

# St Richard Reynolds Catholic Primary School Year 2 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Fire Fire!</b>	<b>Land Ahoy</b>	<b>Nurturing Nurses</b>	<b>Chocolate</b>	<b>Wriggle and Crawl</b>	<b>Coastline</b>
<b>Cultural Capital</b>	Great Fire of London WOW day	Pirate Day	Visit from Florence Nightingale and a modern day nurse	Plant Scientist workshop at Kew Gardens	Visit to Twickenham Apiary	Pond dipping and mapping at Crane park
<b>English</b>	<b>Non chronological report:</b> <i>Information Leaflet</i> <b>Narrative:</b> <i>Short Story</i> <b>Poetry:</b> <i>Haikus</i>	<b>Persuasive:</b> <i>Advertisement</i> <b>Narrative:</b> <i>Adventure</i>	<b>Recount:</b> <i>Biography</i> <b>Narrative:</b> <i>Character point of view</i>	<b>Instructions:</b> <i>Recipe</i> <b>Narrative:</b> <i>Fantasy</i> <b>Poetry:</b> <i>Riddles</i>	<b>Explanation:</b> <i>Booklet</i> <b>Narrative:</b> <i>Fable</i>	<b>Recount:</b> <i>Journal</i> <b>Narrative:</b> <i>Descriptive</i>
<b>Reading</b>	<b>The Baker's Boy and the Great Fire of London</b> -Tom Bradman Read Write Inc – <b>Grey – Sound Blending (Set 3)</b>	<b>Hal the Pirate</b> - June Crebbin WCGR VIPERS - <b>Coasts</b>	<b>Brave Nurses: Mary Seacole and Edith Cavell</b> WCGR VIPERS - <b>Heroes and Villains</b>	<b>Charlie and the Chocolate Factory</b> - Roald Dahl WCGR VIPERS - <b>Countries</b>	<b>The Owl who was afraid of the dark</b> - Jill Tomlinson <b>The Hedgehog</b> - Dick King-Smith WCGR VIPERS - <b>Food Chains</b> <b>KS1 SATS practice</b>	<b>The Lighthouse Keeper's Lunch</b> - Ronda and David Armitage WCGR VIPERS- <b>Underwater</b>
<b>Mathematics</b>	<b>Number:</b> Place value - Numbers 10 – 100 <b>Number:</b> Addition and Subtraction	<b>Number:</b> Addition and Subtraction <b>Geometry:</b> Shape	<b>Measurement:</b> Money <b>Number:</b> Multiplication and Division	<b>Measurement:</b> Length and Height <b>Measurement:</b> Mass Capacity and temperature	<b>Number:</b> Fractions <b>Measurement:</b> Time	Statistics <b>Geometry:</b> Position and Direction
<b>Religious Education</b>	<b>St Richard Reynolds - Mary Magdalene</b> <b>Domestic Church - Beginnings</b>	<b>Belonging - Signs and Symbols</b> <b>World Faiths - Judaism</b> <b>Advent - Preparations</b>	<b>Local Church - Books</b> <b>Eucharist - Thanksgiving</b>	<b>Eucharist - Thanksgiving</b> <b>Lent/Easter - Opportunities</b>	<b>Pentecost - Spread the word</b> <b>Reconciliation - Rules</b>	<b>World Faiths - Hinduism</b> <b>Universal Church -</b>
<b>Science</b>	<b>Uses of everyday materials</b> Sorting and classifying objects	<b>Scientists and Inventors</b>	<b>Animals inc. Humans</b> Importance of Exercise & Hygiene	<b>Animals inc. Humans</b> Food, Growth & Survival	<b>Living Things and their Habitats</b> Investigating animal habitats and adaptation	<b>Plants</b> Sewing & growing healthy plants ( <i>water, light, warmth</i> )
<b>History</b>	<b>Great Fire of London</b> Events beyond living memory that are significant nationally		<b>Mary Seacole and Florence Nightingale</b> The lives of significant individuals in the past who have contributed to national and international achievements.			<b>Victorian Seaside holidays</b> Aspects of life in different periods
<b>Geography</b>	<b>Change Over Time</b> <b>Geographical skills and fieldwork:</b> 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.	<b>Oceans and Seas</b> <b>Locational knowledge:</b> Name and locate the world's seven continents and five oceans		<b>Place knowledge:</b> 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		<b>British Coastlines</b> <b>Geographical skills and fieldwork:</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied
<b>Art and Design</b>		<b>Artist / Culture :</b> <i>The Colour Wheel</i> <b>Media:</b> Painting Learn about warm and cold colours on the colour wheel	<b>Artist / Culture :</b> <i>Henri Matisse</i> <b>Media:</b> Mixed media Capturing the body in motion		<b>Artist / Culture :</b> <i>Matthieu Georger</i> <b>Media:</b> 3D Paper Mache/ origami Creating 3D minibeasts	
<b>Design Technology</b>	<b>Construction Project: Tudor Houses</b>			<b>Cooking and Nutrition:</b> Explore the history of chocolate, design and make a chocolate bar.		<b>Textiles: Sewing and stitching</b> Join fabric (running stitch). Beach Towel

*Loved, Listened to, Challenged, Inspired*



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Physical Education	Gymnastics Football	Dance Tag Rugby	Basketball Netball	Rounders Cricket	Athletics Fitness	Tennis Benchball/OAA
Computing	*Computing systems and networks 1: What is a computer?	Programming 2: ScratchJr	*Programming 1: Algorithms and debugging	*Data handling: International Space Station	Computing systems and networks 2: Word processing	Creating media: Stop motion using tablet devices
Music	Rhythm	Nativity - Christmas Performance	Xylophone/Glockenspiel	Instruments of the orchestra	Introduction to melodic notation	Basic tunes on the recorder
French	Greetings and personal information Colours and animals	Talking about autumn, the season, the weather and christmas in France	Body parts	French cultural	Food and Drink	Food and Drink
PSHCE	<p><b>Zones of regulation:</b> Recognising our feelings, understanding our class charter, catholic social teaching and behaviour values.</p> <p><b>Created and Loved by God</b> Catholic Social Teaching, God's creation, giving thanks, body, mind and spirit.</p> <p><b>Family and Relationships</b> Stability, love, family differences, peoples' feelings.</p>	<p><b>Created and Loved by God</b> Catholic Social Teaching, God's creation, giving thanks, body, mind and spirit.</p> <p><b>Family and Relationships</b> Manners, courtesy, change, loss, and stereotypes.</p> <p><b>Health and Wellbeing:</b> Different emotions, being active, relaxation, breathing.</p>	<p><b>Created and Loved by God</b> Girls, boys, cleanliness, me, my body and my health.</p> <p><b>Health and Wellbeing:</b> Success, growth mindset, diet and dental health.</p> <p><b>Safety and the changing body.</b> Internet, communicating online, secrets and appropriate contact.</p>	<p><b>Created and Loved by God:</b> Emotions, feelings, likes and dislikes. Safety and the changing body: Appropriate contact, road safety, staying safe and medicine.</p> <p><b>Citizenship:</b> Rules beyond school, our school environment and our local environment.</p>	<p><b>Created and Loved by God:</b> Life cycles.</p> <p><b>Citizenship:</b> Our community, job roles, similarities, differences, school council and giving my opinion.</p>	<p><b>Created to live in a community:</b> My neighbours, the world we live in and communities.</p> <p><b>Economic Wellbeing:</b> Where money comes from, how to look after money and why we use banks and building societies.</p> <p><b>Transition:</b> Change and differences.</p>