole School Curriculum Map KS1 YEAR TWO

All topics based on Edison units which are supplemented by: Rigby Star Science units, PSHE scheme of work, PE, Cambridgeshire Agreed syllabus for RE. Music Express. Chris Quigley curriculum objectives are followed and covered over each 2 year Phase for every subject.

### Assessment

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Year Two</b>						
<b>Edison Theme</b>	<b>Pride in place</b>	<b>Heroes (Famous people)</b>	<b>Fables &amp; Tales/ Anansi</b>	<b>Nocturnal Animals</b>	<b>Gardeners World</b>	<b>The Seaside Geography</b>
<b>Subject Focus</b>	History/Geography Citizenship The Queen's Handbag The Great Fire of London Recount Story	Science History The Way Back Home Traction Man Story	DT and Art Goerge and the Dragon Story Non-chronological report	Art/ Poetry/ Drama Michael Rosen The Bear in the Cave The Tiny Little Fly Story Recount	Science Jack and the Beanstalk Instructions Story	Geography The Lighthouse Keeper's Lunch Letter/diary Story
<b>Enrichment</b>	Trip to London	Peterborough museum	Panto/theatre story time sleep over at school	Visit to the mosque (link to respect other cultures)	Burghley gardens/water park	Trip to Hunstanton
<b>Science</b>	<b>Materials monster</b>  Materials and their properties	<b>Healthy me</b>  The needs of animal and	<b>Move it (Non-statutory)</b> • Notice and describe how things move, using	<b>Mini worlds</b>  • Explore and compare the	<b>Young Gardeners</b> • Observe and describe how seeds and bulbs	<b>Little Masterchef</b>  • Investigate and describe the basic

	<ul style="list-style-type: none"> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses</li> </ul> <p><b>Investigation:</b> water absorption/ waterproof</p>	<p>humans, how we keep healthy</p> <p><b>CARING FOR OURSELVES</b></p> <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> <li>• Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>• Describe the importance for humans of exercise, eating</li> </ul>	<p><i>simple comparisons such as faster and slower.</i></p> <ul style="list-style-type: none"> <li>• <i>Compare how different things move</i></li> </ul> <p><b>Investigation: WS links</b></p> <p>How different things move (Faster/slower, higher/lower)</p>	<p>differences between things that are living, that are dead and that have never been alive.</p> <ul style="list-style-type: none"> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</li> <li>• Identify and name a variety of plants and animals in their habitats, including micro-</li> </ul>	<p>grow into mature plants.</p> <ul style="list-style-type: none"> <li>• Find out and describe how plants need light and a suitable temperature to grow and stay healthy. (water covered in Y1)</li> </ul> <p><b>Investigation:</b> what does a plant need to survive Water, temperature, sunlight (comparative test)</p> <p><b>Care/respect - looking after plants/seeds</b></p>	<p>needs of animals, including humans, for survival (water, food and air).</p> <ul style="list-style-type: none"> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</li> </ul> <p><b>Investigation:</b> How do we keep our food fresh?</p> <p><b>Aspiration – a better diet, health and well being.</b></p> <p><b>Care – look after ourselves</b></p>
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	<p><b>CARE/RESPECT - understanding careful use of resources, thinking about environment and waste</b></p>	<p>the right amounts of different types of food and hygiene.</p> <p><b>Investigation:</b></p> <p>Do we get faster as we get older?</p>		<p>habitats.</p> <ul style="list-style-type: none"> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p><b>CARE for others and the environment</b></p>		
<p><b>History</b></p>	<p><b>The fire of London</b>  <b>Samual Pepys</b></p> <ul style="list-style-type: none"> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> <li>Place events and artefacts in order on a</li> </ul>	<ul style="list-style-type: none"> <li>Describe significant people from the past. <b>Florence Nightingale, Edith Cavell</b></li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of</li> </ul>	<p>. n/a</p>			<p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Ask questions such as: what was it like for people? What happened? How long ago?</p>

	<p>time line Use dates where appropriate Ask questions such as: what was it like for people? What happened? How long ago? Describe historical events <b>RESPECT</b> - Recognise that there are reasons why people in the past acted as they did</p>	<p>concepts such as civilisation, monarchy, parliament, democracy, and war and peace <b>Remembrance Day (link to school values)</b> <b>CARE</b> - compare people who helped us in the past, and how others care for us today – things we take for granted like free health care for all</p>				
<b>Geog</b>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. – link to British values, traditions,</li> </ul>		<p>Equator Continents Seas Ghana Understand geographical similarities and differences through studying</p>			<p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain,</p>

	<p>democracy, parliament and the Royal family</p> <ul style="list-style-type: none"> <li>• Name and locate the world's continents and oceans.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>		<p>the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul> <p><b>Respect for other cultures and understanding everyone is different.</b></p>			<p>ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p>Recap Simple map, basic symbols and grid references.</p>
<b>Art</b>	<p><b>Painting</b> – colour mixing creating tones – winter skyline Apply skills taught from Year 1</p>	<p><b>Drawing</b> Learn about portraits, drawing, self portrait – link to</p>	<p><b>Textiles</b> weaving</p> <ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Use dip dye techniques.</li> </ul>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> </ul> <p><i>Link to Describe the work of notable artists, artisans and designers.</i></p> <p><b>Challenge/Aspiration - developing skills to make improvements</b></p> 	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Draw lines of different sizes and thickness</li> <li>• Show different tones by using coloured pencils.</li> </ul>	<p>Digital stamp making- repeating patterns</p> <ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving</li> </ul>		
<p><b>Design Technology</b></p>		<p><b>To master practical skills</b>          Pea and Mint soup- FFL recipe 10          Cut, peel or grate ingredients safely and hygienically.  <ul style="list-style-type: none"> <li>• Measure or weigh using</li> </ul> </p>	<p>Textiles          Tye dye – kente  <ul style="list-style-type: none"> <li>• Join textiles using running stitch.</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul> </p>	<p><b>To master practical skills</b>          Breakfast frittata- FFL recipe 9.          Cut, peel or grate ingredients safely and hygienically.  <ul style="list-style-type: none"> <li>• Measure or weigh using measuring cups or electronic scales.</li> </ul> </p>		<p>Y1 and Y2 Pitta pockets- seaside picnic. FFL recipe 11.          Make a photo frame for watercolour of the seaside  <b>Materials</b>  <ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Measure and mark out to the nearest</li> </ul> </p>

		measuring cups or electronic scales. • Assemble or cook ingredients.		• Assemble or cook ingredients.		centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). <b>Construction</b> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.
<b>Religious Education</b>	<b>To understand beliefs and teachings</b> Describe some of the teachings of a religion. SDU Beliefs What beliefs do people have about God, Jesus and religions?	<b>To understand values</b> Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'.  SDU	<b>To understand how beliefs are conveyed</b> Name some religious symbols. Explain the meaning of some religious symbols. SDU Writings Which books are special to people?	<b>To understand practices and lifestyles</b> Recognise, name and describe some religious artefacts, places and practices. SDU Places: What special things do people do together? (Mosque, church, prayer)	<b>To understand values</b> Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'.  Core unit: The	<b>To reflect</b> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. Core unit: What message did Prophet Muhammed

	<b>RESPECT – listening to the views of others and recognising differences</b>	Self and community What can people learn about community life from the Christian religion? <b>RESPECT/CARE</b>	<b>RESPECT/CARE - learn how and why different things are special to others</b>	<b>RESPECT/CARE - understand importance of faith to others</b>	family in Islam How does being a Muslim make a difference to a family? <b>RESPECT/CARE - understanding that all families are difference</b>	bring? <b>RESPECT - learn how Prophet Muhammed is important to Muslims and how they show respect to him</b>
<b>PSHE Units from Cambs SOW</b>	<b>Rights, rules and responsibilities</b> Cit5RR12	<b>My Emotions</b> MMR5 ME12 <b>Anti-bullying</b> MMR7 AB12	<b>Working Together</b> Cit3 WT12 <b>Financial Capability</b> EW1 FC12	<b>Sex and relationships education</b> HSL10 SR2 <b>Drug Education</b> HSL8 DE12	<b>Managing Risk</b> HSL4 MR12 <b>Safety Contexts</b> HSL8 SC12	<b>Healthy Lifestyles</b> HSL7 HL12
<b>PE</b>	<b>Multi-skills</b> • Use rolling, hitting, running, jumping, catching and kicking skills in combination. <b>Collaboration to improve and develop skills</b>	<b>Multi-skills</b> Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping, catching and kicking skills in combination.	<b>Dance</b> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or	<b>Multi-skills</b> Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others	<b>Multi-skills</b> Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop	<b>Gymnastics</b> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and

		<ul style="list-style-type: none"> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul>	<p>more actions to perform a sequence.</p> <ul style="list-style-type: none"> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	when appropriate.	<p>tactics.</p> <ul style="list-style-type: none"> <li>• Lead others when appropriate.</li> </ul> <p><b>ASPIRATION</b></p>	<p>wide/narrow).</p> <ul style="list-style-type: none"> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Hold a position whilst balancing on different points of the body. <ul style="list-style-type: none"> <li>• Climb safely on equipment.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> </ul> </li> </ul>
<b>Computing</b>	<p>Yr 2's – <b>COLLECT</b></p> <p>Database of land use in the area. SWAP WITH A2 – AS looking for a database</p> <p><b>E-safety/CONNECT</b></p> <p>Gooseberry Playground(Lesson 6 &amp; Gooseberry app game)</p>	<p><b>Programming</b></p> <p>Espresso Coding (Block Coding/Unit 2/Starters: Lessons 1-5)</p> <p><b>E-safety/</b></p> <p>Gooseberry Playground (Lesson 7 &amp; Gooseberry app game)</p>	<p><b>Programming</b></p> <p>Espresso Coding (Block Coding/Unit 2a: Lessons 1-3)</p> <p><b>E-safety/</b></p> <p>Gooseberry Playground (Lesson 8 &amp; Gooseberry app game)</p>	<p>Yr 2's - <b>Programming</b></p> <p>Espresso Coding (Block Coding/Unit 2a: Lessons 4-6)</p> <p><b>E-safety/</b></p> <p>Gooseberry Playground (Lesson 9 &amp; Gooseberry app game)</p>	<p><b>COMMUNICATE</b></p> <p>Produce a 2 slide presentation about an aspect of gardening they have explored.</p> <p><b>E-safety/</b></p> <p>Gooseberry Playground (Lesson 10 &amp; Gooseberry app game)</p>	<p><b>COLLECT</b></p> <p>Collect and present data on children's favourite foods.</p> <p><b>E-safety lesson &amp; Gooseberry app game</b></p> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>• <i>Use a range of applications and devices in order to communicate ideas, work and messages (present recount on powerpoint/word)</i></li> </ul>
<b>Music</b>	<b>To describe music</b> Identify the beat of a	<b>To perform</b>	<b>To describe music</b> Recognise changes	<b>To describe music</b> Recognise changes	<b>To compose</b> Create a mixture	

<p><b>See Music Express overview for Year 2</b></p>	<p>tune Water/watery tunes – Music Express (link to geography)</p>	<p>Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. <b>COLLABORATION</b></p>	<p>in timbre, dynamics and pitch. <i>Listen to The Nutcracker</i></p>	<p>in timbre, dynamics and pitch. Music Express 'The Jungle'</p>	<p>of different sounds (long and short, loud and quiet, high and low).  <b>To transcribe</b> Use symbols to represent a composition and use them to help with a performance</p>	
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