
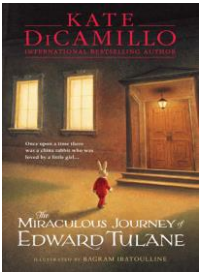

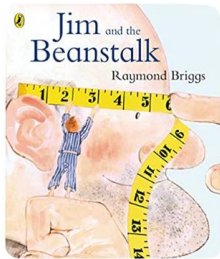
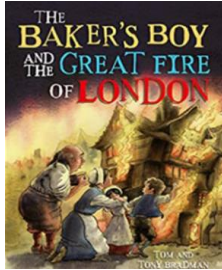

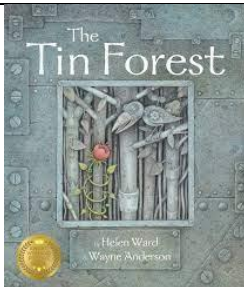

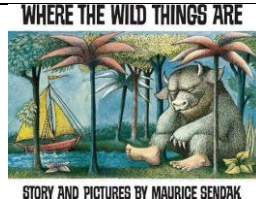


Lees Primary School Curriculum Map: Year 2

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Topic	Famous Queens What is a monarch and who is our current monarch? What can we find out about Queen Victoria and her reign? What do we know about Queen Elizabeth II and her family tree? What is Queen Elizabeth II's legacy?	Toys from the past What types of toys did children play with in the past? What materials were toys made from in the past? How have some earlier toys changed compared to what we play with today?	Brilliant Britain What are the four countries of Great Britain and where are they? Where are the famous British landmarks? What human features and physical features can be found in Britain?	Plant detectives What do plants need to grow? How do seeds and bulbs mature into mature plants? What do plants need to grow and stay healthy?	The Great fire of London Where did the fire start and how long did it last? Why did the fire spread so quickly and why did St Paul's Cathedral catch fire? What changes do we have today because of it? Who was Samuel Pepys and why was his diary important?	Habitats What is the difference between something that is living, dead, and something that never lived? What is a habitat? What are the different types of habitats and why are some better suited to certain types of animals? What is a food chain?
English Texts (see LTP)						

													
Maths – White Rose Maths	<div>Number</div> <div>Place value</div> <div>FREE TRIAL</div> <div>VIEW</div>	<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>	<div>Geometry</div> <div>Shape</div> <div>VIEW</div>	<div>Measurement</div> <div>Money</div> <div>VIEW</div>	<div>Number</div> <div>Multiplication and division</div> <div>VIEW</div>	<div>Measurement</div> <div>Length and height</div> <div>VIEW</div>	<div>Measurement</div> <div>Mass, capacity and temperature</div> <div>VIEW</div>	<div>Number</div> <div>Fractions</div> <div>VIEW</div>	<div>Measurement</div> <div>Time</div> <div>VIEW</div>	<div>Statistics</div> <div>VIEW</div>	<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>	<div>Consolidation</div>	
Science	Materials <p>Working scientifically: Sc2/1.1 - asking simple questions and recognising that they can be answered in different ways Sc2/1.3 - performing simple tests Sc2/1.4 - identifying and classifying Sc2/1.5 - using their observations and ideas to suggest answers to questions</p> <p>Sc2/3.1a - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p>Sc2/3.1b - compare how things move on different surfaces</p> <p>Sc2/3.1c - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>			Animals including humans <p>Working scientifically: Sc2/1.1 - asking simple questions and recognising that they can be answered in different ways Sc2/1.4 - identifying and classifying</p> <p>Sc2/2.3b - find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Sc2/2.3c - describe the importance for humans of exercise, eating the right amounts of different</p>			Plants <p>Working scientifically: Sc2/1.1 - asking simple questions and recognising that they can be answered in different ways Sc2/1.2 - observing closely, using simple equipment</p> <p>Sc2/2.2a - observe and describe how seeds and bulbs grow into mature plants</p> <p>Sc2/2.2b - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>			Animals Including Humans <p>Sc2/2.3a - notice that animals, including humans, have offspring which grow into adults</p> Living Things and their Habitats <p>Working scientifically: Sc2/1.1 - asking simple questions and recognising that they can be answered in different ways Sc2/1.6 - gathering and recording data to help in answering questions.</p> <p>Sc2/2.1a - explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Sc2/2.1b - 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>			

			types of food, and hygiene.		Sc2/2.1c - identify and name a variety of plants and animals in their habitats, including microhabitats Sc2/2.1d - 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.	
History & Geography	Famous Queens Hi1/1.1 - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Hi1/1.3 - 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. <i>E.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence</i>	Toys from the Past Hi1/1.1 - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. How have toys changed?	London and Yorkshire Ge1/1.1b - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Ge1/1.2a - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Ge1/1.3b - use basic geographical vocabulary to refer to: i. key physical features,	Tulum - Mexico Ge1/1.1a - name and locate the world's 7 continents and 5 oceans Ge1/1.2a - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Ge1/1.3b - use basic geographical vocabulary to refer to: i. key physical features, including: beach, cliff, coast, forest,	The Great Fire of London Hi1/1.2 - events beyond living memory that are significant nationally or globally. <i>E.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i> Hi1/1.3 - 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 <i>e.g. Samuel Pepys diary</i>	From the Arctic to the Equator Ge1/1.3a - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Ge1/1.4a - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Ge1/1.4b - use simple compass directions (North, South, East and West) and locational and directional language to describe







	<p><i>Nightingale and Edith Cavell and Edith Cavell</i></p> <p>Hi1/1.4 - significant historical events, people and places in their own locality</p>		<p>including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>ii. key human features, including coastal areas. How does this differ to our village in Year 1?</p> <p>Ge1/1.4c - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>ii. key human features, including coastal areas. How does this differ to our village in Year 1?</p> <p>Ge1/1.4d - use simple fieldwork and observational skills to study the local habitat of their locality and the key human and physical features of its surrounding environment</p>		<p>the location of features and routes on a map</p>
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Art and DT	Art - Collage Ar1/1.1 - to use a range of materials creatively to design and make products Cutting and sticking techniques to create a collage Children will create a collage piece, copying a piece of art, using a range of materials.	DT Construction DT1/1.2 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Use a range of materials to create models with wheels and axels. e.g. tubes, dowel, cotton reels Attach wheels to a chassis using an axle Mark out materials to be cut using a template if needed. To the nearest cm Cut dowel using a hacksaw and bench hook Children will create a toy car using axels and wheels – they will test these by seeing how quickly they move using balloons.	Art - Drawing Ar1/1.2 - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Ar1/1.3 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To investigate different types of shades and tones. To investigate the skills used to create these shades and tones – e.g. hatching, cross hatching To understand the work of art by a particular artist and recreate a certain piece. Children will recreate a piece of art from a famous artist by using the skills they have	DT Food DT1/2.1a and 2.1b - to use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from. To peel grate and chop a range of ingredients safely and hygienically To understand the need for a variety of foods in a diet Measure and weigh food items, non-statutory measures e.g. spoon and cups Assemble and cook ingredients Select ingredients according to their characteristics Understand where food comes from Children will make carrot cake buns and will prepare the ingredients correctly,	DT Textiles DT1/1.1a - design purposeful, functional, appealing products for themselves and other users based on design criteria DT1/1.2a - select from and use a range of tools and equipment to perform practical tasks-print on the purse DT1/1.3b - evaluate their ideas and products against design criteria Colour and decorate fabrics e.g. dyeing, adding sequins and decorating with buttons Join textiles using running stitch, glue, and over sewing Sew a running stitch and over stitch with increased independence and metal needles Sculpture	Art - Painting- light and dark Ar1/1.3 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Ar1/1.4 - 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. Painting and printing Continue experimenting to lighten and darken colours using black and white, applying less/more paint, using texture and colour choice. Continue to control the types of marks made with the range of media and tools.
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			learnt about tone and shade.	cook safely and taste the buns.	<p>Manipulate clay for a purpose, inc. thumb pots, simple coil pots and models made from observation or imagination.</p> <p>Experiment with, construct and join recycled, natural and manmade materials more confidently</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Children will create a money pouch.</p>	<p>Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Explore a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Print using a variety of materials, objects and techniques.</p> <p>Children will recreate one of David Hockney's paintings, Garrowby Hill.</p>
Music – Charanga	<p>Hands, Feet Heart</p> <p>Mu1/1.1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 - play tuned and untuned instruments musically</p> <p>Mu1/1.3 - listen with concentration and understanding to a range of high-quality</p>	<p>Ho Ho Ho</p> <p>Mu1/1.1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 - play tuned and untuned instruments musically</p> <p>Mu1/1.3 - listen with concentration and understanding to a range of high-quality</p>	<p>I Wanna Play In A Band</p> <p>Mu1/1.1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 - play tuned and untuned instruments musically</p> <p>Mu1/1.3 - listen with concentration and understanding to a range of high-quality</p>	<p>Zootime</p> <p>Mu1/1.1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 - play tuned and untuned instruments musically</p> <p>Mu1/1.3 - listen with concentration and understanding to a range of high-quality</p>	<p>Friendship Song</p> <p>Mu1/1.1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 - play tuned and untuned instruments musically</p> <p>Mu1/1.3 - listen with concentration and understanding to a range of high-quality</p>	<p>Reflect, Rewind and Replay</p> <p>Mu1/1.1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 - play tuned and untuned instruments musically</p> <p>Mu1/1.3 - listen with concentration and understanding to a range of high-quality</p>

	live and recorded music Mu1/1.4 - experiment with, create, select and combine sounds using the interrelated dimensions of music	live and recorded music Mu1/1.4 - experiment with, create, select and combine sounds using the interrelated dimensions of music	live and recorded music Mu1/1.4 - experiment with, create, select and combine sounds using the interrelated dimensions of music	live and recorded music Mu1/1.4 - experiment with, create, select and combine sounds using the interrelated dimensions of music	live and recorded music Mu1/1.4 - experiment with, create, select and combine sounds using the interrelated dimensions of music	live and recorded music Mu1/1.4 - experiment with, create, select and combine sounds using the interrelated dimensions of music
P.E	Throwing and Catching PE1/1.1a - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities PE1/1.1b - participate in team games, developing simple tactics for attacking and defending Find and move into space. Throw and catch skills, football skills. Intro of vocabulary – teammate, opponent	Gymnastics PE1/1.1a - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities Finding space and movement. Ways of moving Types of jumps and balances.	Continuation with gymnastics PE1/1.1a - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities Rolling, developing, rehearsing, performing simple sequences.	Dance PE1/1.1c - perform dances using simple movement patterns Motifs, shapes, working on different levels. Sequences, cannon, synchronise, devise, practice and rehearse, perform	Games Summer 1 - Tennis Summer 2 - Football PE1/1.1a - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities PE1/1.1b - participate in team games, developing simple tactics for attacking and defending Revisit terms of teammate, opponent, invade, block.	

<p>Computing – Teach Computing</p>	<p>Use of Technology: computer systems</p> <p>Co2/1.5 - recognise common uses of information technology beyond school</p> <p>Learners will develop their understanding of what information technology (IT) is and will begin to identify examples.</p> <p>They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries.</p> <p>Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.</p>	<p>Programming Robot algorithms</p> <p>Co2/1.1 - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Co2/1.2 - create and debug simple programs.</p> <p>Co2/1.3 - use logical reasoning to predict the behaviour of simple programs</p> <p>Learners will develop their understanding of instructions in sequences and the use of logical reasoning to predict outcomes.</p> <p>Learners will use given commands in different orders to investigate how the order affects the outcome.</p> <p>They will also learn about design in</p>	<p>E safety</p> <p>Co2/1.6 - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>	<p>Data & Information Pictograms</p> <p>Co2/1.5 - recognise common uses of information technology beyond school</p> <p>Learners will begin to understand what the term data means and how data can be collected in the form of a tally chart.</p> <p>They will learn the term ‘attribute’ and use this to help them organise data.</p> <p>They will then progress onto presenting data in the form of pictograms and finally block diagrams.</p> <p>Learners will use the data presented to answer questions.</p>	<p>Creating Media Digital photos</p> <p>Co2/1.4 - use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos.</p> <p>Finally, they will use this knowledge to recognise that images they see may not be real.</p>	<p>E-safety & recap skills</p> <p>Co2/1.6 - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>
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		<p>programming.</p> <p>They will develop artwork and test it for use in a program.</p> <p>They will design algorithms and then test those algorithms as programs and debug them.</p>				
R.E – Believing and Belonging	<p>Pathway 1: The Nature of Religion and Belief</p>  <p>Core Unit C1.1 – What does it mean to belong to a community?</p> <p>How do people show they belong to a community, including symbols and objects?</p> <p>What happens in different places of worship, including different denominations within Christianity?</p> <p>Religions/worldview: Christianity, Hindu Dharma, Islam, Judaism and Sikh</p>	<p>Pathway 2: Expressing Belief</p>  <p>Core Unit C1.2 – How are symbols used to welcome new life?</p> <p>How do people welcome a baby by giving meaningful gifts?</p> <p>How do Christians, Muslims, Sikhs and Humanists welcome a baby?</p> <p>How are the choices of names for a baby important and meaningful for some people?</p> <p>Religions/worldview: Christianity, Humanism, Islam and Sikh</p>	<p>Pathway 3: A Good Life</p>  <p>Core Unit C1.3 – How can we make good choices?</p> <p>How are rules followed by different religions/worldview?</p> <p>What moral stories and parables are used to help people make choices?</p> <p>How do people care for others?</p> <p>Focus Units: F1.11 – How do Hindu Stories help believers live their lives? F1.12 – How and why do we care for others? F1.15 – What did Jesus teach and how did he live?</p>	<p>Pathway 4: Personal Journey</p>  <p>Core Unit C1.4 – How and why do some people pray?</p> <p>How does prayer help some people make senses of life's experiences?</p> <p>Why is prayer an important part of daily life for some people?</p> <p>How do people make decisions about how to live their lives (e.g. caring for the environment)?</p> <p>Focus Unit: F1.9 -</p>	<p>Pathway 5: Influence and Authority</p>  <p>Core Unit C1.5 – Why are festivals important in a community?</p> <p>How do people celebrate and have traditions that can be both religious and cultural? (E.g. Eid, Christmas and Diwali)</p> <p>Why do people celebrate festivals in different ways? (Religious and non-religious)</p> <p>Religions/worldview: Christianity, Hindu Dharma, Islam, Judaism and non-religious approaches</p>	<p>Pathway 6: The Big Picture</p>  <p>Core Unit C1.6 – Which books and stories are important?</p> <p>What books and stories are important to some religious/worldviews?</p> <p>What stories can help people make moral choices?</p> <p>What are the stories and teachings of religious leaders? (Abraham, Moses, Jesus, Guru Nanak)</p> <p>Focus Units: F1.11 – How do Hindu Stories help believers live their lives? F1.10 -</p>

			Religions/worldview: Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi and non-religious approaches	Religions/worldview: Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi and non-religious approaches		Religions/worldview: Christianity, Judaism, Islam and Sikhi
PSHE – 	Me and My Relationships Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Valuing Difference Being kind and helping others Celebrating differences People who help us Listening skills	Keeping Safe Safe and unsafe secrets Appropriate touch Medicine safety	Rights and Respect Cooperation Self-regulation Online safety Looking after money – saving and spending	Being my Best Growth mindset Looking after my body Hygiene and health Exercise and sleep	Growing and Changing Life cycles Dealing with loss Being supportive Growing and changing Privacy
Trips and visits	Church Visit - Baptism	Ilkley Toy Museum	Landscape Day (Malham)	Woodland Adventure (Malham)	Fire Engine Visit	Adventure Trail