



# Year 2



## The Reddings Primary and Nursery School Curriculum Map for 2018-19

	Autumn 1 (7)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 ( 6)	Summer 2 (7)
Topics	<b>Explorers</b>		<b>Fire Fire!</b>		<b>China</b>	
English	Fairy Tales – Hansel and Gretel (3)  2. recounts – writing in role as Columbus or a member of the crew	2 / 3. reports about moon landing 2 / 3. narrative – man on the moon (Simon Bartram) 2. Christmas theme –	2. reports – great fire of London 2. recounts – in style of Pepys 2. narrative – Toby and the great fire of London	2. fire poetry 2. explanation – until I met Dudley – innovate a fire fighting machine and write an explanation 2. Take one book – Anthony Browne – into the forest / voices in the park.	2 – The Runaway Wok - Narrative 2 The Magic Paintbrush – Narrative 2 – instructions – how to look after a Panda	2 Explanation – link to great wall or Terracotta Army  2 poetry-(poet)  2 Report – China as a contrasting location, features etc
SPaG	Adjective, verbs and common nouns.  Full stops, capital letters, questions marks.  Speech and exclamation marks.  Suffixes  Compounds	Past and present tense.  Writing in the first person.  Statements and explanations.  Exclamation marks.  Syllables.	Apostrophes.  Present and past tense.  Recurring language.  Rhyming, syllables, adjectives, verbs, common nouns and proper nouns.	Verbs and adverbs.  Syllables.  Instructional language.  Punctuation.  Organisation of text.  Common nouns and proper nouns.	Endings, morals, meanings.  Structure, spelling, punctuations.  Speech and exclamation marks  Similes	Organisation of text.  Common nouns and proper nouns.  Instructional language.
Maths	Number: Place Value (2wks) Number: Addition & Subtraction (4wks) Measurement: Length & Mass (2wks) Graphs (1wk) Multiplication & Division (3wks)		Measurement: Money (3wks) Geometry: Properties of Shape (3wks) Number: Fractions (4wks)		Measurement: Time (2wks) Measurement: Capacity, Volume & Temperature (2wks) SATs Project work	



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<b>Science</b>	<b>Animals including humans</b>	<b>Animals including human/Living things in their habitats.</b>	<b>Everyday materials</b>	<b>Living things in their habitats – link to Panda</b>	<b>Plants – bamboo?</b>
	<p>Notice that animals, including humans, have offspring which grow into adults Find out about and describe basic needs of animals including humans, for survival; water, food and air Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Find out about and describe basic needs of animals including humans, for survival; water, food and air Explore and compare the differences between things that are living, dead and that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching including micro habitats Describe how animals obtain their food from plants and other animals using the ideas of a simple food chain and identify and name different courses of food.</p>	<p>Explore and compare the differences between things that are living, dead and that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats</p>	<p>Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>



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<p><b>Computing</b></p>	<p><b>Stating research</b> Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>	<p><b>Starting research</b> Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>	<p><b>Getting creative</b> Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Co2/1.2 create and debug simple programs Co2/1.3 use logical reasoning to predict the behaviour of simple programs</p>	<p><b>Getting creative</b> Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Co2/1.2 create and debug simple programs Co2/1.3 use logical reasoning to predict the behaviour of simple programs</p>	<p><b>Talking and sharing</b> Co2/1.5 recognise common uses of information technology beyond school Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>	<p><b>Talking and sharing</b> Co2/1.5 recognise common uses of information technology beyond school Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>
<p><b>History</b></p>	<p><b>Famous people in History. Sailor, explorers and pirates. Christopher Columbus and Neil Armstrong.</b> Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <i>e.g. Christopher Columbus and Neil Armstrong,</i></p>		<p><b>Famous events in History.</b> Hi1/1.3 significant historical events, people and places in their own locality. Hi1/1.2 events beyond living memory that are significant nationally or globally</p>		<p><b>People/places in own locality- contrast with China</b> Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	



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<b>Geography</b>	Map skills and vocabulary Compass directions, Using keys, identifying land, sea and other landmarks, Mapping CC's journey	Location knowledge Oceans and continents identifying UK countries and surrounding seas, locating Peru/ Ghana	Local area study, orienteering, comparing to a non EU country (China) that has been looked at in spring term.
<b>Art</b>	<p><b>Painting</b> Line and shape</p> <p>Famous artists: Monet - seascapes</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b>PRINTING</b> Colour and tone</p> <p>(complementary colours) (Linked with DT)</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b>3D</b> Make 3D sculptures of terracotta army (possible project at the end of first half term?)</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products</p>
<b>DT</b>	<p><b>Construction</b> Making a sailboat / rocket-ship / land-yachts</p> <p><b>DT1/1.4 Technical Knowledge</b> DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable DT1/1.4b explore and use <a href="#">mechanisms</a>, in their products.</p>	<p><b>Printing</b> Cityscapes / fire paintings</p> <p><b>DT1/1.1 Design</b> DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p><b>Textiles</b> Making Chinese dragons / lanterns</p> <p><b>DT1/1.2 Make</b> DT1/1.2a select from and use a range of tools and equipment to perform <a href="#">practical tasks</a> DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>



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<p><b>Music</b></p>	<p>Medieval music/ renaissance</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>				<p>Drumming/ tribal sound/ rhythm/ composition</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>				<p>Wizard of Oz songs and performance</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>			
<p><b>PE</b></p>	<p>Games 7wks</p>	<p>Ball skills 7wks</p>	<p>Dance 7wks</p>	<p>Games 7 wks</p>	<p>Gymnastics 6wks</p>	<p>Indoor athletics 6wks</p>	<p>Dance 6 weeks</p>	<p>Gymnastics 6 weeks</p>	<p>Orienteering Inventing games 6 wks</p>	<p>Trigolf 6wks</p>	<p>Striking games 7wks</p>	<p>Athletics 7wks</p>
<p><b>RE (HERTS agreed syllabus)</b></p>	<p>Signs and Symbols( Christian and Muslim faiths)</p>		<p>Christmas</p>		<p>Special and sacred places</p>		<p>Easter</p>		<p>Religious leaders</p>		<p>Easy questions , difficult answers</p>	
<p><b>Curriculum Enrichment</b></p>	<p><b>Greenwich maritime museum &amp; planetarium</b></p>				<p><b>Museum of London</b></p>				<p><b>Box Moor Trust Powerful Plants</b></p>			