

| Curriculum Provision Map | | | | | | | YEAR 2 |
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| Subject/Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Notes: |
| Literacy | <i>The Three Billy Goats Gruff</i> <i>The Owl & The Pussycat</i> | <i>Tadpole's Promise</i> <i>Rabbits & Chickens</i> <i>Non-fiction</i> | <i>Stanley's Stick</i> <i>Rosie Revere Engineer</i> | <i>The Bear Under the Stairs</i> <i>Journey Home</i> | <i>A Walk in London</i> <i>Great Fire of London</i> | <i>Jim and the Beanstalk</i> <i>The Minpins</i> | |
| Guided Reading | Reading Explorers | Non-fiction Fanatical about frogs! | Fiction There's a Rangatang in my Bedroom | Fiction Too Small Tola | Non-Fiction The Street Beneath my Feet | Non-Fiction The Magic & Mystery of Trees | |
| Numeracy | <i>Number- Place Value & number facts.</i> <i>Number – Addition.</i> <i>Number – Subtraction.</i> <i>Geometry- 2D shape position and direction.</i> <i>Number-multiplication, division.</i> | <i>Number – Fractions.</i> <i>Measurement – Time.</i> <i>Measurement- Length.</i> <i>Number – Addition.</i> <i>Number – Subtraction.</i> <i>Geometry –2D/3D shape position and direction.</i> <i>Measurement – Money.</i> | <i>Number- Place Value & number facts.</i> <i>Number – Addition.</i> <i>Number – Subtraction.</i> <i>Number-multiplication.</i> <i>Number-division.</i> <i>Number-fractions.</i> | <i>Geometry –2D/3D shape position and direction.</i> <i>Statistics: Data handling.</i> <i>Measurement – Time.</i> <i>Geometry –position and direction.</i> <i>Measures –Capacity & temperature.</i> <i>Measurement – Money.</i> | <i>Number- Place Value.</i> <i>Number-multiplication.</i> <i>Number-division.</i> <i>Number – Addition.</i> <i>Number – Subtraction.</i> <i>Problem solving.</i> <i>Measurement- Length.</i> <i>Statistics: Data handling.</i> | <i>Number – Addition.</i> <i>Number – Subtraction.</i> <i>Geometry – properties of shape.</i> <i>Measurement – Time.</i> <i>Measurement – Money.</i> | |
| Religious Education | Themes Church-Family Baptism-Belonging Advent-Loving | Topic <i>Beginnings</i> <i>Signs/symbols</i> <i>Preparations</i> | Themes Church-Community Eucharist-Relating Lent/Easter-Giving | Topic <i>Books</i> <i>Thanksgiving</i> <i>Opportunities</i> | Themes Pentecost-Serving Reconciliation-relate Church-World | Topic <i>Spread the word</i> <i>Rules</i> <i>Treasures</i> | |
| P.S.H.E Personal, Social & Health Education | New Beginnings | Getting On and Falling Out | Going for Goals! | Good to be Me! | Relationships | Changes | |
| Science | <i>Using everyday materials</i> Study of a Famous scientist or inventor | <i>Animals including humans</i> | <i>Life cycles- animals</i> | <i>Living things and their habitats</i> | <i>Plants in the environment</i> | <i>Plants as living things: sorting and classifying</i> | |

| Computing | Multimedia | Multimedia | e-safety | Programming | Handling Data | Handling Data | |
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| ****Technology in our lives **** Technology in our lives ****Technology in our lives**** | | | | | | | |
| Geography | | <p style="text-align: center;"><u>The UK</u></p> <ul style="list-style-type: none"> - To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. - To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. -To use basic geographical vocabulary to refer to the UKs key physical & human features. -To use aerial photographs and plans to recognise UK landmarks and basic human and physical features. | | <p style="text-align: center;"><u>Compare & contrast the UK to a Non-European country.</u></p> <ul style="list-style-type: none"> -To name and locate the world's seven continents and five oceans - To use world maps, atlases and globes to identify continents & oceans. - To use basic geographical vocabulary to refer to the key physical & human features of the contrasting Non-European country being studied. -To use aerial photographs and plans to recognise landmarks and basic human and physical features of the contrasting Non-European country being studied. | | <p style="text-align: center;"><u>Compare the weather in the UK to other global localities.</u></p> <ul style="list-style-type: none"> - To identify seasonal patterns around the world. - To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - To use world maps, atlases and globes to identify the Equator and the North and South Poles. -To use basic geographical vocabulary to refer to key physical features of weather. | |
| History | <p style="text-align: center;"><u>Seaside holidays Changes within living memory. Victorians –</u></p> | | <p style="text-align: center;"><u>Famous people in history -A study of Florence Nightingale, Mary</u></p> | | <p style="text-align: center;"><u>The Great Fire of London – Major events in our history: a study.</u></p> | | |

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| | <p><u>present day.</u></p> <ul style="list-style-type: none"> - Pupils should develop an awareness of the past, using common words and phrases. - Pupils should identify similarities and differences between ways of life in different periods. - Pupils should use a wide vocabulary of everyday historical terms. - Pupils should ask and answer questions about the past. - Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – related back to the topic of <u>'Seaside Holidays'</u>. | | <p><u>Seacole & Edith Cavell.</u></p> <ul style="list-style-type: none"> - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements – <u>Florence Nightingale, Mary Seacole & Edith Cavell.</u> - Pupils should compare aspects of life in different time periods: Florence Nightingale compared to Edith Cavell. - Pupils should ask and answer questions; and understand some of the ways in which we find out about the past. - Pupils should develop an awareness of the past, using common words, phrases and a widening historical | | <ul style="list-style-type: none"> - Pupils should be taught about events beyond living memory that are significant nationally or globally: <u>The Great Fire of London.</u> - Pupils should be taught about the lives of significant individuals during this time period: Christopher Wren & Samuel Pepys. - Pupils should know where the people and events they study fit within a chronological framework - Pupils should develop an awareness of the past, using common words, phrases and a widening historical vocabulary. - Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and | | |
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| | | | vocabulary. | | understand key features of events. | |
| Music | <p><u>Seaside Holidays</u> <i>Music of present and past seaside holidays. Singing as a group, singing for an audience/purpose. Using body percussion to accompany songs and music published and self-composed.</i></p> | <p><u>Singing for a purpose- Advent Performance</u> <i>Pupils will be taught to - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments. Listen to and appreciate a range of high quality live and recorded music. Experiment with sound and music to create different dimension. Focus Christmas play.</i></p> | <p><u>Music that makes you move</u> <i>Explore different ways of moving to music. Singing as a group, singing for an audience/purpose. Using percussion instruments to accompany songs and music published and self-composed.</i></p> | <p><u>Nature inspired music</u> <i>Powerful music that occurs in nature. Explore the sounds of the forest, jungle, ocean etc. Pupils will be taught to - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments. Listen to and appreciate a range of high quality live and recorded music. Experiment with sound and music to create different dimensions</i></p> | <p><u>Songs and rhymes from the past</u> <i>Explore popular songs and rhymes from the past e.g. Ring-of-roses linked to history topic themes. Pupils will be taught to - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments. Listen to and appreciate a range of high quality live and recorded music. Experiment with sound and music to create different dimensions</i></p> | <p><u>Weather</u> <i>Explore mood provoking and dramatic music and match to dramatic weather events. Pupils will be taught to - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments. Listen to and appreciate a range of high quality live and recorded music. Experiment with sound and music to create different dimensions</i></p> |
| Art & Design Technology | <p><i>Artist Study MATISSE or KANDYNSKY</i></p> | <p><i>Christmas Crafts Design and make a Nativity Scene/Stable with</i></p> | <p><i>DIORAMA Making 3D models Making a 3D</i></p> | <p><i>Map and landmark making. Create a large map of the UK. Design and</i></p> | <p><i>Gustav Klimt Painting and collage study.</i></p> | <p><i>The Great Fire of London Create a model of a River Thames</i></p> |

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| | <p>Colour mixing, primary and secondary colours, holding and controlling a brush introduction of colour wheel</p> | <p><i>characters.</i> Exploring & using Papier Mache. Building and designing structures using papier Mache Frames</p> | <p>picture of the forest, collaging with natural materials.</p> | <p><i>make key features to place on the map-3D</i></p> <p>Landscapes. Developing drawing skills - the forest. Using pastels.</p> | <p>Self Portrait Sketching skills, looking at line, shading, light and dark.</p> | <p><i>scene.</i> Sewing- Using sewing skills to design and make a small commemorative pillow.</p> | |
| <p>Physical Education</p> | <p><i>TEAM GAMES</i> Master basic skills in agility and movement to include throwing and catching. Develop throwing and catching skills using range of apparatus (shapes, weight, texture). Throw, catch and bounce in different ways. Throwing and catching stationary and on the move. Make up games using throw, catch and bounce.</p> | <p><i>MULTI-SKILLS</i> Master basic skills in agility and movement to include throwing and catching.</p> | <p><i>GYMNASTICS</i> Using low/medium apparatus and sequencing 3 step routine. Developing core strength, technique and control. Floor work and balance. Moving from a standing position into a balance, spin, roll etc.</p> | <p><i>DANCE</i> To explore movement imaginatively, to express emotion through movement. To recognise how our bodies communicate feelings to each other.</p> | <p><i>TEAM GAMES</i> Developing simple tactics for defending and attacking. Develop new skills specific to invasion games. Apply basic tactics and strategies for attacking play. Work co-operatively as a team using equipment e.g. bats/rackets. To observe and select information to evaluate others performance.</p> | <p><i>ATHLETICS</i> Master basic movements to include: run, jump, hop, throw & skip. Children will be able to understand what is meant by changing pace or speed. Children will understand changes they make to their body and to movements in order to help increase or decrease speed and agility.</p> | |