



Long Term Curriculum Map Year 2

Autumn	What Happened to London in 1666?	Who Was Mary Seacole?
Value	Initiative – know when to ‘just get on and do’ Show we can organise ourselves and be ready to learn	Resilience – even when faced with challenges we give 100%
Possible Hook	Museum of London	Nurse visit Florence Nightingale Museum
Trips/visits		
Key Texts	Dark by Lemony Snicket The Great fire of London by Emma Adams Fire by Pippa Goodheart Vlad and the Great Fire of London by Kate Cunningham Toby and The Great Fire of London by Margaret Nash & Jane Cope	Non-fiction Anna Hibiscus by Atinuke
English	Diaries Personal writing Chronological reports	Biographies Letters Labelling
GPS	Full stops, capital letters for people and places, question marks, exclamation marks, commands	Regular plural nouns, commas in lists, contractions, sentence forms, the prefix ‘un’
Speaking & Listening	Questioning appropriately Active participation in collaborative conversation	Building vocabulary through topic Give explanations and express feelings
Science	What burns quicker? Materials (Y1 AT science)	Humans – body, exercise, fitness (Y1 AT Science)
Geography	London locational knowledge, comparing, maps (Y1 Su2 Geography)	Mapping, locations in war
History	Great fire of London, Samuel Pepys	Crimean war, Victorians, medicine (Y1 AT1 Y6 Sp1 History)
Art & Design		Sculpture inspired by Mary Seacole statue in London
Design Technology	Moving mechanisms – Simple wheels and axels – using boxes for chassis (Y1 AT DT)	
Computing	Researching a topic unit 2.4	Collecting clues unit 2.5
RE	How important is it for Jewish people to do what god asks them to do? (Judaism)	Why Do Christians believe God gave Jesus to the world? (Christianity)
PE	Fundamentals, dance	Health and fitness, ball skills
Music	Traditional songs	
PSHE	Safety – fire safety, fire awareness	Empathy, looking after others
Maths Links	Time, measures	Data collecting
End Outcome	Create own ‘great fire’ class display where children have been able to answer key question	Comparison presentation of Florence Nightingale and Mary Seacole – what is similar and what is different? Made into own books



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Spring	Can you live in a paper house?	Do Camels live in the Rainforest?
Value	Empathy – we understand that there are consequences to the choices we make	Self-confidence – we try new things and push ourselves to be better
Possible Hook	Visit from a builder or architect	London Zoo trip with quiz
Trips/visits	Science – materials workshop	
Key Texts	Building Boy By Ross Montgomery (SS) The True story of the 3 little pigs By Jon Scieszka (SS) The Robot and the Bluebird By David Lucas	Non-fiction writing: big cats (ss) Zeraffa Giraffa By Diane Hofmyr The Emperor's Egg By Martin Jenkins The Bee Who Spoke By Al Macluish
English	Traditional tales Instructions	Journalistic writing Fact files Recounts
GPS	Regular past tense verbs, past tense spellings, suffix 'ful', expanded noun phrases, apostrophes for possession	Progressive tense, auxiliary verbs, irregular past tense verbs, suffix 'ly', using 'and' and 'but'
Speaking & Listening	Explain an idea or process Use language and vocabulary suitable for my listener e.g. talking to my friends or talking to our head teacher	Explore ideas by discussing them
Science	Use of everyday materials (Y1 AT1 science)	Animals including humans, habitats (Y1 Su2 Science)
Geography	Local area comparative study based on houses/villages - Kenya (Y1 AT Geography)	Oceans, rainforest, desert locations using maps Maps to show rainfall in different countries Differences between hot and cold places
History	Changes over time	
Art & Design		Printing – animal textures Collage - camouflage
Design Technology	Construction project using wood – making shelters	
Computing	Programming on screen unit 2.1 Exploring how computer games work unit 2.2	Collecting data about animals unit 2.6
RE	Does praying at regular intervals help a muslim in his/her everyday life? (Islam)	Do Sikhs think it is important to share? (Sikhism)
PE	Invasion games, gymnastics	Sending and receiving, team building
Music		
PSHE	Teamwork, collaboration	Animal rights, looking after our world
Maths Links	Shapes, patterns, measures	Patterns, symmetry, data handling
End outcome	Exhibit their finished products	Writing project – class magazine



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Summer	Where do the Bong Trees Grow?	Where in the world...? (Non-European)
Value	Curiosity – we show this by extending our learning in our own time	Creativity – it's time to add some personal flair or just be creative with what we have
Possible Hook Trips/visits	Kew gardens Tree hunt in park	Tickets, suitcases, launch assembly
Key Texts	Owl and the Pussycat – Edward Lear Other poems by Edward Lear/ Rudyard Kipling	Books linked to country chosen
English	Poetry Adventure narrative	Persuasive writing Recounts – postcards – word processed using formatting of size, colour and font
GPS	Using 'because', suffix 'less', using 'when, if, that', using 'or', suffixes 'er' and 'est'	Irregular plurals, suffix 'er', word classes, compound words, standard English, review
Speaking & Listening	Take turns to talk, and respond in two-way conversations and groups	Ask specific questions to aid my understanding Respond to questions and explain further to justify my point
Science	Plants and trees (Y1 Su1 science)	Healthy Living
Geography	Continents and oceans (Y4 su1 Y3 Sp2 geography)	Human and physical characteristics and comparisons Weather, climate (Y1-6 Su2 Geography)
History		History relevant to chosen country
Art & Design	Painting, drawing	Traditional art and pattern
Design Technology	Designing boats	
Computing	We are photographers' unit 2.3	
RE	Does going to a mosque give muslims a sense of belonging?	Buddhism
PE	Striking and fielding, tennis	Athletics, Net & Wall
Music	Rhymes, poems, composition	Country related music
PSHE	Relationships	Tolerance, different communities
Maths Links	Measures, counting, data, shape	Counting, time
End outcome	Poetry recital	Whole school food festival Children present information about their chosen country