



Perdiswell Primary School Curriculum Map

Year 2

	Autumn		Spring		Summer	
Theme	Do you have a passion for fashion?	Fire!	Let's go on Safari	Ready Steady Grow!	Kings, Queens and Castles.	Let's Explore!
WOW ideas	Fashion Workshop Fashion Show	Burning great fire of London houses		Parent Enterprise Day	King and Queen Day. Preparing for a royal banquet.	Theme day
Possible Trips		Synagogue Trip	West Midlands Safari Park	Trip to the Garden Centre	Warwick Castle	
Science:	<p><u>Use of Everyday materials</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 		<p><u>Living things and their habitats</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things 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 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 		<p><u>Animals including humans</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	

<p>Geography:</p>	<p><u>Very Cold Regions in Extreme North & South</u></p> <ul style="list-style-type: none"> • Locate hot and cold areas of the world in relation to the Equator and the South and North Poles. 	<p><u>Contrasting Locality (Comparing London with Kenya)</u></p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. • Use basic vocabulary to refer to human features including: city, town, village, farm, factory, house, office, port, harbour and shop. <p>?</p> <p><u>Contrasting Locality - Kenya (Links to Lila and the Rain.)</u></p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. • Use basic vocabulary to refer to human features including: city, town, village, farm, factory, house, office, port, harbour and shop. 	<p><u>Weather Patterns Around the World</u></p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom • Use world maps, atlases and globes to identify the United Kingdom and its countries
<p>History</p>	<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally ‘How are places different?’ • Show an awareness of the past, using common words and phrases relating to the passing of time. • Ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features. • Speak about how they have found out about the past. • Record what I have learned by drawing and writing. 		<ul style="list-style-type: none"> • 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 Christopher Columbus and Neil Armstrong, William Caxton significant historical events, people and places in their own locality.

<p>Art</p>	<p>Use Andy Goldsworthy as a stimulus for natural sculpture e.g. using leaves, twigs, branches, stones, pebbles etc. Consider the surrounding environment for the sculpture; how long they want it to last; whether it will change with the weather; will people touch it? Record using photography or film. Take photos at different times of day to show it in different lights.</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media</p> <p><u>Lines and marks</u> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.</p> <p><u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing, copying.</p>	<p>Royal Portraits: Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media</p> <p><u>Lines and marks</u> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.</p> <p><u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing, copying.</p>
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DT	<p>Creating a recycled fashion outfit.</p> <p><u>Design</u></p> <ul style="list-style-type: none"> ☐ design purposeful, functional, appealing products for themselves and other users based on design criteria ☐ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><u>Make</u></p> <ul style="list-style-type: none"> ☐ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ☐ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p><u>Evaluate</u></p> <ul style="list-style-type: none"> ☐ explore and evaluate a range of existing products ☐ evaluate their ideas and products against design criteria <u>Technical knowledge</u> ☐ build structures, exploring how they can be made stronger, stiffer and more stable. ☐ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Suggested activities:</p> <ul style="list-style-type: none"> ☐ Link to Art: emphasise the D&T aspects of sculpture: exploring different materials, joining, finishes and the aesthetic effect of creating 		<p><u>Design</u></p> <ul style="list-style-type: none"> ☐ design purposeful, functional, appealing products for themselves and other users based on design criteria ☐ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><u>Make</u></p> <ul style="list-style-type: none"> ☐ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ☐ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p><u>Evaluate</u></p> <ul style="list-style-type: none"> ☐ explore and evaluate a range of existing products ☐ evaluate their ideas and products against design criteria <u>Technical knowledge</u> ☐ build structures, exploring how they can be made stronger, stiffer and more stable. ☐ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Suggested activities:</p> <ul style="list-style-type: none"> • How can we build structures (e.g. castles) that could survive an invasion? • Explore how castles are designed and built. What are foundations? How are buildings held up (e.g. girders, pillars, arches etc)? • Design a castle that has features to withstand an invasion from cannon balls. Think about what the dangers will be and
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	and combining different patterns. Weaving/Printing patterns		how you can reduce them e.g.reduce the size, number of windows,
Computing	<p>Laptop Skills-</p> <ul style="list-style-type: none"> • know that text can be saved and retrieved • change the font style • change the font size • change the font colour • print their work using the Print icon • use the cursor (arrow) keys for simple on screen editing 	<ul style="list-style-type: none"> • control a programmable sprite, with a purpose (defined by either teacher or child) • understand that , once programmed a programmable robot can repeat the same instructions plan and create a sequence of instructions to a move a programmable robot 	<p><u>Green Screen: Video Kings/Queen speech</u></p> <ul style="list-style-type: none"> • be able to use an art package as an alternative medium • use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose • add captions or sound to digital pictures or video with support, be able to do simple manipulation of images using an art package or other software eg the digital camera's software
PE	<p>Gymnastics:</p> <ul style="list-style-type: none"> • Can they plan and show a sequence of movements? • Can they use contrast in their sequences? • Are their movements controlled? • Can they think of more than one way to create a sequence which follows a set of 'rules'? • Can they work on their own and with a partner to create a sequence? 	<p><u>Dance:</u></p> <ul style="list-style-type: none"> • Can they perform body actions with control and co-ordination? • Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling? • Can they change rhythm, speed, level and direction • Can they dance imaginatively? • Can they remember and repeat dance phrases / sequences? • Can they perform and describe the mood, feelings and expressive qualities of dance? • Can they describe how dancing affects their body? 	<p><u>Outdoor Games:</u></p> <ul style="list-style-type: none"> • Can they use hitting, kicking and/or rolling in a game? • Can they decide where the best place to be is during a game? • Can they use one tactic in a game? • Can they follow rules?

		<ul style="list-style-type: none"> Do they know why it is important to be active? Can they suggest ways they could improve their work? 	
Music	<p>Sing songs in ensemble following the tune (melody) well. Use voice to good effect understanding the importance of warming up first. Perform in ensemble with instructions from the leader.</p> <p>Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p>	<p>Identify the pulse in music. Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Start to recognise different instruments.</p>	<p>Carefully choose sounds to achieve an effect (including use of ICT). Order sounds to create an effect (structure- beginnings/endings). Create short musical patterns. Create sequences of long and short sounds- rhythmic patterns (duration). Control playing instruments so they sound as they should. Use pitch changes to communicate an idea. Start to compose with two or three notes.</p>
RE	<p><u>Who is a Muslim and what do they believe in?</u> In this topic, children will:</p> <ul style="list-style-type: none"> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Re-tell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Find out about and respond with ideas to examples of cooperation between people who are different. 	<p><u>How should we care for others and the world, and why does it matter?</u> In this topic, children will:</p> <ul style="list-style-type: none"> Re-tell Bible stories and stories from another faith about caring for others and the world. Identify ways that some people make a response to God by caring for others and the world. Talk about issues of good and bad, right and wrong arising from the stories. Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. Use creative ways to express their own ideas 	<p><u>What can we learn from sacred books?</u> In this topic, children will:</p> <ul style="list-style-type: none"> Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. Ask and suggest answers to questions arising from stories Jesus told and from another religion. Talk about issues of good and bad, right and wrong arising from the stories.

		about the creation story and what it says about what God is like.	
PSHE	<p><u>Being Me in My World</u></p> <ul style="list-style-type: none"> • Identify hopes and fears for the year. • Understand responsibilities for being a member of the school. • Identify and understand rewards and consequences inside and outside of school. 	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> • Identify successes and achievements and understand the feeling of proudness. • To identify learning strengths and weaknesses. • To recognise who we can learn well with. • To recognise who we find it difficult to learn with. • To understand how to work cooperatively in a group. • To explain how it feels to work as part of a group. • To know how to share success with other people. • 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • To identify different members of my family and understand the relationship with each of them. • To understand that everyone's families are different. • To understand appropriate physical contact with family members. • Identify things that can cause conflict with my friends. • To use positive techniques to resolve conflicts with friends. • To understand when it is good to keep and secret and when it is not good to keep a secret. • To recognise and appreciate people who can help me in my family, school and community. • To express my appreciation for the people in my special relationships. •

Science :		<p><u>Plants</u></p> <ul style="list-style-type: none"> • 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 • Living things: identify and name a variety of plants and animals in their habitats, including micro-habitats. 	
Geography	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United kingdom and its countries 		<p><u>Very Cold Regions in Extreme North & South</u></p> <ul style="list-style-type: none"> • Locate hot and cold areas of the world in relation to the Equator and the South and North Poles. • Use world maps, atlases and globes to identify the United kingdom and its countries • Use simple compass directions (North, South, East and West) and locational and directional language e.g. left and right, to describe the location of features and routes on a map. • Use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment. <p><u>Continents and Oceans of the World</u></p> <ul style="list-style-type: none"> • Name and place the world's seven continents and five oceans.

History	<ul style="list-style-type: none"> • Children should learn about 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. • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. 		<ul style="list-style-type: none"> • 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 [for example, Elizabeth I and Queen Victoria • significant historical events, people and places in their own locality.
Art	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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>Printing: Print with a range of hard and soft materials e.g. corks, pen barrels, sponge, vegetables. Make simple marks on rollers and printing palettes Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns Colour Experiment with overprinting motifs and colour</p>	<p>How are places different?- Photography Focus Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders Use a simple graphics package to create images and effects with Lines by changing the size of brushes in response to ideas Shapes using eraser, shape and fill tools Colours and Texture using simple filters to manipulate and create images Use basic selection and cropping tools</p>

Computing	<p>Scratch Jnr</p> <ul style="list-style-type: none"> • control a programmable sprite, with a purpose (defined by either teacher or child) • understand that , once programmed a programmable robot can repeat the same instructions • plan and create a sequence of instructions to a move a programmable robot 	<p>Videoing:</p> <p>with support, use a storyboard to do simple editing of a sequence of digital pictures or video eg change sequence, add transitions</p>	<p>Scratch Jnr</p> <ul style="list-style-type: none"> • control a programmable sprite, with a purpose (defined by either teacher or child) • understand that , once programmed a programmable robot can repeat the same instructions plan and create a sequence of instructions to a move a programmable robot
PE	<p><u>Dance:</u></p> <ul style="list-style-type: none"> • Can they perform body actions with control and co-ordination? • Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling? • Can they change rhythm, speed, level and direction • Can they dance imaginatively? • Can they remember and repeat dance phrases / sequences? • Can they perform and describe the mood, feelings and expressive qualities of dance? • Can they describe how dancing affects their body? • Do they know why it is important to be active? Can they suggest ways they could improve their work? 	<p>Indoor Games:</p> <ul style="list-style-type: none"> •Can they stay in a 'zone' during a game? •Can they decide where the best place to be is during a game? •Can they use one tactic in a game? •Can they follow rules? 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Can they show how to exercise safely? • Can they describe how their body feels during different activities? • Can they explain what their body needs to keep healthy?

Music	<p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Use changes in dynamics, timbre and pitch to organise music.</p> <p>Change sounds to suit a situation.</p> <p>Make own sounds and symbols to make and record music.</p> <p>Start to look at basic formal notation- play by ear first.</p> <p>Know music can be played or listened to for a variety of purposes (in history/ different cultures).</p>		
RE	<p><u>Who is Jewish and what do they believe in?</u></p> <p>In this topic, children will:</p> <ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God. • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. • Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means. 	<p><u>How & why do we celebrate special and sacred times?</u></p> <p>In this topic, children will:</p> <ul style="list-style-type: none"> • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. 	<p><u>What can we learn from sacred books?</u></p> <p>In this topic, children will:</p> <ul style="list-style-type: none"> • Recognise that sacred texts contain stories which are special to many people and should be treated with respect. • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. • Ask and suggest answers to questions arising from stories Jesus told and from another religion. • Talk about issues of good and bad, right and wrong arising from the stories.

PSHE	<p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> • To begin to understand stereotypes. • To understand ways in which boys and girls are different and to accept that this is ok. • To identify differences between yourself and your friends. • To recognise what is right and wrong. • To understand how someone who is being bullied feels. • To identify feelings of friendships and how to make new friends. <p>To identify differences between ourselves and our friends.</p>	<p><u>Healthy Me</u></p> <ul style="list-style-type: none"> • To identify what our body needs to be healthy. • To understand what being relaxed means and identify things that make us feel relaxed and things that make us feel stressed. • To understand how medicines, work in our bodies and how important it is to use them safely. • Sort foods into the correct food groups. • Identify which foods keep me healthy and give me energy. <p>To make some healthy snacks and explain why they are good for my body (healthy me café).</p>	<p><u>Changing Me</u></p> <ul style="list-style-type: none"> • To recognise cycles of life in nature. • To identify people we respect, who are older than us. • To know that growing from young to old is natural. • To recognise how our bodies have changed since we were babies. • To recognise physical differences between boys and girls and appreciate that some parts of our bodies are private. • To understand the different types of touch. <p>To identify what we are looking forward to in the next academic year (moving on to year 3).</p>
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