

LONG TERM CURRICULUM MAP

Year 2

This document **MUST** be used in conjunction with the BYPS Progression Grids

SUBJECT	AUTUMN		SPRING		SUMMER	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CORE TEXT	MeerKat Mail By Emily Gravett	The Great Fire of London Anniversary Edition of the Great Fire of London 1666 by Emma Adams and James Weston Lewis	The Jolly Postman by Alan Ahlberg	Julia Donaldson- Poems to Perform (PoR)	The Secret Sky Garden By Linda Sarah and Fiona Lumbers	Lila and the Secret of Rain By David Conway and Jude Daly
ENGLISH	Writing Outcomes: Narrative Formal Letters Informal Letters Postcards	Writing Outcomes: Diary Entries Evaluations Explanation Text	Writing Outcomes: Non chronological report (Information Text) Narrative	Writing Outcomes: Poetry (Diamante) Posters Character Studies	Writing Outcomes: Journal Writing Newspaper report	Writing Outcomes: Narrative Personal Response to text
SPELLING /PHONICS	We follow the Read Write Inc Phonics and Spelling programmes.					
MATHS	WRH Small Steps: Place Value Addition & Subtraction	WRH Small Steps: Addition & Subtraction contd. Money Multiplication and Division	WRH Small Steps: Multiplication and Division contd. Statistics Properties of shape	WRH Small Steps: Properties of shape contd. Fractions Length and Height	WRH Small Steps: Position and Direction Problem solving and efficient methods Time	WRH Small Steps: Time contd. Mass, Capacity and Temperature. investigations
SCIENCE	Everyday Materials (Suitability: Why can't we use wood as a windowpane?)	Everyday Materials: Scientist and inventions What the world might be like if ... had never been born. <i>John Dunlop, Charles Macintosh or John McAdam</i>	Living things and their habitats (Dead or Alive?)	Living things and their habitats (The best home for...)	Plants (How can we make sure our seed baby grows up healthy and strong?)	Animals including humans (Offspring: How to be happy and healthy.)
HUMANITIES	Why did the fire of London Spread? Building on local mapping skills of London to identify changes to local area past and present , and building on knowledge of chronology to suggest reasons for, and mapping of, the spread of fire.	How did the Victorians change Barnet? Building on local area knowledge and travel (Yr1) to compare maps pre-and post-railways and other inventions , using 'sensory maps' to understand shift from countryside to city life .	What is a Monarch? Locate palaces/ residence on London maps and use and discuss sources to describe significant figures and events/achievements and considering impact. Opportunity to expand chronological knowledge between Kings and Queens in history . Compare with other female heroines .	How are they still helping us? M Seacole and F Nightingale Use and discuss sources , including world maps , to describe significant figures and events, linking with consequences relating to timeline/chronology . Compare with other female heroines .	How can I take a polar bear home? Sketch world map , locating continents, oceans and UK plus countries , including Israel , making links with hot/cold areas, climate zones, habitat and equipment. Building travel/directional language to describe journeys between . Perhaps packing a	How do our houses differ? (Africa) Building on understanding of climate zones , and knowledge of London+ local area to compare with Africa , using photos and other sources (weather data -building on Yr1 weather) to describe for differences. Include reference to Diaspora and Sephardi

LONG TERM CURRICULUM MAP

Year 2

This document **MUST** be used in conjunction with the BYPS Progression Grids

					suitcase, or planning a holiday, or tracking a postcard.	Judaism, comparing features/dress around the globe.
COMPUTING	We Are Astronauts Unit: Switched on Computing Scratch Programming on screen using Scratch		We Are Photographers Unit: Switched on Computing Taking, selecting and editing digital images		Recognising Common Uses of ICT Outside School Teacher Created Unit Unplugged activity sorting what is classified as ICT and what is not.	Word Processing Unit: Kapow Using simple editing tools https://www.kapowprimary.com/subjects/computing/key-stage-1/year-2/word-processing/
D & T	<u>Textiles Project 1</u> Hand Puppets (Channukah) Create a felt hand puppet using running stitch and basic fastenings.		<u>Cooking</u> Fruit Skewers-Tu Bishvat Select and prepare fruit using knives and thread onto skewers		<u>Mechanisms Project 2</u> Creating a moving vehicle Create a cardboard car using wheels and axles	
ART	Colour Mix black and white paint to primary colours to make different shades and tints. Understand hot/cold colours	Sculpture Drawing (Living things and their environment) Make observational drawings Create textures and patterns in clay.	Collage (Great Fire of London) Select appropriate materials combine torn with cut paper to create collage. Use their experiences and imagination.	Printing Pattern making Use found objects to print and develop pattern making	Knowledge of Artists (Camille and the Sunflowers) Compare and contrast work by different artists. Use painting of a famous artist to inform own work and make links to their own work.	Textiles Make simple patterns on hessian using running stitches. D and T link
MUSIC	British songs and sounds		Musical Me		African call and response song	
PE	Football	Gymnastics	Dance	Tennis	Athletics	Collaboration and Team Building Activities
PSHE	<u>Relationships</u> What makes a good friend?	<u>Relationships</u> What is bullying?	<u>Relationships</u> How do we recognise our feelings? (HUK)	<u>Health and Wellbeing</u> What helps us to stay safe?	<u>Health and Wellbeing</u> What can help us grow and stay healthy?	<u>Living in the Wider World</u> What jobs do people do?
Foreign Languages Biblical Hebrew	Continue to build reading longer words until they are fluent Focus on extending vocabulary - 200 words Using basic prefixes -first 20 (Summer 1) Write script letters (Spring 1) Develop understanding of numerical system (Gematria) – Autumn 2 Pupils begin translation of ancient texts – (Genesis chapters 18-22) Begin to link the spelling, sound and meaning of words					