

Cleveland Road Primary School Curriculum Map – Year 2, Autumn Term 2 2021 and Spring Term 1 2022

	AUTUMN 2	SPRING 1
TOPIC	<i>The Power of Love, The Power of Friendship</i>	
KEY TEXTS	The Tunnel by Anthony Browne <i>Hansel and Gretel</i> by Anthony Browne <i>Little Red Riding Hood</i> by Lari Don <i>Goldilocks and the Three Bears</i> by Emma Chichester Clark	<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 <i>CRC Articles</i> 2, 15, 19, 24, 31	<u>Philosophical thinking:</u> <i>Can you love someone but not like and respect them? Do we get along with the people who are different to us? (Conditional and unconditional love.) What kind of people do we get along with? How can we overcome our fears? What determines our behaviours? Is it okay to stereotype?</i> Children will begin their learning journey by completing diary entries during their half-term holiday break, enabling them to reflect on who they completed activities with and their relationships with them, which they can share with the class on return to school. Pupils will start their learning journey exploring relationships and how they can be formed based on similar personality or character traits. Children will make links of their own personalities and relationships to those of the brother and sister in the book, <i>The Tunnel</i> by Anthony Browne. They will further explore the journey of their relationship and how it is affected by deciding whether or not to pass through a tunnel. Pupils will finally write their own narratives based on characters with different personalities.	<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 (<i>winter's child</i>, the mother). Pupils will finally write their own narratives based on an after-story to the <i>Winter's child</i> by focusing on <i>spring's child</i> and how another friendship is affected when there are problems with the growth of crops at the end of spring.
MATHS <i>CRC Articles</i> 3, 28, 29	Addition and Subtraction Children will learn how to use the column method to work out simple adding and subtracting, adding and subtracting with renaming and adding three numbers. Multiplication and Division of 2, 5 and 10 Children will focus deeper on learning their timetables, solving multiplication and division word problems and linking their knowledge to odd and even numbers.	Fractions Children will learn about making equal parts, showing half, quarters, thirds, naming, making, comparing and ordering, counting wholes, parts, halves, quarters and thirds and finding part of a set and of a quantity. Time Children will learn to tell and write time, sequence events, draw clock hands, find durations of time, find start and end times and make comparisons of time.

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SCIENCE CRC Articles 6, 24, 27	Animals, Including Humans (continued) children will recap their learning on the human life cycle and animal offspring. They will describe the basic needs of animals, including humans, for survival, discussing what would be essential if they were stranded in a desert. They will learn about the importance of exercise and observe the effects it has on their heartbeat and the human body. Children will finally learn about eating the right types of food (a balanced diet), the importance of hygiene and the effects of germs on the body.	Living things and their Habitats and Seasons 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. Children will then measure temperature and changes across the four seasons in order to gain a deeper understanding and to observe similarities and differences.
COMPUTING CRC Article 17	Computer Science: Espresso Coding (continued) 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 from 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.	Communication Children will be using the programme <i>Animation Super Story</i> to create a sequence of animated movements to illustrate parts of the story from the key text. Online Safety SWGFL Activities and revisit awareness of Hector: The children will be reminded about how to use technology safely and respectfully and how to keep personal information private. They will identify where to go for help and support when they have concerns about content on the internet;
HISTORY CRC Articles 6, 24, 32	The Great Plague of London Children will learn how to distinguish between the past and present and will order events and objects related to both. They will look at clues related from the plague and compare them to those associated 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.	Black History Children will learn about significant Britons that have made successful contributions. This will include discussing the lives, backgrounds and careers of Lilian Bader, Dame Jocelyn Barrow, John Archer, Diane Abbot, Claudia Jones, Marcus Rashford, Tessa Sanderson, Lenny Henry, Malorie Blackman, Trevor McDonald, and Maggie Aderin-Pocock. Children will learn about the difficulties faced by each of these inspiring people and how they overcame them to establish positive changes.

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GEOGRAPHY CRC Articles 7, 10	Locational Knowledge: Continents The key areas that children will be focussing on are developing 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 name and place the world's seven continents and five oceans using world maps, atlases and globes. 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.	Geography will be taught in Spring 2
ART CRC Articles 28, 29, 31	Collage Paintings Children will create imaginative collages of they may see through the tunnel (based on the key text, The Tunnel by Anthony Browne) by folding, crumpling and tearing different materials, for example tissue paper, fabric, cardboard, etc. They will also use tree rubbings, oil pastels, water colours and ink blowing for the background. They will also be using a range of recycled materials from the local SCRAP project to apply additional details to their final designs, as well as looking at famous collages by the artist Kurt Schwitters', called Merz Pictures.	Art will be taught in Spring 2
DT CRC Article 29, 31	DT was taught in Autumn 1	Puppets: Children will design and create their own animal puppets, linked to the book, Fox, by Margaret Wild. 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.

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MUSIC CRC Articles 29, 31	Nativity Performance As the festive time of the year is getting closer, children will be putting on their performers hats on and will get ready to sing and dance. They will be preparing a Nativity that will be shared with parents live or recorded and uploaded onto the school's media channel.	Winter Inspired Music Children will be listening to wonderful pieces of music inspired by <i>Winter</i> including The Four Season, a set of violin concertos composed by Italian composer, Antonio Vivaldi. They will also explore Gonzales' <i>Wintermezzo</i> and Tchaikovsky's <i>A Pine Forest in Winter</i> from <i>The Nutcracker</i>. The children will continue to develop their musicianship through playing the glockenspiel and will be learning all about musical notation.
PE CRC Articles 29, 31	Outdoor P.E.: Basketball Children will: • build on throwing and catching skills as well as shooting, dribbling, discussing fair play and learning simple attack and defence tactics. Identify rules and fair play when participating in team games • refine and apply simple attack and defence tactics • apply fundamental skills to cooperative and competitive experiences and develop simple tactics. Indoor P.E.: Gymnastics Children will: • refine spatial awareness while performing using equipment. • experience and practise prior skills and develop jumping for height and jumping for distance	Outdoor P.E.: Multi-skills This unit focuses on Bat and Ball, which is designed to develop children's skills using a tennis racket and a cricket bat. They will recap how to hold each one correctly and will develop their striking skills from hitting a stationary ball to one that has been thrown or rolled by a partner. Each lesson contains clearly differentiated activities which allow children to practise and apply their skills both individually and as part of a team. This unit also introduces children to the use of simple tactics in tennis and cricket and provides opportunities for them to try these in small-sided games. Indoor P.E.: Rolls Children will: • recognise the different types of rolls • make different rolls using different body parts • perform rolls in safe ways

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RE CRC Articles 2, 14	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.	Who is a Muslim and what do they believe? Children will recap their previous knowledge of Islam before learning about the 5 pillars of Islam, identifying the different ways Muslims describe God, describing why the Quran is important to Muslims, retelling a story about the Prophet Muhammad, preparing questions for a Muslim leader at the mosque, and describing the significance of Islamic objects, how Muslims pray and why they fast during the month of Ramadhan.
PSHE CRC Articles Insert Numbers	Celebrating Differences • I understand some ways in which boys and girls are similar and feel good about this • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand that boys and girls can have similar aspirations for life and career choices • I understand that bullying is sometimes about difference • I can tell you how someone who is bullied feels • I can be kind to children who are bullied • I can recognise what is right and wrong and know how to look after myself • I know when and how to stand up for myself and others • I know how to get help if I am being bullied • I can tell you some ways I am different from my friends • I understand these differences make us all special and unique	Dreams and Goals • I can choose a realistic goal and think about how to achieve it • I can tell you things I have achieved and say how that makes me feel • I carry on trying (persevering) even when I find things difficult • I can tell you some of my strengths as a learner • I can recognise who I work well with and who it is more difficult for me to work with • I can tell you how working with other people helps me learn • I can work well in a group • I can work with others in a group to solve problems • I can tell you some ways I worked well with my group • I can tell you how I felt about working in my group • I know how to share success with other people • I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest
Safeguarding CRC Articles 15, 19, 24, 31	Throughout this learning journey, pupils will explore the differences between healthy and unhealthy relationships, observing what factors are good for both the body and mind.	Throughout this learning journey, pupils will explore the importance of making the right decision in order to think of the safety and welfare of others.