

# Class Curriculum Map – Year 2

	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>Maths</b>	<p>- <b>Number &amp; Place value:</b> numbers to 100, comparing numbers, ordering numbers, counting in 2s, 5s &amp; 10's, counting in 3s.</p> <p>- <b>Number - addition and subtraction:</b> adding &amp; subtracting digits, related facts, using facts to check calculations, number bonds to 100, adding &amp; subtracting 1s/10s, finding 10 more/less, solving word problems</p> <p>- <b>Geometry –properties of shape:</b> recognise 2D and 3D shapes, draw 2D shapes, counting sides &amp; vertices, finding lines of symmetry, counting edges &amp; faces</p>	<p>- <b>Measurement – Money:</b> counting money coins &amp; notes, making equal amounts of money, comparing amounts of money, calculating the total, finding change,</p> <p>- <b>Number - multiplication and division:</b> making equal groups, adding equal groups, multiplication sentences, using arrays, 2, 5 &amp; 10 time tables, sharing &amp; grouping, dividing by 2, 5 &amp; 10, odd &amp; even numbers</p> <p>- <b>Measurement - length &amp; height:</b> measuring in centimetres &amp; metres, comparing &amp; ordering lengths</p> <p>- <b>Measurement: Weight, volume and temperature:</b> comparing mass, Measuring mass in grams &amp; kilograms, comparing volume, Measuring volume in litres &amp; millilitres, Measuring temperature using a thermometer, reading thermometer</p>	<p>- <b>Number – Fractions:</b> wholes &amp; parts, making equal parts, recognising &amp; finding halves &amp; quarters, unit fractions, counting in halves &amp; quarters,</p> <p>- <b>Measurement: time:</b> Telling and writing time to the hour, half hour and to the quarter hour, telling time to 5 minutes, finding &amp; comparing durations, finding the end &amp; start times, hours in a day</p> <p>- <b>Statistics:</b> making tally charts, creating &amp; interpreting pictograms, block diagrams,</p> <p>- <b>Geometry: position and direction:</b> describing movement &amp; turns, making patterns with shapes,</p> <p>- <b>Number –Problem solving and efficient methods:</b></p>
<b>English</b>	<p>For the autumn term <b>Phonics</b> work will focus on 'silent letters' in words, soft letters (c for the /s/ sounds, g for the /j/, wa for the /wo/ sound, 'ou' for the /u/ sound, 'air' and 'ch' for the /k/ sound' in words and alternative spelling patterns.</p> <p>In <b>grammar</b> for the autumn term, we will explore:</p> <ul style="list-style-type: none"> <li>• alphabetical order,</li> <li>• sentence writing</li> <li>• punctuation including speech marks, question marks, exclamation marks and commas in lists.</li> <li>• proper nouns,</li> </ul>	<p>For the spring term <b>Phonics</b> work will focus on the alternative "ai", "ee", "ie", "oa" and "ue" sounds, the 'k' sound (k or ck), alternative "er", "oi", "ou" and "or" sounds, "ey", "ear" and silent 'h'.</p> <p>In <b>grammar</b> for the spring term, we will explore:</p> <ul style="list-style-type: none"> <li>• homophones,</li> <li>• alphabetical order,</li> <li>• sentences, verbs and pronouns,</li> <li>• adverbs,</li> <li>• irregular verb 'to be',</li> </ul>	<p>For the summer term <b>Phonics</b> work will focus on 'silent c' words, 'are' for the /air/ sound, 'ear' for the /air/ sound, 'ti' for the /sh/sound, 'si' for the /zh/ sound, 'ei' and 'eigh', 'o' for the /u/ sound, 'ture', 'ie' for the /ee/ sound, 'ore' and 'le' words.</p> <p>In <b>grammar</b> for the summer term, we will explore:</p> <ul style="list-style-type: none"> <li>• proof reading</li> <li>• prefixes</li> <li>• apostrophe for possession</li> <li>• contractions</li> <li>• prepositions</li> <li>• using a dictionary</li> </ul>

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	<ul style="list-style-type: none"> <li>• adjectives,</li> <li>• plurals (s/es)</li> <li>• possessive adjectives.</li> </ul> <p><u>Autumn 1</u>  <b>- Pathways To Write Text:</b>          Troll Swap by Leigh Hodgkinson  <b>Writing Outcome:</b>          To write a story based upon the model text using the pupils' ideas for characters  <b>Greater depth writing outcome:</b>          To write a story about any two contrasting characters who swap places  <b>NC Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Build vocabulary</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>NC Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Discuss the sequence of events in books and how items of information are related</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Answer and ask questions</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about books, poems and other works</li> <li>• Explain and discuss their understanding of books, poems and other material</li> </ul> <p><b>NC Writing composition:</b></p>	<ul style="list-style-type: none"> <li>• regular past tense (simple past tense of a regular verb is made by adding "ed"),</li> <li>• irregular past tense (not all verbs make the past tense by adding "ed"),</li> <li>• using a dictionary,</li> <li>• proof reading sentences for spelling and punctuation errors,</li> <li>• expanding sentences (using different parts of speech, nouns, verbs, adjectives and adverbs),</li> <li>• conjunctions,</li> <li>• plurals (s/ies)</li> <li>• using a thesaurus.</li> </ul> <p><u>Spring 1</u>  <b>- Pathway To Write Text:</b>          Dragon Machine by Helen Ward  <b>Writing outcome: Fiction: story with adventure focus</b>          To write a story based upon the model text using own ideas for a change of character and machine  <b>Greater depth writing outcome:</b>          To write the story in first person from new character's point of view to allow for description of emotions and viewpoint throughout the story  <b>Extension:</b> Instructions  <b>NC Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> </ul>	<ul style="list-style-type: none"> <li>• suffix 'ing', 'er', 'est'</li> <li>• using a thesaurus</li> <li>• commas</li> <li>• parsing (resolve a sentence or text into its component parts and relating to the rules of language e.g. verbs)</li> </ul> <p><u>Summer 1</u>  <b>- Pathway To Write Text:</b>          The Last Wolf by Mini Grey  <b>-Writing outcome - Letter writing:</b>          To write a letter in role persuading characters to save the trees  <b>Greater depth writing outcome:</b>          To write a letter as themselves persuading local people to save the trees  <b>NC Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Articulate and justify answers</li> <li>• Maintain attention and participate in collaborative conversations</li> <li>• Speak audibly and fluently</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>NC Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently</li> <li>• Become familiar with and re-tell a wider range of traditional tales</li> <li>• Recognise simple recurring literary language</li> <li>• Draw on what is already known and on background information and vocabulary provided by the teacher</li> </ul>
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	<ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional)</li> <li>• Write down ideas, key words, new vocabulary</li> <li>• Encapsulate what is to be written, sentence by sentence</li> <li>• Make simple additions, revisions and corrections (greater depth only)</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>*Class Novel:</b> Trolls go home by Alan MacDonald</p> <p><i>The National Curriculum skills for spoken language, reading comprehension and writing compositions for the class novel are the same as above.</i></p>	<p><b>NC Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Check the text makes sense</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Answer and ask questions</li> <li>• Predict what might happen on the basis of what has been read so far</li> </ul> <p><b>NC Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan or say out loud what is going to be written about</li> <li>• Write down ideas, key words, new vocabulary</li> <li>• Encapsulate what is to be written, sentence by sentence</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> <li>• Read aloud with intonation</li> </ul> <p><b>*Class Novel:</b> The Dragonsitter series by Josh Lacey</p> <p>Recommended revision unit on <i>Great Fire of London</i> <a href="http://www.literacycompany.co.uk">www.literacycompany.co.uk</a></p> <p><i>The National Curriculum skills for spoken language, reading comprehension and writing compositions for the class novel are the same as above.</i></p>	<ul style="list-style-type: none"> <li>• Predict what might happen on the basis of what has been read so far</li> </ul> <p><b>NC Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional)</li> <li>• Write about real events</li> <li>• Write for different purposes</li> <li>• Plan or say out loud what is going to be written about</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>*Class Novel:</b> Fantastic Mr. Fox by Roald Dahl</p> <p><i>The National Curriculum skills for spoken language, reading comprehension and writing compositions for the class novel are the same as above.</i></p> <p><i>Apes to Zebras: An A-Z of Shape Poems</i> by Liz Brownlee, Sue Hardy-Dawson, Roger Stevens (poetry to compliment the theme)</p>
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	<p><u>Autumn 2</u></p> <p><b>- Pathways To Write Text:</b> The Owl Who Was Afraid of the Dark by Jill Tomlinson</p> <p><b>Writing outcome: Non-chronological report</b> To write a fact sheet about owls using information gathered from the text</p> <p><b>Greater depth writing outcome:</b> To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used.</p> <p><b>NC Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Maintain attention and participate actively in collaborative conversations</li> </ul> <p><b>NC Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Discuss the sequence of events in books and how items of information are related</li> <li>• Read non-fiction books that are structured in different ways</li> <li>• Draw on what is already known or on background information and vocabulary provided by the teacher</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Answer and ask questions</li> <li>• Participate in discussion about books, poems and other works</li> <li>• Explain and discuss their understanding of books, poems and other material</li> </ul> <p><b>NC Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Write for different purposes</li> </ul>	<p><u>Spring 2</u></p> <p><b>- Pathway To Write Texts:</b> Major Glad, Major Dizzy by Jan Oke</p> <p><b>- Writing Outcome: Recount</b> - diary entry from point of view of a toy</p> <p><b>Writing outcome:</b> To write a recount of historical events from the text from Major Glad's point of view</p> <p><b>Greater depth writing outcome:</b> Include in the diary how Major Dizzy felt. What did Major Glad notice about him?</p> <p><b>NC Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>NC Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Read non-fiction books that are structured in different ways</li> <li>• Discuss and clarify the meaning of words</li> <li>• Answer and ask questions</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Explain and discuss their understanding of books, poems and other material</li> </ul> <p><b>NC Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real or fictional)</li> <li>• Write poetry</li> <li>• Plan or say out loud what is going to be written about</li> </ul>	<p><u>Summer 2</u></p> <p><b>- Pathways To Write Text:</b> Grandad's Secret Giant by David Litchfield</p> <p><b>Writing outcome:</b> To write own version of the story with a focus on morals and acceptance of others</p> <p><b>Greater depth writing outcome:</b> To write own version of the story including the point of view of the giant character</p> <p><b>NC Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>NC Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Ask and answer questions</li> <li>• Predict what might happen based on what has been read so far.</li> <li>• Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently.</li> </ul> <p><b>NC Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Write poetry</li> <li>• Write for different purposes</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> </ul>
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	<ul style="list-style-type: none"> <li>• Make simple additions, revisions and corrections (greater depth only)</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> <li>• Read aloud with intonation</li> </ul> <p><b>*Class Novel/other texts linked to Pathways to Write text:</b> Owl Babies by Martin Waddell and Patrick Benson A Great Big Cuddle: Poems for the Very Young by Michael Rosen</p> <p><i>The National Curriculum skills for spoken language, reading comprehension and writing compositions for the class novel are the same as above.</i></p>	<ul style="list-style-type: none"> <li>• Write down ideas, key words, new vocabulary</li> <li>• Encapsulate what is to be written, sentence by sentence</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>*Class Novel:</b> Naughty Amelia Jane by Enid Blyton</p> <p><i>The National Curriculum skills for spoken language, reading comprehension and writing compositions for the class novel are the same as above.</i></p>	<ul style="list-style-type: none"> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Write for different purposes</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>*Class Novel:</b> The BFG by Roald Dahl</p> <p><i>The National Curriculum skills for spoken language, reading comprehension and writing compositions for the class novel are the same as above.</i></p>
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RE	<p><u>Autumn 1</u></p> <p><b>Hinduism</b></p> <p><b>What does it mean to be a Hindu?</b> Key beliefs of Hinduism and how these are applied to daily life for some Hindus. Key practices and how values and ideals influence and underpin behaviour and attitude.</p>	<p><u>Spring 1</u></p> <p><b>Christianity</b></p> <p><b>Why are Saints important to Christianity?</b> Qualities that make a saint, All Saints Day,</p>	<p><u>Summer 1</u></p> <p><b>Christianity</b></p> <p><b>What responsibility had God given us to take care of Creation?</b> The Christian story of creation is found in the Bible. Creation refers to humans, animals and the natural world. To identify how to be good stewards.</p>
	<p><u>Autumn 2</u></p> <p><b>Hinduism</b></p> <p><b>What is the importance of symbols, beliefs and teaching in Hinduism?</b> Diwali; Holi; sacred books; worship - in the home, in the Hindu Mandir; belief in 1 God.</p> <p><b>Christianity</b></p> <p><b>Where is the Light of Christmas?</b> Christians' understanding of Jesus as light of the world, the Christingle, light in art to show Jesus as the light of God, the Wise Men being guided by a light, guiding lights in our lives.</p>	<p><u>Spring 2</u></p> <p><b>Christianity</b></p> <p><b>What are God's Rules for Living?</b> Core Christian belief: Basis of Christian morality. Story of 10 Commandments, Moses, etc. Importance / relevance today? Golden Rule</p> <p><b>Christianity</b></p> <p><b>How do Easter symbols help us understand Easter's true meaning?</b> This unit covers the different Christian symbols linked to the Easter Story, specifically focussing on the cross and water as symbols of forgiveness and new life.</p>	<p><u>Summer 2</u></p> <p><b>Christianity</b></p> <p><b>Why is it Good to Listen to and Remember the Stories Jesus Told?</b> Why Christians believe Stories Jesus told are important; selection of different parables - what they teach about life and about the nature of God.</p>
Computing	<p><u>Autumn</u></p> <p>Computer Science: Coding <b>'We are astronauts'</b></p> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute them by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> </ul>	<p><u>Spring 1</u></p> <p>Computer Science: Computational thinking <b>'We are games testers'</b></p> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute them by following precise and unambiguous instructions.</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> <li>Recognise common uses of information technology beyond school.</li> </ul> <p>Use technology safely and respectfully, keeping personal information private.</p>	<p><u>Summer</u></p> <p>Digital Literacy: Online safety <b>'We are safe researchers'</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Recognise common uses of information technology beyond school.</li> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.</li> </ul>
	<p><u>Spring 2</u></p> <p>Information Technology: Media <b>'We are photographers'</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Recognise common uses of information technology beyond school.</li> </ul>		

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		Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies	
Science	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> </ul> <b>Plants</b> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>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</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> </ul>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul>
	<b>Uses of everyday materials</b> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<b>Animals, including humans</b> <ul style="list-style-type: none"> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<b>Animals, including humans</b> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults.</li> </ul> <b>Plants</b> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>
	<b>Topics expanded throughout the year:</b> Living things and their habitats; Plants		
Geography	<u>Autumn 2</u> <b>Location knowledge and skills unit:</b> <b>Local are study</b> <ul style="list-style-type: none"> <li>compare Putney to small town with similar characteristics (Tilford)</li> </ul>	<u>Spring 2</u> <b>Human and Physical Geography:</b> United Kingdom <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries</li> </ul>	<u>Summer 2</u> <b>Place knowledge:</b> Compare and contrast the UK to a Non-European country (Asian or African Country) <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the</li> </ul>

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	<ul style="list-style-type: none"> <li>develop knowledge about the world, the UK and their locality.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>use maps, atlases and globes to identify places.</li> </ul> <p><b>Fieldwork skills:</b></p> <ul style="list-style-type: none"> <li>map the school rural/urban comparisons via Tilford trip</li> </ul>	<p>and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>use maps, atlases and globes to identify places.</li> </ul>	<p>location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>
<b>History</b>	<p><u>Autumn 1</u> Strand: Gods and Religion <b>Guy Fawkes and the Gunpowder Plot</b></p> <ul style="list-style-type: none"> <li>Look at the story of the Gunpowder Plot (place on a timeline)</li> <li>Study of the life of Guy Fawkes</li> <li>Look at some of the other characters involved</li> <li>Comparison of relationship between Catholics and Protestants now and then</li> </ul>	<p><u>Spring 1</u> Strand: Inventions and Discoveries <b>Women Who Changed the World</b></p> <ul style="list-style-type: none"> <li>Understand the role of nurses and how they can contribute to society and the world</li> <li>Compare <b>Mary Seacole</b>, <b>Ada Lovelace</b>, <b>Katherine Johnson</b>, <b>Jane Goodall</b></li> <li>Explore how their achievements influenced life today (timeline)</li> <li>Explore the challenges that they might have faced (expectations of women etc.)</li> </ul>	<p><u>Summer 1</u> Strand: Significant People <b>Explorers – Ibn Battuta, Zheng He, Neil Armstrong, Gertrude Bell</b></p> <ul style="list-style-type: none"> <li>Understand the importance and benefits of exploration</li> <li>Place significant events in each of their lives on a timeline</li> <li>A comparison of these explorers and the challenges they faced</li> <li>Look at how exploration has changed (Are there still explorers? (Do we explore in the same way now?))</li> </ul>
<b>Art &amp; Design</b>	<p><u>Autumn 1</u> <b>Drawing</b> Experiment and control marks made with pencils, begin to add detail to drawings</p>	<p><u>Spring 1</u> <b>Drawing</b> begin to use different grades of pencil when drawing</p>	<p><u>Summer 1</u> <b>Drawing</b> Know how to use charcoal and chalk in drawings</p>
	<p><u>Autumn 2</u> <b>Painting</b> Use a variety of brush sizes and types appropriately. Know how to mix the three secondary colours</p>	<p><u>Spring 2</u> <b>Sculpture</b> Add details and textures to modelling material using tools safely</p>	<p><u>Summer 2</u> <b>Celebration of work/ Printing / craft</b> Know how to make a simple printing block</p>

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# Class Curriculum Map – Year 2

Music	<p><u>Autumn 1</u>  <b>Use their voices expressively and creatively:</b> Control pitch and rhythm through singing</p> <p><b>Understand beginnings of pitch notation:</b>            Read from simple two-pitch pictures and introduce mi and so solfa hand signs.</p> <p><b>Experiment with, create, select and combine sounds:</b> explore texture and timbre - make descriptive sounds using instruments.</p> <p><b>Play tuned and untuned instruments musically:</b> perform music inspired by myths</p> <p><b>Listen with concentration to different styles of music:</b> folk music</p>	<p><u>Spring 1</u>  <b>Explore rhythms and beats:</b> Using body percussion, voices and instruments. Recognise and read rhythm stick notation using ta and ti-ti.</p> <p><b>Understand and explore metre:</b>            develop understanding of metre being 2, 3 or 4 beats and create own patterns</p> <p><b>Listen to and review music; understand and explore how music is created:</b>            Recognise high/middle/low pitch; hear the different timbres of instruments; respond to start/stop signals; feel the pulse; understand duration.</p> <p><b>Start to understand the history of music:</b>            Learn about a famous composer.</p>	<p><u>Summer 1</u>  <b>Experiment with, create, select and combine sounds:</b> further explore pitch through singing, tuned percussion and singing games. Develop music vocabulary.</p> <p><b>Play tuned and untuned instruments musically:</b> play instruments as an ostinato to accompany songs, learn to play in turns, develop understanding of a musical rest, understand how to play tuned percussion effectively</p> <p><b>Understand and explore how music is created:</b> read, write and sing from two-pitch pictures using solfa note names. Read, write and perform from simple stick rhythm notation - ta and ti-ti.</p>
	<p><u>Autumn 2</u>  <b>Develop understanding of pitch notation:</b>            Write own simple two-pitch pictures and lead with mi and so solfa hand signs.</p> <p><b>Understand beginnings of rhythm notation:</b>            read simple rhythms and use rhythm names: ta and ti-ti</p> <p><b>Experiment with, create, select and combine sounds using the interrelated dimensions of music:</b> play rhythm patterns on our bodies and instruments; respond to music</p>	<p><u>Spring 2</u>  <b>Understand and explore musical notation:</b>            use movement to show pitch and to read from graphic scores.</p> <p><b>Experiment with, create, select and combine sounds:</b> explore texture and timbre - make descriptive sounds using instruments.</p> <p><b>Understand how music is created:</b> develop understanding of the difference between pulse and rhythm</p> <p><b>Create, select and combine sounds with others:</b> create a class composition</p>	<p><u>Summer 2</u>  <b>Understand and explore musical notation:</b>            Use movement to show pitch and to start reading from graphic scores.</p> <p><b>Use their voices expressively and creatively:</b> sing new songs.</p> <p><b>Play tuned and untuned instruments musically:</b> create and perform music as an accompaniment to a song using a range of rhythmic and melodic ostinatos; develop understanding of a musical rest</p>

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Mission: Creating a culture of wonder, guided by Christian faith

Values: Compassion • Endurance • Thankfulness

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	<p><b>Use voices expressively and creatively:</b> Explore ways of using our voices to describe feelings and moods.</p> <p><b>Learn to sing and use their voices:</b> sing in a round; Christmas carols/songs.</p>		
PE	<p><b>Autumn 1</b> Invasion Games - Tag Rugby</p> <p><b>Autumn 2</b> Invasion Games - Netball</p>	<p><b>Spring 1</b> Invasion Games - Basketball Gymnastics</p> <p><b>Spring 2</b> Racket Sports - Tennis Dance</p>	<p><b>Summer 1</b> Bat and Ball - Cricket</p> <p><b>Summer 2</b> Track and Field - Athletics</p>
DT	<p><b>Autumn 1</b> <b>Mechanisms</b> Design and create Ferris wheels, considering how the different components fit together so that the wheels rotate and structures stand freely</p>	<p><b>Spring 1</b> <b>Mechanisms</b> After learning the terms; pivot, lever and linkage, children set to design a monster that will move using a linkage mechanism <a href="#">Link to English text: The Dragon Machine</a></p>	<p><b>Summer 1</b> <b>Structures</b> Children help poor Baby Bear by making him a brand new chair. <a href="#">Link to English text: The Last Wolf (traditional tales)</a></p>
		<p><b>Spring 2</b> <b>Textiles</b> - make a pouch using running stitch <a href="#">Link to Mother's Day (PSHE/Core Values - thoughtfulness)</a></p>	<p><b>Summer 2</b> <b>Food</b> Exploration of what makes a balanced diet <a href="#">Link to Class Trip: Pizza Express</a></p>
PSHE	<p><b>Autumn 1</b> - Being in My World NC: Prepare children to play an active role as citizens;</p> <ul style="list-style-type: none"> <li>rights and responsibilities</li> <li>rewards and consequences</li> <li>feelings</li> </ul>	<p><b>Spring 1</b> - Dreams and Goals NC: Develop confidence and responsibility and making the most of pupils' abilities;</p> <ul style="list-style-type: none"> <li>setting goals</li> <li>perseverance</li> <li>contributing to success</li> </ul>	<p><b>Summer 1</b> - Relationships NC: Develop confidence in talking, listening and thinking about feelings and relationships;</p> <ul style="list-style-type: none"> <li>different types of family</li> <li>physical contact boundaries</li> <li>secrets, trust and appreciation</li> </ul>
	<p><b>Autumn 2</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 2</b></p>

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## Class Curriculum Map - Year 2

	<p>-Celebrating Difference NC: Develop a healthier, safer lifestyle; and encourage and develop good relationships and respect differences between people</p> <ul style="list-style-type: none"><li>• bullying</li><li>• making friends</li><li>• staying friends</li></ul>	<p>- Healthy Me NC: Teach children to name parts of the body and describe how their bodies work;</p> <ul style="list-style-type: none"><li>• healthy eating and nutrition</li><li>• relaxation</li><li>• motivation</li></ul>	<p>- Changing Me NC: Teach children to name parts of the body and describe how their bodies work; NC: Provide children with the knowledge to protect themselves and ask for help and support; and are prepared for puberty</p> <ul style="list-style-type: none"><li>• life cycles</li><li>• differences between male and female bodies</li><li>• assertiveness</li></ul>
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