

Year 2 Curriculum Map – Autumn 2022

	AUTUMN 1	AUTUMN 2
TOPIC	<i>Motivation is Key</i>	<i>Power of Friendship</i>
KEY TEXTS	<i>The Dot</i> by Peter H. Reynolds <i>Beautiful Oops</i> by Barney Salzberg <i>The Girl Who Never Made Mistakes</i> by Mark Pett and Gary Rubinstein <i>I Am An Artist</i> by Marta Altés; <i>Journey</i> by Aaron Becker <i>Emily's Art</i> by Peter Catalanotto <i>The Monk and the Monkey</i> – animation	<i>Winter's Child</i> by Angela Mcallister and Grahame Baker-Smith <i>The Way Home for Wolf</i> by Rachel Bright <i>Frozen</i> by Disney <i>The Tear Thief</i> by Carol Ann Duffy
ENGLISH	<u>Philosophical thinking:</u> <i>What motivates us? How do we achieve our goals? How do we learn and improve? Why is it ok to make mistakes? What do you do if you feel like quitting?</i> The children will begin their learning journey by sharing their 'dotty' projects that they will have created during the summer holidays. They will enter a dotty classroom at the start of the term, take part in a dot hunt and create dot poems. The children will also take part in an activity where they will be placed under pressure to create something without instructions. They will then discuss and self-reflect on how it felt to create something they had no previous knowledge of, in order for them to develop empathy with Vashti (the main character), and to encourage them to begin writing monologues to explain her feelings when she is held back by the fear of making mistakes or not knowing what to do. The children will finally work on writing a diary entry at the end, in the role of Vashti, to reflect on and compare how she has progressed due to her teacher's encouragement and motivation. They will also write a sequel for the boy, who is beginning his journey with a line...	<u>Philosophical thinking:</u> <i>What makes a good friendship? What is a sacrifice? What does sacrifice mean? Who do we make sacrifices for? Have you ever had to make a sacrifice? Should we always get what we want?</i> Children will begin their learning journey by creating a seasons fact file, comparing changes in the temperature, climate, landscape, food supply, activities, clothing and animal hibernation and migration. Pupils will start their learning journey exploring the effect changes in seasons can have on different generations of people, i.e. the elderly in comparison to young people and link this knowledge to writing in the role of the main character, a young boy who enjoys winter. Children will begin to delve into the responses and thoughts of different characters in the book, as they speak and write in role from different perspectives (winter's child, the mother). Pupils will finally write their own narratives based on an after-story to the Winter's child by focusing on spring's child and how another friendship is affected when there are problems with the growth of crops at the end of spring

Convention on the Rights of the Child (CRC) Articles 2, 29

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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.	
SCIENCE CRC Articles 6, 24, 27	Living things and their Habitats: Children will be introduced to the idea 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 and that most living things live in habitats to which they are suited.	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.
COMPUTING CRC Article 16, 17	Espresso Coding <i>Children will be learning to write codes that makes an object move around the screen when keys are pressed. They will create a simple program to perform a task and will also look at ways to debug simple programs.</i> They will consolidate their understanding that code can be used to make objects move in particular ways when buttons are clicked and be encouraged to think logically to understand and explain their code.	Computer Science Scratch Jr Children will use ScratchJr software, to create their programs and interactive stories and games. In the process, they learn to solve problems, design projects, and express themselves creatively on the computer.
HISTORY CRC Articles 6, 24, 32	Notable Victorians The children will learn locate Victorians on a timeline and distinguish between the past and present on a timeline. They will research notable Victorians who have had an impact to our lives particularly Florence Nightingale and Mary Seacole. <i>Can children relate to the impact that notable Victorians had on British Society?</i>	

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GEOGRAPHY <i>CRC Articles 7, 10</i>		Human and physical geography – UK Children will identify the countries and seas that around the United Kingdom. They will locate seasonal and daily weather patterns in the United Kingdom and the discuss the location of hot and cold areas of the world in relation to Equator and the North and South Poles. They will use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
ART <i>CRC Articles 29, 31</i>	Dots Children will research images of abstract artwork and fabrics created by Dots created by Sonia Delauney. They will use her work as inspiration to create a carbon print using a range of materials to adapt their work.	
DESIGN TECHNOLOGY <i>CRC Article 29, 31</i>		Mechanisms - Wheels and Axles 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 design and make a vehicle for travelling in harsh environments like those found in Winter's Child.
MUSIC <i>CRC Articles 29, 31</i>	Exploring Simple Patterns <i>How Does Music Help Us to Make Friends?</i>	<i>Can children perform their song to an audience like a musical artist?</i>
PE <i>CRC Articles 29, 31</i>	Indoor (dance): The children will perform dances, varying body language and movement to show different emotions linked to their topic book in English. Indoor (apparatus): Children will investigate different ways of travelling around and using a range of apparatus. <i>Can children demonstrate agility like a gymnast?</i>	Outdoor (team skills): Children will participate in team games and further develop and master balance, agility and co-ordination and to continue to develop their throwing and catching skills by participating effectively in a variety of team games. <i>Can children demonstrate good teamwork skills in order to succeed?</i>

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RE <i>CRC Articles 2, 14</i>	How do stories of Jesus inspire Christians today? The children will recap their previous knowledge of Christianity before further 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. <i>Can children apply the moral messages to their own lives?</i>	Who influences our lives? The children will discuss who an influential and inspiring person is in their lives before analysing 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. <i>Can children set goals on what they can do to become a good role model?</i>
PSHE <i>CRC Article 15</i>	Being Me in My World Children will identify some of their hopes and fears for this year and recognise to ask for help. They will understand the rights and responsibilities for being a member of my class and school and listen to other people and contribute my own ideas about rewards and consequences. They will create a Learning Charter and work cooperatively to recognise the choices they make	Celebrating Differences The children will understand that sometimes people make assumptions about boys and girls (stereotypes). They will understand that bullying is sometimes about difference and empathise with how someone who is bullied feels. In this way they will recognise what is right and wrong and know and know how to get help if they are being bullied. I understand these differences make us all special and unique
MFL - SPANISH <i>CRC Articles 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42 CRC Articles 6, 24, 27</i>	Hello Again <i>In this module children will learn to briefly introduce themselves by building on the very basic vocabulary they learnt in year 1.</i> - Saying and understanding more advanced greetings (<i>Buenos días, noches, tardes, hasta pronto, hasta la vista, hasta luego</i>) - Asking and saying how you are feeling (<i>fatal, de maravilla, de pena</i>) - Talking about other people's names (<i>Se llama...</i>) - Using PE to say numbers from 1-15 - Talking about some European countries in Spanish (<i>Italia, España, Portugal, Irlanda</i>)	My School In this module children will continue learning basic vocabulary to be able to talk about their school by using a variety of songs and actions. At the end of the module children should be able to order their food in the canteen in Spanish. - Revising the objects in the classroom introducing "<i>el/la</i>" (<i>La Mesa, la silla, ...</i>) - Revising colours by means of the story "<i>el monstruo de colores</i>" by Anna Llenas - Giving opinions about classroom objects using "<i>me gusta</i>" and "<i>no me gusta</i>" - Saying what you eat each day of the week giving a variety of opinions (<i>Me encanta, odio, detesto, etc.</i>)

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	• Asking and talking about other people's age using the third person singular of "tener": "Tiene 10 años" • Revising the days of the week • Learning the months of the year from September to August	Expressing preferences about what you would like to eat (<i>Me gustaría comer pizza, por favor</i>)
SAFEGUARDING CRC Articles 14, 15, 16, 17, 19, 24, 29, 31,	<i>Why are friendships good for our mental health? (English). What impact is the climate having on habitats around the world? (Science). Why is it important to stay safe online? (Computing). How can we stay safe in our local area? (Geography). How does art and music help you to relax and make you feel? (Art and Music). How do we use tools safely? (DT). Why is PE good for our bodies and minds? (PE). Why is it important to respect and understand all religions and cultures? (RE). Why is it important to be organised and independent in our daily lives? (PSHE).</i>	