

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

	Summer Term 2023	
TOPIC	<i>A Treasured Friendship</i>	<i>Proud to be Me</i>
KEY TEXTS	<i>Fox</i> by Margaret Wild <i>The Fox and the Wild</i> by Clive McFarland <i>The Fox and The Star</i> by Coralie Bickford-Smith <i>Moon Forest</i> by Patricia MacCarthy <i>The Wild Woods</i> by Simon James <i>Over in Australia</i> by Marianne Berkes <i>Australia Everything you ever wanted to know</i> by Janine Scott <i>Introducing Australia</i> by Anita Ganeri <i>Amazing Muslims Who Changed the World</i> by Burharna Islam	<i>The Proudest Blue</i> by Ibtihaj Muhammad <i>Julian is a Mermaid</i> by Jessica Love <i>All Are Welcome</i> - Alexandra Penfold <i>Sulwe</i> by Lupita Nyong'o <i>Look Up</i> by Nathan Bryon <i>I am Enough</i> by Grace Byers <i>Eyes That Kiss in the Corners</i> by Joanna Ho <i>Hats of Faith</i> by Medeia Cohan-Petrolino <i>Here We Are</i> by Oliver Jeffers <i>Coming to England: An Inspiring True Story</i> by Barones Floella Benjamin <i>Pink is for Boys</i> by Rob Pearlman
ENGLISH <i>Convention on the Rights of the Child (CRC) Articles 2, 29</i>	Pupils will discuss the kind of support needed in such a situation and the general support and other qualities we rely on from our closest friendships, which underpin trust, respect and reliability. From discussions generated through conscience alleys, class debates and hot-seating, children will explore the relationships of trust and jealousy between the main three characters: Dog, Magpie and Fox. They will finally work on writing a monologue in the role of Magpie, by empathising with the decision that she decided to take, as well as writing their own narratives at the end of the book of Magpie's journey back to Dog after Fox deserts her and leaves her stranded.	Children will begin their learning journey by creating poetry about what the colour blue means to them. They will write thought bubbles in the role of the main characters to explore how they feel and to develop empathy. Children will also complete other written activities to explore the text in more depth, which include completing a narrative, creating a fact-file of themselves to celebrate their unique qualities and a monologue in the role of Faizah. At the end of the learning journey, the children will write their own narratives about Faizah's first day wearing a hijab, innovating their plans to create their own titles related to their favourite colour, including their main characters' relationships and her friends' reactions to her wearing a hijab during more modern times.
MATHS	Numbers to 100: counting, place value, comparing numbers, number bonds and number patterns. Addition and Subtraction: simple adding and subtracting, adding and subtracting with renaming and adding three numbers. Multiplication of 2, 5 and 10: times tables, multiplying by each group and solving word problems. Division of 2, 5 and 10: dividing by each group, solving word problems and linking knowledge to odd and even numbers. Length: measuring and comparing length in metres and centimetres and solving word problems.	

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SCIENCE <i>CRC Articles 6, 24, 27</i>	Uses of Everyday Materials Children will continue to look at the properties of different materials and will investigate these properties and how objects made of some materials can be changed. This will be carried out through a variety of experiments, which include testing absorbency, rigidity, flexibility, durability and states of matter of different objects and their materials.	Plants Children will grow their own seeds and bulbs and analyse and compare the growth. They will carry out different experiments to observe the effect of changes in light, water and temperature on plant growth. Pupils will observe results over time for each experiment and will record their scientific findings.
COMPUTING <i>CRC Article 16, 17</i>	Communication <i>J2E Animation / drawing</i> Children will research a topic by collating ideas, drawing text boxes, typing information, copying and pasting images, and using a variety of tools such as, changing font size, text box size and image size.	Computer Science Children will enhance their understanding of what algorithms are and how they are implemented as programs on digital devices. They will then design and solve challenges using a programmable toy – Bee Bot. They will create sequences of instructions (an algorithm) to navigate a route.
HISTORY <i>CRC Articles 6, 24, 32</i>	The Great Fire of London Children will begin the topic by building on facts they know about the city of London and recapping their learning about The Great Plague of London from the autumn term. They will compare life and architecture from 1666 to today. They will take part in role-play activities in order to engage and enlighten them and to help them to develop a deeper understanding of key events. Additional activities will include arranging a timeline of the main events, learning facts about the life and involvement of Samuel Pepys and comparing how fire is extinguished today.	
GEOGRAPHY <i>CRC Articles 7, 10</i>		Australia The children will look at the similarities and differences, through studying the human and physical geography, of Australia and the UK. They will develop their geographical vocabulary (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. Finally, the children will look at the pros and cons of living in Australia and UK rural and urban locations and create a poster to persuade the reader which location is best.

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ART <i>CRC Articles 29, 31</i>	A Treasured Friendship (Fox) The children will use a range of techniques, including carbon printing and relief press, to create a landscape of Australia after a bush fire. They will also use inspiration from the illustrator of the book <i>Fox</i> (Ron Brooks) and Teyjah McAren to create their own image of a Fox, magpie and dog using different tones and shades of chalk and charcoal.	
DESIGN TECHNOLOGY <i>CRC Article 29, 31</i>		Healthy Wraps Children will design and create a recipe for a healthy wrap. They will need to think about what to use for their wraps, what fillings to add inside and what seasoning/flavours will complete their taste. They will finally evaluate how their wraps taste and what they could to improve them.
MUSIC <i>CRC Articles 29, 31</i>	Rhythm and Notation This term, children in Year 2 will continue to explore simple patterns in rhythm and they will learn songs supported by musical notation. They will be introduced to the C Major and G Major scale, as well as the 4/4 and 3/4 time signature. They will study songs on the Glockenspiel. They will also learn aspects of Music Theory, such as sharps and flats.	
PE <i>CRC Articles 29, 31</i>	Outdoor P.E.: Athletics Children will learn sprinting, baton change, long jump, speed bounce and javelin, taking part in simple team games which explore agility, balance and coordination. Indoor P.E.: Dance Children will learn to incorporate elements of dance (shape, space, time, dynamic) into the sequence of simple movements and use response to stimuli as a starting point for movement phrases. They will identify and recognise mood and feelings.	Outdoor P.E.: Sports Day Preparation Children will practise a range of skills in preparation for this year's Sports Day activities, such as Hot Potato, Across the River, Rob the Nest, Speed Bounce, Relay Race, etc. Indoor P.E.: Dance Children will explore space and different types of movement, for example, a dip, a balance, a sweep, etc. They will continue to develop balance, agility, co-ordination, direction, improvisation and the formation of patterns and creating a sequence.

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RE <i>CRC Articles 2, 14</i>	Who is a Muslim and what do they believe? Children will continue with their learning of Islam. They will learn about the 5 pillars of Islam; identify the different ways Muslims describe God; learn why the Qur'an is important to Muslims; retell a story about the Prophet Muhammad; prepare questions for a Muslim leader; describe the significance of Islamic objects; learn how Muslims pray, and why they fast during the month of Ramadan.	In What Ways is a Mosque Important to Believers? Children will learn about what many Muslims do in a Mosque and why this is important to them. They will learn to recognise and describe the meaning of Islamic artefacts, for example, prayer beads. Children will also learn about the regular prayer for Muslims (Salah) and how they try to pray 5 times a day. They will learn about the use of a prayer mat and the direction of prayer. Finally, children will discuss the role of the places of worship for special types of prayer, and for other activities, and will be encouraged to make comparisons to those from other religions.
PSHE <i>CRC Article 15</i>	Relationships • I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate • I accept that everyone's family is different and understand that most people value their family • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • I know which types of physical contact I like and don't like and can talk about this • I can identify some of the things that cause conflict with my friends • I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this • I recognise and appreciate people who can help me in my family, my school and my community • I understand how it feels to trust someone • I can express my appreciation for the people in my special relationships	Sun Safety • I know what to wear to keep myself safe from the sun. • I recognise the sun is good for me but I need to play in it safely. Changing Me • I can recognise cycles of life in nature. • I understand there are some changes that are outside my control and can recognise how I feel about this. • I can tell you about the natural process of growing from young to old and understand that this is not in my control. • I can identify people I respect who are older than me. • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. • I feel proud about becoming more independent. • I understand there are different types of touch and can tell you which ones I like and don't like. • I am confident to say what I like and don't like and can ask for help. • I can identify what I am looking forward to when I move to my next class. • I can start to think about changes I will make when I am in Year 3 and know how to go about this.

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SPANISH <i>CRC Articles 6, 24, 27</i>	My hobbies and eating out The children will learn phrases to discuss what they like doing in their spare time, they will begin repeat and say familiar words and short simple phrases, using understandable pronunciation. They will learn a song and will play different games to help them to learn.	
SAFEGUARDING <i>CRC Articles 14, 15, 16, 17, 19, 24, 29, 31,</i>	Computing How can we stay safe online? What information must always be kept private and not shared? Who do we speak to if are concerned about something? Geography Why is it good to travel to other countries? What can we learn from other cultures? How with this benefit us? Why is it good to be different? .	