



Curriculum Map 2024-25

Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Living things: Habitats	Living things: Microhabitats	Uses of everyday materials	Life cycles and health	Plants	Making connections
Computing	What is a computer?	Word processing	Word processing	Scratch Jnr	Algorithms and debugging	Data handling: international space station
History		Schools in the past and present		How we learnt to fly?		What is a monarch?
Geography	7 continents, hot and cold places and the equator.		Looking at UK features and famous landmarks.		What is it like to live by the sea/coast.	
DT		Textiles Pouches		Structure Baby Bear's chair.		Foods Cooking and nutrition A balanced diet. Mechanisms A moving monster.
Art	Drawing: Tell a story		Sculpture and 3d Clay houses		Painting and colour mixing: Life in colour Craft and design: Map it out	
RE	Religious Leaders	Religious Symbols	Celebrating New Years	Easter	Christian and Jewish Stories	Jewish Shabbat
Music	African Animals		Musical Me		Myths and Legends On this island: British songs and sounds	
PE	Invasion games Rugby, Football, Multi skills/Badminton		Ball and Stick games Netball/Hockey and Gymnastics/Dance		Striking and Fielding Tennis Cricket/Rounders/Athletics and Swimming	
PSHE	Families and Relationships	Health and well being	Safety and the changing body	Citizenship	Economic well being	Transitions
School trips						

**Science Learning Objectives:**

Autumn Term:	Spring Term:	Summer Term:
Habitats Ask questions to further their knowledge. Recall some life processes, giving examples of how they apply to plants and animals. Classify objects into alive, never been alive and was once alive, giving reasons for their choices. Match different plants and animals to their habitats. Give examples of how animals use their habitat for food and shelter. Recall that plants produce their own food for energy. Name living things that are producers and place a producer at the beginning of a food chain. Use arrows to show the order in a food chain.	Use of everyday materials Name objects with the same use that are made from different materials. Name materials that are used to make objects with different uses. Recognise that stretching, twisting, bending and squashing can cause some solid objects to change shape. Name properties that make materials suitable for their use. Measure using non-standard units. Recording results in a table. Use data to answer a simple question. Record results in a block graph.	Plant growth Recall that seeds have all the necessary parts inside for plants to grow. Recall that seeds need water and warmth to germinate. Recognise that light is required for healthy plant growth. Sequence the stages of a plant's life cycle. Recognise the importance of healthy plant growth. Describe the influences humans have on plants in the environment. Set up comparative tests. Plan observations and measurements. Use rulers to measure and record stem height. Record plant growth data in a table. Compare plant growth in different test conditions. Use a magnifying glass to observe and compare plants. Draw diagrams to represent stages of a plant's life cycle.
Key Vocabulary: alive analyse camouflage carnivore classify coastal dead depend diet energy excretion food chain growth habitat.	Key Vocabulary: bend block graph elastic fabric flexible glass material metal object plastic property pull push record	Key vocabulary: bulb comparative test conclusion condition diagram energy flower germinate growth leaf life cycle measure nutrient observe
Microhabitats Identify and name a variety of plants and animals. Recall that minibeasts live in microhabitats. Describe microhabitats and their conditions. Describe how microhabitats provide for the basic needs of animals and plants. Describe the job role of a botanist. Group minibeasts and create simple classification keys. Ask questions and recognise that they can be answered in different ways. Gather and record data and use it to answer questions. Plan what observations to make in an experiment. Order	Life cycles and Health Identify stages in the life cycles of different animals, including humans. Describe the basic survival needs of animals. Explain how to take care of personal hygiene. Describe some positive effects of exercise. Identify foods in different food groups. Measure using simple equipment. Record results in a table. Use data to answer a simple question. Research using secondary sources.	



the steps of a method. Describe the appearance of flowering plants. Use an identification chart to name flowering plants.		
Key vocabulary: botanist camouflage characteristics classification key classify comparative/fair test criteria data food chain identify invertebrate method microhabitat conclusion.	Key vocabulary: adult air baby basic needs butterfly child carbohydrates caterpillar dairy egg exercise fitness food frog	Key vocabulary:

Geography Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.	Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart	Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used
Key vocabulary: arid climate compass continent country desert Equator globe grasslands human feature ice sheet land locate map	Key vocabulary: aerial photograph capital city continent country data collection fieldwork human feature key lake land landmark locate location map	Key vocabulary: arch aquarium bay capital city cliff coast coastline country data collection fieldwork island harbour human feature

**History Learning Objectives:**

Autumn Term:	Spring Term:	Summer Term:
How was school different in the past?	How did we learn to fly	What is a monarch?
Correctly order and date four photographs on a timeline and add some dates. Ask one question about schools in the past. Make one comparison between schools in the past and present. Use sources to research and develop an understanding of what schools were like 100 years ago. Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. Recognise two similarities and two differences between schools now and schools in the past. State whether they would have preferred to go to school in the past or not and explain why.	Identify important events surrounding the history of flight. Explain how a significant event has changed the lives of others. Ask questions about people and events in the past. Use primary sources to find out about people and events in the past. Correctly order five events on a timeline	Recall that a monarch is a king or queen. Explain that recent monarchs in the UK do not have the power to make decisions alone. Identify some of the monarch's roles. Explain that a king or queen is crowned in a special ceremony called a coronation. Name some of the main steps in the coronation ceremony. Explain the use of special objects in the coronation. Use sources to explain how William the Conqueror became King of England. Know that monarchs in the past had all the power to make decisions. Explain how William the Conqueror kept order and conquered England. Identify the two different types of castle built by the Normans. Compare the similarities and differences between Norman castles. Identify features of Norman castles. Explain how castles have changed over time. Recognise that we still have castles today. Sequence castles on a timeline. Describe characteristics of the monarchy in the past. Identify that the monarchy has changed over time. Make comparisons between past and present monarchy.
Key vocabulary: past timeline date different decade present important similar modern living memory evidence source decade beyond living memory.	Key vocabulary: beyond living memory decade evidence eyewitness flight historic historically significant inventor living memory past present primary source.	Key vocabulary: absolute monarchy Anglo-Saxon anointing Archbishop of Canterbury armed forces attack bailey battle battlements Bayeux Tapestry ceremony concentric castle constitutional monarchy conquer.

**Music Learning Objectives:**

Autumn Term:	Spring Term:	Summer Term:
West African call and response song	Musical me	On this island
Use tempo, dynamics and timbre in their piece. Play in time with their group. Use instruments appropriately. Successfully sing back the melody line in time and at the correct pitch. Play either a call and/or response role in time with another pupil. Perform their composition.	Clap the rhythm of their name. Sing the melody accurately while playing their instrument in time. Show a range of emotions using their voices. Describe the dynamics and timbre of their pieces. Play a known melody from letter notation in the right order, if not with the right rhythms. Play a new melody from letter notation in the right order, if not in time. Invent a melody, write it down and play it back. Select instruments with different timbres. Compose and perform a piece using different dynamic levels.	Sing, play and follow instructions to perform as a group. Describe music using simple musical vocabulary. Explore multiple ways of making the same sound. Represent the same sound in different ways. Describe how they have adapted a sound using musical vocabulary. Contribute musically to a final performance. Create a piece that clearly represents a particular environment. Extend a piece of music so that it represents three distinct environments.
Key vocabulary: timbre dynamics tempo call and response rhythm structure	Key vocabulary: rhythm pulse dynamics timbre beat melody notation	Key vocabulary: composition duration dynamics inspiration pitch structure tempo texture timbre
Orchestral instruments	Dynamics, timbre, tempo and motifs	Myths and legends
Make plausible descriptions of the music. Identify a few instruments and the sounds of different sections of the orchestra. Explain what is happening in the music using language relating to emotion. Create a piece of music with some appropriate tempo, dynamic and timbre changes. Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. Perform confidently using appropriate instrumental sounds.	Use their voice to create a variety of sounds. Use dynamics to create atmosphere. Correctly identify some instruments and changes in dynamics in a piece. Explain how the same instrument can have many different sounds. Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. Successfully create and play a motif. Notate and write down their motif in some form.	Create rhythms and arrange them in a particular order or structure. Identify the structure of a piece of music and write it down. Describe whether a musical texture is thick or thin. Explore ways of writing down different textural layers. Follow a given structure for a composition. Write a structure score accurately. Compose music with several layers. Perform their composition accurately, following the structure score.
Key vocabulary: orchestra instruments strings woodwind brass percussion vocals sound effect timbre dynamics temp	Key vocabulary: soundscape timbre dynamics tempo motif	Key vocabulary: beat compose composition dynamics graphic score legend melody myth notation pitch rhythm stave notation structure tempo



Art Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
Drawing : Tell a story	Sculpture and 3D: Clay houses	Painting and Mixed Media: Life in colour
<p>Suggest ways to draw a word through marks. Use relevant language to describe how an object feels. Suggest ways to create different textures through drawn marks. Freely experiment with different tools, receiving encouragement when needed. Describe and then draw shapes that make up an object. Use good observational skills to add details to their drawing. Use an interesting range of marks that show an understanding of how to draw different textures. Make sketches, which may be of basic stick-like figures or may imply more shapes. Develop sketches into a character, with some support, adding details to enhance their character. Demonstrate an understanding of how drawing facial features in different ways conveys expressions. Recount a story and select key events to draw. Create scenes from their own imagination, with some support.</p>	<p>Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. Roll a smooth tile surface. Join clay shapes and make marks in the tile surface to create a pattern. Draw a house design and plan how to create the key features in clay. Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</p>	<p>Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages. Choose materials and tools after trying them out.</p>
Key vocabulary: blending charcoal concertina cross hatching emoji emotion expression frame hatching illustrations illustrator lines mark-making re-tell	Key vocabulary: casting ceramic cut detail flatten glaze impressing in relief join negative space pinch pot plaster roll score	Key vocabulary: collage detail mixing overlap primary colour secondary colour surface texture
		Craft and design: Map it out
		<p>Sort map images into groups, explaining their choices. Draw a map of their journey to school, including key landmarks and different types of mark-making. Follow instructions to make a piece of felt that holds together and resembles their map. Decide</p>



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		how to place 'jigsaw' pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care and arrange them into a pleasing composition. Design a print with simple lines and shapes, making improvements as they work. Follow a process to make and print from a polystyrene tile. Choose a favourite artwork, justifying their choice. Annotate their favourite artwork with relevant evaluation points. Take an active part in decisions around how to display their artworks in the class gallery.
		Key vocabulary: Abstract composition curator design design brief evaluate felt fibre gallery imaginary inspired landmarks mosaic overlap

DT

Autumn Term:	Spring Term:	Summer Term:
Textiles: Pouches	Structures: Baby Bear's Chair	Cooking and nutrition: Balanced Diet
Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. Prepare and cut fabric to make a pouch from a template. Use a running stitch to join the two pieces of fabric together. Decorate their pouch using the materials provided.	Identify man-made and natural structures. Identify stable and unstable structural shapes. Contribute to discussions. Identify features that make a chair stable. Work independently to make a stable structure, following a demonstration. Explain how their ideas would be suitable for Baby Bear. Produce a model that supports a teddy, using the appropriate materials and construction techniques. Explain how they made their model strong, stiff and stable.	Name the main food groups and identify foods that belong to each group. Describe the taste, feel and smell of a given food. Think of three different wrap ideas, considering flavour combinations. Construct a wrap that meets the design brief and their plan.



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Key vocabulary: decorate fabric fabric glue knot needle needle threader running stitch sew template thread	Key vocabulary: design criteria man-made natural properties structure stable shape model test	Key vocabulary: appearance balanced carbohydrates chopping board combination cut dairy design design brief diet evaluate feel fruit grate
		Mechanisms: Making a moving monster
		Identify the correct terms for levers, linkages and pivots. Analyse popular toys with the correct terminology. Create functional linkages that produce the desired input and output motions. Design monsters suitable for children, which satisfy most of the design criteria. Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. Select and assemble materials to create their planned monster features. Assemble the monster to their linkages without affecting their functionality.
		Key vocabulary: axle design criteria input linkage mechanical output pivot wheel



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RE

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Autumn Term:	Spring Term:	Summer Term:
Who should you follow?	Is it important to celebrate the New Year?	Can stories change people?
Key Objective: 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?
Key Objective: 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

Autumn Term:	Spring Term:	Summer Term:
Families and Relationships	Safety and the Changing bodies	Citizenship
Understand that families offer love and support and that different families may be made up of different people. Consider what friends may be thinking and feeling in different situations. Recognise some issues that may occur in friendships and which of these may need adult help to resolve. Understand that expectations of manners may change according to the situation. Know that remembering people who were important to them but are no longer here can cause a mixture of emotions. Explain what gender stereotypes are in relation to careers.	Understand how the internet can be used to help us. Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable. Understand what a secret is and what a surprise is. Know the name of parts of the body, including those of the private parts for their gender. Explain the PANTS rule. Understand how to keep safe near roads. Explain the rules for crossing the road. Understand when we should take medicines that can help us feel better when we are unwell.	Recognise that different rules apply in different situations. Explain what makes a good school environment. Recognise that everyone in school has a responsibility to maintain the school environment. Identify some jobs that people do to keep the local area pleasant. Recognise some local job roles that help the community. Recognise similarities and difference between people in the local community. Explain that differences should be respected. Explain how the school council works. Share their opinions on things that matter



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Key vocabulary: friendship love manners feelings emotions family stereotype respect	Key vocabulary: medicine pedestrian private secret surprise penis testicles/testes vulva vagina	Key vocabulary: election environment identity job opinion rule school council volunteer vote
Health and Well being		Economic wellbeing
Use multiple colours in a diagram to show how they can feel more than one emotion at a time. Describe how they would feel in a particular situation and understand that not everyone feels the same. Understand the effect of physical activity on their body and mind. Describe energetic physical activities that they enjoy. Describe the positive effects of relaxation and know there are different ways to relax. Know how to use breathing exercises to relax. Recognise and describe what they are good at and what skills they would like to develop. Create a complete ladder detailing achievable steps which work towards a goal. Explain what a growth mindset is. Use strategies to stay calm during trick challenges. Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices. State what ingredients they can see on a dish and compare them with the food pyramid. Understand what helps to keep teeth healthy.		Explain where adults get money from. Explain the difference between wants and needs. Recognise that saving might be necessary to buy the things we want. Explain that banks are a safe place to keep money. Consider different factors when choosing a bank account. Recognise that different jobs require different skills.
Key vocabulary: diet exercise goal growth mindset healthy physical activity relaxation skill strengths		Key vocabulary: Coins needs wants notes priority



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PE

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Autumn Term:	Spring Term:	Summer Term:
Badminton/Multi skills Rugby/Football	Gymnastics/Dance Netball/ Hockey	Striking and fielding Rounders/Athletics/ 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	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 Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas	choose, use and vary simple tactics
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



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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



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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.
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Computing

Autumn Term:	Spring Term:	Summer Term:
What is a computer?	Word processing	Using desktops and laptops.
Exploring what a computer is by identifying how inputs and outputs work and how computers are used in the wider world to design their own computerised invention.	Developing touch typing skills, learning keyboard shortcuts and simple editing tools.	Learning how to create simple animations from storyboarding creative ideas.
Key vocabulary: Battery, buttons camera computer Desktop device digital content digital recorder electricity input invention keyboard laptop monitor mouse output photograph robot scanner screen system tablet technology till	Key vocabulary: back button backspace bold copy copyright cut delete forward button highlight image import italic keyboard keyboard shortcut layout navigate paste redo search space bar text text effects touch typing underline undo word processing	Key vocabulary: Animate Animation animator Background Decompose Digital camera Duration Flipbook Focus Frames Import Moving images Object Onion skinning Plan Save still images Upload
Algorithms and debugging	Programming Scratch	International space station
Developing an understanding of; what algorithms are, how to program them and how they can be developed to be more efficient, introduction of loops.	Exploring what 'blocks' do' by carrying out an informative cycle of predict > test > review. Programming a familiar story and make a musical instrument.	Learning how data is collected, used and displayed and the scientific learning of the conditions needed for plants and humans, to survive.
Key vocabulary: Abstraction Algorithm AI Bug Clear correct data debug decompose error key features loop predict unnecessary.	Key vocabulary: Algorithm Animation Blocks Bug Button CGI Computer code Code Debug Fluid Icon Imitate Instructions Loop 'On tap' Programming Repeat ScratchJR Sequence Sound recording	Key vocabulary: Algorithm Astronaut Data Digital Digital content Experiment Galaxy Insulation Interactive map International Space Centre International Space Station interpret Laboratory Monitor Planet Satellite Sensor



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		Space Temperature Thermometer Water reservoir
		Online safety
		<p>Explain what is meant by online information. Recognise what information is safe to be shared online.</p> <p>Explain why we need passwords and what makes a strong password.</p> <p>Understand that they need to ask permission before sharing content online and explain why.</p> <p>Understand that they have the right to deny their permission to information about them being shared online.</p> <p>Say who they can ask for help with online worries.</p> <p>Use some strategies to work out if online information is reliable or not.</p>
		Key vocabulary: Accepting consent denying permission Fake giving permission offline online password permission personal information pop-up pressure private information real reliable sharing online source trusted adult