

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

	SPRING 1	SPRING 2
TOPIC	<i>Equality is a Right</i>	<i>Our Wonderful World</i>
KEY TEXTS	<i>The Day the Crayons Quit</i> by Drew Daywalt <i>What Do You Do with an Idea?</i> by Kobi Yamada <i>Dear Greenpeace</i> by Simon James <i>The Wonder</i> by Faye Hanson <i>Courage</i> by Bernard Waber <i>The Diary of a Wombat</i> by Jackie French <i>The Jolly Postman and The Jolly Christmas Postman</i> by Janet and Allan Ahlbert <i>Meerkat Mail</i> by Emily Gravett	<i>The Wonder</i> by Faye Hanson <i>The Promise</i> by Nicola Davies <i>What We'll Build</i> by Oliver Jefferies <i>Leon and the Place Between</i> by Angela McAllister/Grahame Baker-Smith
ENGLISH	Reading the text, <i>The Day the Crayons Quit</i> the children will be exploring how different crayons are treated and relate this to themselves. They will explore the feeling and reasons of each crayon in turn and they will discuss their equal rights, thinking deeply about whether they feel Duncan treated the crayons fairly and equally. They will finally work with a drama teacher to role-play other classroom objects that might be upset and want to quit the room and think about the different reasons why that might happen, before writing their own stories at the end of their learning journey about "The day the classroom quit!"	Reading the text, <i>The Wonder</i>, the children will explore the key themes of acceptance, belonging and imagination. Using the images as visual aids, the children will create a number of written pieces, including a setting description of a wonderland, a recount and/ or diary entry using figurative language on what the boy saw and imagined. The children will focus on using expanded noun phrases, prepositions and time connectives to develop their writing skills.
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>	Animals, including humans The children will learn facts about human development before applying their knowledge to create 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 observing time-lapse videos of the whole process. Children will then find out about, and describe, the basic needs of animals, including humans, for survival (water, food and air) discussing what would be essential/non-essential if they were stranded in the middle of a desert.	Materials Children will look at the properties of different materials and sort objects based on this. They will then 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.
COMPUTING <i>CRC Article 16, 17</i>	Communication Children will refine their typing skills using 2type software. They will then research ‘The causes of the plague and small pox’, and create and present to their peers using PowerPoint. In addition, children will be using the programme Animation Super Story to create a sequence of animated movements to illustrate parts of the story from the key text.	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>	British History - The Plague and Smallpox Children will learn how to distinguish between the past and the present and will order events and objects related to both. They will learn about the plague and small pox and compare them with Covid-19. They will analyse and discuss the reliability of historical sources, before ending the topic by carrying out their own research and presenting facts about the plague on posters.	
GEOGRAPHY <i>CRC Articles 7, 10</i>		Rural vs Urban The children will use maps to identify urban and local areas in the UK and a small area in a contrasting non-European country. They will develop their geographical vocabulary to refer to key physical features, including: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season</i> and <i>weather</i>. The children will also look at key human features, including: <i>city, town, village, factory, farm, house, office, port, harbour</i> and <i>shop</i>. Finally, the children will look at the pros and cons of living in 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>		Imaginative Worlds Taking inspiration from the book 'The Wonder' and the work of Andy Goldsworthy, the children will produce creative work, exploring their ideas and recording their experiences using a range of materials found in nature.
DESIGN TECHNOLOGY <i>CRC Article 29, 31</i>	Textiles Children will design and create their own crayon puppets, linked to the book, 'The Day the Crayons Quit'. They will consider the use of the best fabric and joins to use to sew their puppet together. They will finally sew and decorate their puppet.	
MUSIC <i>CRC Articles 29, 31</i>	Exploring Feelings Through Music <i>How Does Music Make the World a Better Place?</i> This term, the 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 scale, as well as the 4/4 Time signature. They will study songs on the glockenspiel. They will learn aspects of Music Theory and Music History. In Spring 2, Year 2 will focus on composition. They will create their own class piece inspired by their topic.	
PE <i>CRC Articles 29, 31</i>	Outdoor PE- Handball. The children will focus on throwing and catching skills, as well as looking at body position and how this impacts on their passes. They will discuss the importance of working cooperatively, as a team, to ensure success. Indoor PE- Dance. Children will refine spatial awareness while performing a sequence of dance movements based on the text 'The Day the Crayons Quit'.	Outdoor PE - Racquet skills. The children will continue to focus on hitting and passing a ball, working on their hand/eye coordination and developing their grip technique whilst holding a tennis racket. Indoor PE - Apparatus/Gymnastics. Children will refine their spatial awareness by performing, using equipment. They will experience and practise prior skills and develop jumping for height and jumping for distance.
RE <i>CRC Articles 2, 14</i>	Who is a Muslim and what do they believe? Children will recap their previous knowledge 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.	What do Christians do at Easter and why is it important to them? Children will retell the story of Easter from the Bible and learn why Christians celebrate Easter today; prepare questions for a Christian leader; explain what Christians do during Holy Week and its significance.

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PSHE <i>CRC Article 15</i>	Dreams and Goals The children will think about how to achieve a realistic goal. They will look at how they persevere when they find something difficult and know who they can support and work with to achieve their goals. They will also reflect on how it feels to be part of a social group.	Healthy Me The children will learn what they need to do to keep their bodies healthy and how to make healthy lifestyle choices. They will discuss how it is important to relax and feel positive about caring for their bodies. The children will learn about different food groups and making healthy choices. They will also look at healthy snacks and share recipes with each other.
SPANISH <i>CRC Articles 6, 24, 27</i>	My Family and Me The children will learn to talk about their family by building on their previous learning, revising the names of members of the family and opinions (<i>mi madre, mi padre, mi hermano, mi hermana</i>) and (<i>Me gusta mi madre pero no me gusta mi hermano</i>). They will also recap names of pets and colours and create sentences using “es. E.g. Mi perro es negro. They will also recap face parts and introducing “<i>hombro, rodilla, pie</i>” to be able to sing “head, shoulders, knees and toes” in Spanish.	
SAFEGUARDING <i>CRC Articles 14, 15, 16, 17, 19, 24, 29, 31,</i>	Throughout this learning journey, pupils will explore the importance and benefits of trustworthy relationships and how they can have a positive effect on our mental health. They will reflect on the importance of gratitude, acceptance and belonging and how people in our lives that offer these, can help us to establish stronger feelings and connections to environments that we call ‘home’.	