



Curriculum Map 2022-23

Year 2

OnlineTerm	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic						
Science	Animals including humans	Habitats	Uses of everyday materials		Plants	
Computing	Online safety					
History		Local area		Great fire of London		Transport
Geography	Geographical features		Uk		Locate equator Maps and globes	
DT		Textiles		Structure houses		Foods
Art	Observational drawings		Silhouette GFoL Lowry		Sculptures clay	
RE	Religious Leaders	Religious Symbols	Celebrating New Years	Easter	Christian and Jewish Stories	Jewish Shabbat
Music	Musical Me Orchestral Instruments		African Animals		Myths and Legends	
PE	Invasion games Rugby, football, multi skills/badminton		Ball and Stick games Netball/hockey and Gymnastics/Dance		Striking and Fielding Rounders/Athletics and Swimming	
PSHE						
School trips	Virginia waters		Windsor castle		Winchester Science Centre	



Science Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
Working scientifically	Working scientifically	Working scientifically
<p>Decides how to collect and present data</p> <p>Records results in a tally chart, simple table,</p> <p>Can use standard measures</p> <p>Records results in a pictogram and block bar graph.</p> <p>Answers comparative questions about two or more values in a pictogram or block graph</p> <p>Recognises whether a test is fair or not</p>	<p>Decides how to collect and present data</p> <p>Records results in a tally chart, simple table,</p> <p>Can use standard measures</p> <p>Records results in a pictogram and block bar graph.</p> <p>Answers comparative questions about two or more values in a pictogram or block graph</p> <p>Recognises whether a test is fair or not</p>	<p>Decides how to collect and present data</p> <p>Records results in a tally chart, simple table,</p> <p>Can use standard measures</p> <p>Records results in a pictogram and block bar graph.</p> <p>Answers comparative questions about two or more values in a pictogram or block graph</p> <p>Recognises whether a test is fair or not</p>
Animals Including Humans/ Living things and their habitats.	Everyday Materials	Plants
<p>Can compare the differences between things that are living, dead, and things that have never been alive</p> <p>Can 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>Can identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Can describe how animals obtain their food from plants and other animals, using the idea of a simple</p>	<p>Can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Can observe and describe how seeds and bulbs grow into mature plants</p> <p>Can describe how plants need water, light and a suitable temperature to grow and stay healthy</p>



food chain, and identify and name different sources of food.		
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Geography Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
Locational and place knowledge	Locational and place knowledge	Locational and place knowledge
	Understands that a map and a globe relate to the same thing.	Understands that a map and a globe relate to the same thing. To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Human & physical Geography	Human & physical Geography	Human & physical Geography
Use geographical language to describe the features of a locality (eg: city, beach, harbour, countryside) Can suggest ways of improving the local countryside.	Can compare and contrast the physical features of one UK place and one place outside of Europe. Can compare and contrast the human features of one UK place and one place outside of Europe.	
Geographical skills – Maps, the atlas and globe	Geographical skills – Maps, the atlas and globe	Geographical skills – Maps, the atlas and globe
	Can name the countries and capital cities of the UK and surrounding seas	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 all the 7 continents and 5 oceans.
Geographical skills – Using the compass & grid references	Geographical skills – Using the compass & grid references	Geographical skills – Using the compass & grid references
To use aerial photographs and plan perspectives to recognise landmarks, basic human & physical features. To help devise a simple map and to use basic symbols in a key for their own maps of their routes to school.	To use simple compass directions (North, South, East and West).	
Fieldwork	Fieldwork	Fieldwork
To use simple fieldwork to identify and the key human and physical features of the local environment in Ascot and the local area.		



History Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
Chronological understanding	Chronological understanding	Chronological understanding
<p>Sequence artefacts and events that are close together in time</p> <p>Sequence pictures from different period periods of time</p> <p>Describe memories and changes that have happened in their own lives</p> <p>Identify some similarities and differences between their own lives and aspects of the past</p> <p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p>	<p>Sequence artefacts and events that are close together in time</p> <p>Sequence pictures from different period periods of time</p> <p>Describe memories and changes that have happened in their own lives</p> <p>Identify some similarities and differences between their own lives and aspects of the past</p> <p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p>	<p>Sequence artefacts and events that are close together in time</p> <p>Sequence pictures from different period periods of time</p> <p>Describe memories and changes that have happened in their own lives</p> <p>Identify some similarities and differences between their own lives and aspects of the past</p> <p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p>
Knowledge and understanding of events, people and changes in the past	Knowledge and understanding of events, people and changes in the past	Knowledge and understanding of events, people and changes in the past
	<p>Knows that the Great Fire of London was a significant event in UK history</p> <p>Can talk about Samuel Pepys and know that his diaries are a key historical resource</p>	
Local and National History	Local and National History	Local and National History
	<p>Can describe how people, places and events in the local area have changed over time</p> <p>Can describe changes in the local area during their own life time</p> <p>Can name key people in local history and their achievements</p>	
Historical interpretation and enquiry skills	Historical interpretation and enquiry skills	Historical interpretation and enquiry skills



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	<p>Compare two versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past</p> <p>Use a source to ask: why, what, who, how and where questions and find answers to them</p>	<p>Compare two versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/accounts/stories</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past</p> <p>Use a source to ask: why, what, who, how and where questions and find answers to them</p> <p>Sequence a collection of artefacts</p> <p>Use timelines</p> <p>Discuss the effectiveness of a source</p>
<p>Methods of organisation and presentation</p>	<p>Methods of organisation and presentation</p>	<p>Methods of organisation and presentation</p>
<p>Communicate their knowledge through:</p> <p>Discussion</p> <p>Drawing pictures</p> <p>Drama/role play</p> <p>Making models</p> <p>Writing</p> <p>Using IC</p>	<p>Communicate their knowledge through:</p> <p>Discussion</p> <p>Drawing pictures</p> <p>Drama/role play</p> <p>Making models</p> <p>Writing</p> <p>Using IC</p>	<p>Communicate their knowledge through:</p> <p>Discussion</p> <p>Drawing pictures</p> <p>Drama/role play</p> <p>Making models</p> <p>Writing</p> <p>Using IC</p>



Music Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
Skills	Skills	Skills
<p>Musical ME Recognising timbre changes and structural features in music they listen to.</p> <p>Begin to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps.</p> <p>Listen to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p> <p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p>	<p>African animals Recognise timbre changes in music they listen to.</p> <p>Recognise structural feature in music they listen to.</p> <p>Listen to and recognise instruments.</p> <p>Begin to use musical vocabulary to describe music.</p> <p>Listen to and repeat a short, simple melody by ear.</p> <p>Suggest improvement to their own and others' work.</p> <p>Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Chose appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Use letter names and graphic notation to represent the details of their composition.</p>	<p>Myth and Legends Recognise structural feature in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Suggesting improvements to their own and others' work.</p> <p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>



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<p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>		
<p>Knowledge</p>	<p>Knowledge</p>	<p>Knowledge</p>
<p>To understand that 'melody' means tune.</p> <p>To know that 'notation means writing music down so that someone else can play it.</p> <p>To understand the 'accompaniment' can mean playing instruments along with a song.</p> <p>To understand that a melody is made up from high and low pitch notes played one after another, making a tune.</p>	<p>Using their voices expressively when singing, including the use of basic dynamic (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady beat.</p> <p>Performing expressively using dynamic and timbre to alter sounds as appropriate.</p>	<p>I know that a graphic core can show a picture of the structure of music.</p> <p>To know that a graphic score can show a picture of the layers, or 'texture' of a piece of music.</p> <p>To know that 'Tintagel' is an example of a 'symphonic poem' written by Bax in 1917.</p>
<p>Skills</p>		
<p>Orchestral Instruments</p> <p>Recognising timbre changes and structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p>		



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<p>Suggesting improvements to their own and other' work.</p> <p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>		
Knowledge		
<p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</p> <p>To know that stringed instruments, like violins, make a sound when their strings vibrate.</p> <p>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p>		

Art Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
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<p style="text-align: center;">Skills</p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p style="text-align: center;">Skills</p> <p>Use a range of materials creatively to design and make products</p> <p>Use painting to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p style="text-align: center;">Skills</p> <p>Use a range of materials creatively to design and make products</p> <p>Use sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
Exploring & developing ideas	Exploring & developing ideas	Exploring & developing ideas
<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work - discussion peer/whole class.</p>	<p>Suggest how artists have used colour, pattern and shape – using vocabulary specific to skills.</p> <p>Know how to create a piece of art in response to the work of another artist.</p>	
Evaluating & developing work	Evaluating & developing work	Evaluating & developing work
<p>Select and develop ideas confidently, using suitable materials confidently.</p> <p>Improve quality of sketchbook with some annotations.</p> <p>Select own images and starting points for work.</p> <p>Continue to develop artistic/visual vocabulary when talking about own work and that of others.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p>	<p>Select and develop ideas confidently, using suitable materials confidently.</p> <p>Improve quality of sketchbook with some annotations.</p> <p>Select own images and starting points for work.</p> <p>Continue to develop artistic/visual vocabulary when talking about own work and that of others.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p>	<p>Select and develop ideas confidently, using suitable materials confidently.</p> <p>Improve quality of sketchbook with some annotations.</p> <p>Select own images and starting points for work.</p> <p>Continue to develop artistic/visual vocabulary when talking about own work and that of others.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p>
Drawing	Drawing	Drawing
<p>choose and use different grades of pencil when drawing – know to create different line forms using a pencil</p> <p>know how to use charcoal, pencil and pastel to create art</p> <p>understand how to study an example before drawing/sketching it</p>		
Painting	Painting	Painting
	<p>Understand how to spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context</p>	



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	<p>Investigate mark-making using thick brushes, sponge brushes for particular effects</p> <p>Know how to mix paint to create all the secondary colours</p> <p>Know how to create brown with paint</p> <p>Know how to create tints with paint by adding white and know how to create tones with paint by adding black</p> <p>Become more confident with talking about colour with different moods, styles of artists – choices of warm/cold colours</p>	
Printing	Printing	Printing
<p>Understand how to print, by marking onto an ink block/paint, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure</p> <p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing</p>	<p>Understand how to apply paint/ink to a shape or surface to experiment with printing; improving the quality and placement of the image.</p> <p>Understand how to print, by marking onto an ink block/paint, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure</p>	<p>Understand how to apply paint/ink to a shape or surface to experiment with printing; improving the quality.</p> <p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing</p>
Textiles	Textiles	Textiles
<p>Decorate textiles with glue or stitching, to add colour and detail</p>		<p>Sort, select and control colour, line, shape, texture to make and control fabric and textile surfaces from the study of a craft artist</p>
Sculpture	Sculpture	Sculpture
		<p>Handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things</p> <p>Confidently model in malleable/plastic materials and control form to assemble more complex shapes or forms e.g. bodies/heads and add surface features.</p> <p>Confidently respond to sculptures and craft artists to help them adapt and make their own work using vocabulary provided.</p> <p>Use clay independently to construct a simple function form - smoothing and joining clay – using lines and textures</p>
Knowledge of artists	Knowledge of artists	Knowledge of artists



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<p>Suggest how artists have used pattern.</p> <p>Know how to create a piece of art in response to the work of another artist</p> <p>Continue to use key vocabulary to demonstrate knowledge and understanding in this strand, and relate learning to previous and future learning and skill development</p>	<p>Suggest how artists have used colour.</p> <p>Know how to create a piece of art in response to the work of another artist</p> <p>Continue to use key vocabulary to demonstrate knowledge and understanding in this strand, and relate learning to previous and future learning and skill development</p>	<p>Suggest how artists have used shape.</p> <p>Know how to create a piece of art in response to the work of another artist</p> <p>Continue to use key vocabulary to demonstrate knowledge and understanding in this strand, and relate learning to previous and future learning and skill development</p>
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DT

Autumn Term:	Spring Term:	Summer Term:
Textiles	Structure	Food
Design	Design	Design
<p>Generate and develop ideas through discussion, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Create a design checklist.</p> <p>Draw a design and label parts.</p>	<p>Generate and develop ideas through discussion, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Create a design checklist.</p> <p>Draw a design and label parts.</p>	<p>Generate and develop ideas through discussion, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Create a design checklist.</p> <p>Draw a design and label parts.</p>
Make	Make	Make
<p>Explain what I am making and why it fits the purpose</p> <p>Make suggestions as to what I need to do next.</p> <p>Join materials/components together in different ways</p> <p>Measure, mark out, cut and shape materials and components, with support.</p> <p>Describe which tools I'm using and why</p> <p>Choose suitable materials and explain choices depending on characteristics.</p> <p>Use finishing techniques to make product look good</p> <p>Work safely and hygienically</p>	<p>Explain what I am making and why it fits the purpose</p> <p>Make suggestions as to what I need to do next.</p> <p>Join materials/components together in different ways</p> <p>Measure, mark out, cut and shape materials and components, with support.</p> <p>Describe which tools I'm using and why</p> <p>Choose suitable materials and explain choices depending on characteristics.</p> <p>Use finishing techniques to make product look good</p> <p>Work safely and hygienically</p>	<p>Explain what I am making and why it fits the purpose</p> <p>Make suggestions as to what I need to do next.</p> <p>Join materials/components together in different ways</p> <p>Measure, mark out, cut and shape materials and components, with support.</p> <p>Describe which tools I'm using and why</p> <p>Choose suitable materials and explain choices depending on characteristics.</p> <p>Use finishing techniques to make product look good</p> <p>Work safely and hygienically</p>



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Evaluate	Evaluate	Evaluate
Describe what went well, thinking about design criteria Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion Evaluate how good existing products are Talk about what I would do differently if I were to do it again and why	Describe what went well, thinking about design criteria. Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion Evaluate how good existing products are Talk about what I would do differently if I were to do it again and why	Describe what went well, thinking about design criteria Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion Evaluate how good existing products are Talk about what I would do differently if I were to do it again and why

RE

Autumn Term:	Spring Term:	Summer Term:
Who should you follow?	Is it important to celebrate the New Year?	Can stories change people?
To find out about religious leaders and how and why they are followed To learn some stories about religious leaders and their significance for believers.	Key Objective: to explore the ways that different people and different faiths celebrate New Year	Key Objective: to explore the way that Old Testament and New Testament stories influence readers and listeners and the reasons for the inclusion of stories.
Do religious symbols mean the same to everyone?	How should the Church celebrate Easter?	How should you spend the weekend?
To explore the variety of ways people can express beliefs by what they wear To explore the different meanings behind symbols	Key Objective: to explore how and why the church celebrates Easter	Key Objective: to explore the practice of observing Shabbat and the implications for Jewish believers and children.

PSHE



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Autumn Term:	Spring Term:	Summer Term:
Families and Relationships	Safety and the Changing bodies	Economic wellbeing
<p>Understanding ways to show respect for different families.</p> <p>Understanding that families offer love, care and support.</p> <p>Understanding difficulties in friendships and discussing actions that can be taken.</p> <p>Learning how other people show their feeling and how to respond to them.</p> <p>Exploring the conventions of manners in different situation.</p> <p>Exploring how loss and change can affect us.</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing a road.</p> <p>Exploring wat people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>	<p>Identifying whether something is a want or a need.</p> <p>Recognising that people make choices about how to spend money.</p> <p>Exploring the reasons why people choose certain jobs.</p>
Knowledge	Knowledge	Knowledge
<p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p> <p>To know some problems which might happen in friendships.</p> <p>To know that some problems in friendship might be more serious and need addressing.</p> <p>To understand some ways people, show their feelings.</p> <p>To understand what good manners are.</p> <p>To understand some stereotypes related to jobs.</p> <p>To know that there are ways we can remember people and events.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something that makes me uncomfortable.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rule of crossing the road safely.</p> <p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p> <p>To know the names of parts of my body, including private parts.</p>	<p>To know some ways in which adults get money.</p> <p>To know the different between a 'want' and a 'need'.</p> <p>To know some of the features to look at when selecting a bank account.</p>
Health and Well being Skills	Citizenship Skills	
<p>Exploring the effect that food and drink can have on my teeth.</p> <p>Exploring some of the benefits of a healthy, balanced diet.</p> <p>Suggesting how to improve and unbalanced meal.</p> <p>Learn breathing exercises to aid relaxation.</p>	<p>Explaining why rules are in place.</p> <p>Identifying positives and negatives about the school environment.</p> <p>Learning how to discuss issues of concern to me.</p> <p>Recognising the importance of looking after the school environment.</p>	



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<p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p> <p>Identify personal goals and how to work towards them.</p> <p>Developing and understanding of self-respect.</p> <p>Exploring some of the benefits of exercise on the body and mind.</p>	<p>Identifying ways to look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	
Knowledge	Knowledge	Knowledge
<p>To know that food and drink with lots of sugar are bad for our teeth.</p> <p>To understand the importance of exercise to stay healthy.</p> <p>To understand the balance of foods we need to keep healthy.</p> <p>To know that breathing techniques can be a useful strategy to relax.</p> <p>To know that we can feel more than one emotion at a time.</p> <p>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>	<p>To know some different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known a 'Law'.</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p> <p>To understand how democracy works in school through the school council.</p> <p>To understand that everyone has similarities and differences.</p>	

PE

Autumn Term:	Spring Term:	Summer Term:
Badminton/Multi skills	Gymnastics/Dance	Striking and fielding Rounders/Athletics
Acquiring and developing skills	Acquiring and developing skills	Acquiring and developing skills
improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills	remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision Explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance	improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills
Selecting and applying skills, tactics and compositional ideas	Selecting and applying skills, tactics and compositional ideas	Selecting and applying skills, tactics and compositional ideas
choose, use and vary simple tactics	choose, use and vary simple compositional ideas in the sequences they create and perform	choose, use and vary simple tactics



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	Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas	
Knowledge and understanding of fitness and health	Knowledge and understanding of fitness and health	Knowledge and understanding of fitness and health
recognise and describe what their bodies feel like during different types of activity	recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely e.g. mats, benches and small tables. Recognise and describe how different dance activities make them feel Understand the importance of warming up and cooling down	recognise and describe what their bodies feel like during different types of activity
Evaluating and improving performance	Evaluating and improving performance	Evaluating and improving performance
recognise good quality in performance. Watch others demonstrate or demonstrate themselves.	improve their work using information they have gained by watching, listening and investigating Watch and describe dance phrases and dances and use what they learn to improve their own work	recognise good quality in performance
Computing	Computing	Computing
Use of digital cameras & I pad to record and evaluate performance and watch professional performances.	Use of digital cameras & I pad to record and evaluate performance and watch professional performances.	Use of digital cameras & I pad to record and evaluate performance and watch professional performances.
Invasion Games Rugby/Football	Ball and Stick Hockey/Netball	Swimming
Acquiring and developing skills	Acquiring and developing skills	Acquiring and developing skills
improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills	improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills	confidence games in the water Explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; use legs in kicking actions; hold their breath under water
Selecting and applying skills, tactics and compositional ideas	Selecting and applying skills, tactics and compositional ideas	Selecting and applying skills, tactics and compositional ideas
choose, use and vary simple tactics	choose, use and vary simple tactics	Know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction coordination of their bodies in water
Knowledge and understanding of fitness and health	Knowledge and understanding of fitness and health	Knowledge and understanding of fitness and health
recognise and describe what their bodies feel like during different types of activity	recognise and describe what their bodies feel like during different types of activity	Know that being active is fun and good for them Recognise what their bodies feel like during different activities
Evaluating and improving performance	Evaluating and improving performance	Evaluating and improving performance
recognise good quality in performance. Watch others demonstrate or demonstrate themselves.	recognise good quality in performance. Watch others demonstrate or demonstrate themselves.	Watch, copy and describe what they and others have done and use the information to improve their work
Computing	Computing	Computing
Use of digital cameras & I pad to record and evaluate performance and watch professional performances.	Use of digital cameras & I pad to record and evaluate performance and watch professional performances.	Use video media to watch professional swim to observe techniques.



Computing

Autumn Term:	Spring Term:	Summer Term:
Online safety	Questioning	Presenting data
<p>To know how to refine searches using the Search tool.</p> <p>To use digital technology to share work on Purple Mash to communicate and connect with others locally.</p> <p>To have some knowledge and understanding about sharing more globally on the Internet.</p> <p>To introduce Email as a communication tool using 2Respond simulations.</p> <p>To understand how we should talk to others in an online situation.</p> <p>To open and send simple online communications in the form of email.</p> <p>To understand that information put online leaves a digital footprint or trail.</p> <p>To identify the steps that can be taken to keep personal data and hardware secure.</p>	<p>To learn about data handling tools that can give more information than pictograms.</p> <p>To use yes/no questions to separate information.</p> <p>To construct a binary tree to identify items.</p> <p>To use 2Question (a binary tree database) to answer questions.</p> <p>To use a database to answer more complex search questions.</p> <p>To use the Search tool to find information.</p>	<p>To explore how a story can be presented in different ways.</p> <p>To make a quiz about a story or class topic.</p> <p>To make a fact file on a non-fiction topic.</p> <p>To make a presentation to the class</p>
Spreadsheets	Effective searching	Making music
<p>To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine.</p> <p>To learn how to copy and paste in 2Calculate.</p> <p>To use the totalling tools.</p> <p>To use a spreadsheet for money calculations.</p> <p>To use the 2Calculate equals tool to check calculations.</p>	<p>To understand the terminology associated with searching.</p> <p>To gain a better understanding of searching on the Internet.</p> <p>To create a leaflet to help someone search for information on the Internet.</p>	<p>To make music digitally using 2Sequence.</p> <p>To explore, edit and combine sounds using 2Sequence.</p> <p>To edit and refine composed music.</p> <p>To think about how music can be used to express feelings and create tunes which depict feelings.</p> <p>To upload a sound from a bank of sounds into the Sounds section.</p>



<p>To use 2Calculate to collect data and produce a graph.</p>		<p>To record and upload environmental sounds into Purple Mash. To use these sounds to create tunes in 2Sequence.</p>
<p>Creating pictures</p>	<p>Coding</p>	
<p>To learn the functions of the 2Paint a Picture tool.</p> <p>To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir).</p> <p>To recreate Pointillist art and look at the work of pointillist artists such as Seurat.</p> <p>To learn about the work of Piet Mondrian and recreate the style using the lines template.</p> <p>To learn about the work of William Morris and recreate the style using the patterns template.</p> <p>To explore surrealism and eCollage.</p>	<p>To understand what an algorithm is.</p> <p>To create a computer program using an algorithm.</p> <p>To create a program using a given design.</p> <p>To understand the collision detection event.</p> <p>To understand that algorithms follow a sequence.</p> <p>To design an algorithm that follows a timed sequence.</p> <p>To understand that different objects have different properties.</p> <p>To understand what different events, do in code.</p> <p>To understand the function of buttons in a program.</p> <p>To understand and debug simple programs.</p>	