

# Year 2 Long Term Curriculum Map

	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
<p><b>Writing</b></p>	<p>Troll Swap by Leigh Hodgkinson</p> <p><b>Writing outcome</b> Fiction: story with focus on characters</p>	<p>The Owl who was afraid of the dark by Jill Tomlinson</p> <p><b>Writing outcome</b> Non-chronological report: report about owls</p>	<p>Dragon Machine by Helen Ward</p> <p><b>Writing outcome</b> Fiction: story with adventure focus Extension: Instructions</p>	<p>Major Glad, Major Dizzy by Jan Oke</p> <p><b>Writing outcome</b> Recount: diary entry from point of view of a toy</p>	<p>The Last Wolf by Mini Grey</p> <p><b>Writing outcome</b> Letter: letter in role as the character persuading to save the trees</p>	<p>Grandad's Secret Giant by David Litchfield</p> <p><b>Writing outcome</b> Fiction: story with moral focus</p>
<p><b>Reading</b></p>	<p>1a draw on knowledge of vocabulary to understand texts <b>(VOCABULARY)</b> <i>Introduction to The Word Collector and the link to vocabulary development.</i></p> <p>1e predict what might happen on the basis of what has been read so far <b>(PREDICT)</b></p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>(EXPLAIN)</b></p>	<p>1a draw on knowledge of vocabulary to understand texts <b>(VOCABULARY)</b></p> <p>1d make inferences from the text <b>(INFERENCE)</b></p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>(RETRIEVE)</b></p>	<p>1a draw on knowledge of vocabulary to understand texts <b>(VOCABULARY)</b></p> <p>1c identify and explain the sequence of events in texts <b>(SEQUENCE)</b></p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>(EXPLAIN)</b></p>	<p>1a draw on knowledge of vocabulary to understand texts <b>(VOCABULARY)</b></p> <p>1d make inferences from the text <b>(INFERENCE)</b></p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>(RETRIEVE)</b></p>	<p>1a draw on knowledge of vocabulary to understand texts <b>(VOCABULARY)</b></p> <p>1d make inferences from the text <b>(INFERENCE)</b></p> <p>1e predict what might happen on the basis of what has been read so far <b>(PREDICT)</b></p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>(EXPLAIN/RETRIEVE)</b></p>	<p>1a draw on knowledge of vocabulary to understand texts <b>(VOCABULARY)</b></p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>(EXPLAIN)</b></p> <p>1c identify and explain the sequence of events in texts <b>(SEQUENCE)</b></p>
<p><b>Science</b></p>	<p>Forest School (I wonder why?)</p>	<p>Everyday Materials Uses</p> <p><b>now press play</b></p>	<p>Living Things and Their Habitats</p> <p>Where Animals and Plants Live and Food Chains</p> <p><b>now press play</b></p>	<p>Animals Including Humans</p> <p>Basic Needs, Health &amp; Growth</p>	<p>Plants</p> <p>Growth</p> <p><b>now press play</b></p>	<p>Living Things and Their Habitats</p> <p>Habitats around the world</p>
<p><b>Art and Design</b></p>	<p>What do my friends look like?</p> <p>Portraits</p>		<p>In 'n' out</p> <p>Weaving</p>		<p>Tell me your story</p> <p>Surrealism in art</p>	
<p><b>Online Safety &amp; Computing</b></p>	<p><b>Online Reputation</b> <b>Computing Systems And Networks – It Around Us</b></p>	<p><b>Online Bullying</b> <b>Creating Media – Digital Photography</b></p>	<p><b>Privacy And Security</b> <b>Programming A – Robot Algorithms</b></p>	<p><b>Health, Well-Being And Lifestyle</b> <b>Data And Information – Pictograms</b></p>	<p><b>Online Relationships</b> <b>Creating Media – Digital Music</b></p>	<p><b>Managing Online Information</b> <b>Programming B – Programming Quizzes</b></p>



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 <b>Design Technology</b>		<b>Homes</b> Link to history Great fire of London		<b>Cooking &amp; Nutrition</b> Eat more fruit and Vegetables Link to science Health and Growth		<b>Puppets Textiles</b> Link to Science- animals and habitats
 <b>Geography</b>	<b>Seven Continents</b>			Let's go to Australia	Local Area	
 <b>History</b>		<b>The Great Fire of London</b> 	<b>International Achievements</b> (Amelia Earheart & Neil Armstrong) 			<b>1953 and the Coronation of Queen Elizabeth II</b>
 <b>Music</b>	<b>Key Stage 1 Singing</b>  Singing songs and chants tunefully and with expression	Let's keep singing	<b>Key Stage 1 Singing</b>  Singing songs and chants tunefully and with expression	<b>Sounds and symbols 1</b>	<b>Key Stage 1 Singing</b>  Singing songs and chants tunefully and with expression	<b>The Power of communication</b>
 <b>Personal Social and Health Education</b>	<b>Protective Behaviours</b>	<b>Anti-Bullying WK</b> <b>Getting to Know Me</b> <b>Playground</b>	<b>Mental Health WK</b> Emotions PSHE Association	<b>Relationships</b> Families	<b>Drugs Ed</b> Things that go into our Body Medicines Household Products	<b>First Aid</b> Calling 999 Asthma
 <b>PE</b> <b>Sports Coach teacher</b>	<b>FUNS Sending and receiving using equipment</b> Real PE  Unit 3 Cognitive	<b>Real Gym - Gymnastics</b> Moving and balancing in different ways Real PE Unit 2 Social Cog	<b>FUNS / Exploring Space and Equipment</b>  Real PE Unit 4 (Games)	<b>FUNS Following rules and simple tactics</b>  Dance	<b>FUNS Sending and receiving Game tactics</b>  3 weeks of Unit 1 Personal  3 weeks of Unit 5 Physical	<b>FUNS Health &amp; Fitness</b> How does my body feel?  Real PE Unit 6 (games)
 <b>Religion and Worldviews</b>	Diversity within Islam (Part 1): What do Muslims believe and how may they live? (Theology)  <u>Key concepts:</u> 2. Words and Wisdom 4. Experience & Behaviour	Is Christmas only special to Christians? (Philosophy)  <u>Key concept:</u> 6. Continuity, Change and Diversity	Diversity within Islam (Part 2): What do Muslims believe and how may they live? (Social Sciences)  <u>Key concepts:</u> 2. Words and Wisdom 4. Experience & Behaviour	How do festivals bring people together? (Social Sciences)  <u>Key concept:</u> 1. Belonging and Believing	What do different people believe about forgiveness? (Philosophy)  <u>Key concept:</u> 5. Leading a good life	Why are holy places special to some people? (Theology)  <u>Key concept:</u> 3. Respecting Places and the World



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