

Cleveland Road Primary School Curriculum Map – Year 2, Spring 2 and Summer 1 2022

	SPRING 2	SUMMER 1
TOPIC	<i>A Treasured Friendship</i>	
KEY TEXTS	<i>Fox</i> by Margaret Wild and Ron Brooks <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 Gingerbread Man</i> <i>Chicken Licken</i> and <i>The Red Hen</i> <i>Fantastic Mr Fox</i> by Roald Dahl <i>A Wolf Story</i> by Toby Forward and Izhar Cohen
ENGLISH	<u>Philosophical thinking:</u> <i>Is making choices part of life's journey? How do we know that we are making the best choices? Should we trust our gut instincts or listen to others? How can we learn from our mistakes? How do we react when we make mistakes? What is more important in life: Our goals or our relationships? Or both? What tempts us/influences us? Why is belonging and acceptance important? Why is it important to also take risks and challenge ourselves? How easily can we be persuaded – what is our weakness? What determines who we are? What is the cause of our inner confidence/self-esteem/personal power? Do actions speak louder than words in friendships? What is a true friend – Will a true friend ever let you down?</i> <i>How do we treat people who are vulnerable? For example, with a disability? Are they treated equally/fairly? Are we stronger together or alone? How? Why do people sometimes get jealous? How can we cope with jealousy, so it leads to positive outcomes? Is it okay to make mistakes which impact on our friendships? How can we rectify these? Is the grass always greener on the other side? Are we ever content with what we have? Why is it important to have gratitude? What does home mean to you?</i> Children will begin their learning journey by exploring vocabulary based on fire and creating their own poems inspired by Jackie Kay's poem about bushfires. They will research the impact bushfires in Australia have had on property, humans and animals, focusing on causes, effects and loss of life. They will also look into how climate change has contributed towards increasing the number of bushfires that have occurred and will discuss what we can do to reduce its effects. Pupils will then take part in role-play activities to delve into feelings and thoughts of the main characters of the story, as well as honing in on the illustrations of the background setting of a charred forest. They will discuss and self-reflect on how it feels to lose something and will further explore vocabulary centred based on loss and grief, as well as the impact it can have on people afterwards, for example, after losing a limb of one's body, so that children can relate to and empathise with the main character of the story. 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.	

Convention on the Rights of the Child (CRC) Articles 2, 4, 6, 15, 19, 20, 23, 26, 27, 37

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MATHS <i>CRC Articles</i> 3, 28, 29	Revision Children will revise numbers to 100, addition and subtraction, multiplication of 2s, 5s and 10s, division of 2, 5 and 10, length and word problems. Money Children will learn to write amounts, count, exchange compare, calculate and solve money-based word problems. Picture Graphs Children will learn how to read, interpret, analyse and construct their picture graphs as well as analysing and solving data-based reasoning problems.	Mass Children will learn about mass in the context of kilograms and grams, how to read a scale, compare the weight of different objects and solve word problems related to mass. Temperature Children will gain experience in measuring temperature, learn about the terms ‘degrees Celsius’, how to read thermometers and to look at measuring different types of temperature. Volume Children will compare volume, measuring in litres and millilitres, and solve reasoning problems related to volume.
SCIENCE <i>CRC Articles</i> 6, 19, 24, 27, 29, 39	Materials Children will investigate the properties of materials 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 Articles</i> 13, 15, 16, 17, 36, 37	Communication Children will use the programme <i>Animation Super Story</i> to create a sequence of animated movements for their stories. Online Safety 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.	Computer Science Children will continue their understanding of algorithms by giving instructions to a Bee-bot. Presentation (PowerPoint) Children will research a topic by collating ideas, typing up the information, inserting images to slides and presenting them to their peers using PowerPoint, exploring how to copy and paste images and using a variety designs, transitions and animations.

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HISTORY <i>CRC Articles</i> 19, 24, 26, 32	Black History (continued) 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.	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</i> 7, 10, 22	Geographical Skills and Fieldwork Children will learn about how to use simple compass directions and will create simple maps of landmarks in their local area, including both human and physical features of the surrounding environment. They will then create maps of their school and local area using the online <i>Digi-maps</i> programme.	
ART <i>CRC Articles</i> 29, 31	Drawing Using Different Media Children will use different tones and shades of chalk and charcoal to recreate their favourite scenes from the book, <i>Fox</i> , by Margaret Wild, which they will be reading and studying during their English lessons.	
DT <i>CRC Article</i> 29, 31	Heathy 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</i> 29, 31	A Friendship Pop song, <i>Lean on Me</i>, by Bill Withers This term, Year 2 will be learning about Pop music and the structure of pop songs. In connection with the key text, <i>Fox</i> by Margaret Wild, which is the book they will be reading during English lessons, children will be introduced to the song <i>Lean on Me</i> , by Bill Withers. It is a wonderful song about friendship and it provides opportunities to discuss its meaning in relation with the book. The children will then learn the song by playing the glockenspiels and reading the musical notes. In the second half of the term, Year 2 will be writing a song about friendship. They will start by writing the lyrics and will then focus on the melody.	

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PE CRC Articles 29, 31	Outdoor P.E.: Multi-skills Games which teach agility, balance and coordination, running, throwing and catching and simple team games. Indoor P.E.: Gymnastics Activities will be linked to the key text, Fox, by Margaret Wild. Activities will include rolling, balancing, points of contact, developing body management skills (balancing on one foot, climbing, line walking, developing spatial awareness to people and equipment, e.g. mats, climbing frame, apparatus).	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.
RE CRC Articles 2, 14	What do Christians do at Easter and why is it important to them? Children will retell the story of Easter from the Bible, prepare questions for a Christian leader at the Church about why Christians celebrate Easter today, explain what Christians do during holy week and its significance, suggest what Easter means to Christians and name items related to the celebration of Easter.	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 6, 9, 15, 18, 19, 24, 27, 39	Healthy Me • I know what I need to keep my body healthy • I am motivated to make healthy lifestyle choices • I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed • I can tell you when a feeling is weak and when a feeling is strong • I understand how medicines work in my body and how important it is to use them safely • I feel positive about caring for my body and keeping it healthy	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

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	• I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy • I have a healthy relationship with food and know which foods I enjoy the most • I can make some healthy snacks and explain why they are good for my body • I can express how it feels to share healthy food with my friends • I can decide which foods to eat to give my body energy • I have a healthy relationship with food and I know which foods are most nutritious for my body	• 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 • I am comfortable accepting appreciation from others
Spanish <i>CRC Articles 2, 30</i>	Colours Children will learn how to say the names of different colours in Spanish by repeating and pronouncing them. They will learn a song and will play different games to help them to learn.	Facial features During these lessons, children will learn the different parts of the face in Spanish. They will create a portrait about themselves and will describe it using the colours learnt in spring 2 as adjectives.
Safeguarding <i>CRC Articles 9, 15, 19</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'.	