

Cleveland Road Primary School Curriculum Map – Year 2, Autumn Term 2023

	AUTUMN 1	AUTUMN 2
TOPIC	Motivation is Key	
KEY TEXTS	<i>The Dot</i> by Peter H. Reynolds	<i>The Wonder</i> by Faye Hanson
ENGLISH <i>Convention on the Rights of the Child (CRC) Articles 2, 29</i>	<u>Philosophical thinking</u>: What motivates us? How do we achieve our goals? Why do people not like something? Why is it important to make mistakes? How can we encourage each other? How do you express yourself? Who influences you? What input do they make? How can your mind-set affect your mood? The children will begin their learning journey by sharing their ‘dotty’ projects that they have created during the summer holidays. On the first day of term, children will experience the ultimate dot day, which will lead into their learning of the book, “The Dot”. Throughout this unit, children will explore Vashti’s character and the changing mind-set she has towards her learning. This will be explored through discussion, role-play, art and writing pieces. To finish with, the children will produce a sequel to “The Dot” focusing on another child’s creative journey. Children will write a formal invitation, inviting their families to view their art in an exhibition at parents’ evening.	<u>Philosophical thinking</u>: Do you think everyone sees the world in the same way? What do you think is wonderful about life? About the world? Is day dreaming a good thing? What/who influences your thinking? Where can your imagination take you? Is being curious a good thing? The children will begin their learning journey by exploring the meaning of the term ‘wonder’. They will delve deep into what it means to view the world from a different perspective. This will support their creative thinking and imagination. From discussions, debates and written work, the children will write a range of pieces that allows them to extend their imagination. Children will explore the concept of rules and how, at times, this can impact one’s creativity. This will be done through examining famous innovators, for example: Einstein, Edison, Picasso and Singer.
MATHS	<u>Numbers to 100</u>: counting, place value, comparing numbers, number bonds and number patterns. <u>Addition and Subtraction</u>: simple adding and subtracting, adding and subtracting with renaming and adding three numbers; <u>Multiplication of 2, 5 and 10</u>: times tables, multiplying by each group and solving word problems; <u>Division of 2, 5 and 10</u>: dividing by each group, solving word problems and linking knowledge to odd and even numbers. <u>Length</u>: measuring and comparing length in metres and centimetres and solving word problems.	
SCIENCE <i>CRC Articles 6, 24, 27</i>	<u>Living things and their Habitats</u> Children will be introduced to the notion that all living things have characteristics that are essential for keeping them alive and healthy. They will become familiar with the life processes that are common to all living things and use this knowledge to sort and classify things according to whether they are living, dead or were never alive. Furthermore, children will begin to understand that animals live in environments which best suit their needs and are able to do so through the process of adaptation.	<u>Animals, including humans</u> The children will learn about the human lifecycle. They will then observe the different stages of the growth of live caterpillars, recording each of the stages of growth and development, and finally observe time-lapse videos of the whole process. Children will then find out about and describe the basic needs of animals, including humans, for survival - discussing what would be essential/non-essential if they were stranded in the middle of a desert.

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COMPUTING <i>CRC Article 16, 17</i>	<u>Computer Science: Espresso Coding</u> The key areas that children will be focussing on are navigating a computer, e-safety, input and output devices and algorithms. Children will begin this topic by creating a set of instructions on how to draw a 'crazy character' to help them understand what algorithms are. They will develop their programming skills by completing different activities using the online program, <i>Espresso</i>. They will enhance their understanding of what an algorithm is and how programs execute by following precise and unambiguous instructions. <u>Scratch Jr</u> Children will use Scratch Jr software to create their programs and interactive stories and games. In the process, they will learn to solve problems, design projects, and express themselves creatively on the computer.	
HISTORY <i>CRC Articles 6, 24, 32</i>	<u>Notable Victorians</u> To begin, the children will learn to distinguish between past and present. Using this knowledge, the children will begin to understand the concept of a timeline and how they are used to distinguish different historical periods. The children will focus on the Victorian era and will research notable Victorians who have had an impact on society, in particular Florence Nightingale and Mary Seacole.	
GEOGRAPHY <i>CRC Articles 7, 10</i>		<u>Locational Knowledge: Continents</u> The children will be focusing on developing their knowledge about the location of the seven continents and five oceans across the world, and then analysing locations within the United Kingdom and their locality (i.e. Ilford), understanding basic subject-specific vocabulary relating to human and physical geography and using geographical skills. Children will use maps, atlases and globes to name and place the world's seven continents and five oceans. They will analyse and describe the key physical and human features for each continent, observing the similarities and differences of key features and landmarks between each on the continents.

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ART <i>CRC Articles 29, 31</i>	<u>Carbon Print</u> The children will study the works of Sonia Delauney and take inspiration for their own pieces of abstract art, which they will turn into a carbon print. They will then use a range of materials to create their own masterpieces.	
DESIGN TECHNOLOGY <i>CRC Article 29, 31</i>		<u>Mechanisms: Wheels and Axles</u> Children will be looking at mechanisms from the real world and they will show an understanding of how design and technology has helped to shape the world around them. They will then design and make a vehicle for travelling in.
MUSIC <i>CRC Articles 29, 31</i>	This term, the children in Year 2 will be exploring simple patterns in rhythm and they will start to recognise their first musical notes. They will be learning the correct terminology for rhythmic notes, such as <i>crotchets</i> , <i>rests</i> , <i>quavers</i> and they will be introduced to the <i>C Major scale</i> as well as the <i>4/4 Time signature</i> . They will study songs on the Glockenspiel, learning to read them and play them from the scores.	
PE <i>CRC Articles 29, 31</i>	<u>Indoor PE - Dance</u> The children will perform dances, using their body and a variety of movements, to represent a range of emotions. <u>Outdoor PE - Throwing and Catching</u> The children will build upon previous skills learnt in throwing and catching an object. They will practise a variety of passes, such as: overarm, underarm and overhead, whilst developing the correct catching position.	<u>Indoor PE - Gymnastics</u> Children will recognise the different types of rolls, make different rolls using different body parts, and perform these rolls in a safe way. The children will develop their balancing skills with different points of contact. <u>Outdoor PE - Team Skills</u> Children will participate in team games and further develop and master their running, catching and throwing skills.
RE <i>CRC Articles 2, 14</i>	<u>How do stories of Jesus inspire Christians today?</u> The children will recap their previous knowledge of Christianity before exploring the parables told by Jesus such as: The Widow's Mite and The Wise and Foolish Builders. They will then compare old and modern artwork depicting Jesus' stories and the message they hold for people today.	<u>Who influences our lives?</u> The children will discuss what makes someone influential and inspiring. They will then analyse their previous learning of the life and teachings of Jesus and the stories of Prophet Muhammad, which have influenced and inspired their followers. They will prepare questions for a leader at a local place of worship.

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PSHE <i>CRC Article 15</i>	<u>Being Me in My World</u> Children will identify some of their hopes and fears for this year and recognise when to ask for help. They will gain an understanding of their rights and responsibilities as a member of their class and school. Throughout this unit, children will further develop their listening skills and will be given opportunities to share their own ideas.	<u>Celebrating Differences</u> The children will begin to understand that sometimes people make assumptions about boys and girls (stereotypes), however they will explore the idea that boys and girls can have similarities. They will also explore how bullying can be about differences and learn to celebrate individuality.
MFL SPANISH <i>CRC Articles 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42</i>	<u>Superheroes</u> LOS SUPERHEROES In this unit, pupils will learn all about 6 superheroes via colourful and immersive lessons. They will be introduced to a series of colours and high frequency verbs to help describe each superhero character (I am called, I have, I live, I am and I am able to). Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.	<u>In My Town</u> EN MI CIUDAD In this unit, pupils will learn the vocabulary for 7 key places in a town. They will have the opportunity to also learn a key phrase for each location. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.
SAFEGUARDING <i>CRC Articles 14, 15, 16, 17, 19, 24, 29, 31,</i>	Throughout this learning journey, pupils will explore the importance of having rules in place. Through the texts, “The Dot” and “The Wonder,” children will look at how creativity and self-expression can be affected by rules put in place. This will lead on to discussions that include, whilst we may at times feel restricted by guidelines set by teachers, parents, etc., they may be in place to do what is best for us, in order to keep us safe.	