

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 2

Our Sheen Mount curriculum maps have been developed and updated throughout 2019-2020. However, in this coming academic year, 2020-2021, there are some areas of the curriculum that will be modified, because of Covid-19, in line with the government guidance issued, most recently, on 10.9.20:

- 1) Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.
- 2) Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.

| Subject        | Autumn Term   |   | Spring Term  |  | Summer Term  |  |
|----------------|---|---|--|--|--|--|
| <b>English</b> | <p><b>Core Text: The works of Oliver Jeffers e.g.: This moose belong to me, Stuck and the Day the crayons quit and Stuck</b><br/>His stories are emotive, imaginative and set in familiar settings where exciting things happen! Children learn stories using actions and change elements. Children also explore information and explanation writing through the topic of the Great Fire of London.</p> <p><b>Writing Opportunities:</b><br/>Setting and character description<br/>Letters<br/>Instructions<br/>Story writing<br/>Information/Explanation<br/>Diary entries</p>   | <p><b>Core Text: The works of Oliver Jeffers e.g.: Up and Down, Lost and Found</b><br/>Children continue to look at Oliver Jeffers' stories, focusing on narrative structure and creating their own story based on a familiar, simple narrative. They create story maps, plans and use drama to create their own versions of stories based on a given text. They explore features of story beginning, middles and ends.</p> <p><b>Writing Opportunities:</b><br/>Letters<br/>Information/Explanation<br/>Character description<br/>Persuasive writing<br/>Story writing</p> | <p><b>Core Text: Poetry/Non-Fiction Information Writing</b><br/>Children focus on poetry and build on their previous work in year 1 to include the 'secret strings of poetry' in different types of poems such as shape, list and write poems around a given theme. Children then develop their understanding of the features of a non-fiction text. Writing will be linked to the science topic of animals. Children research and produce writing that includes explanation and report writing.</p> <p><b>Writing Opportunities:</b><br/>Recounts<br/>Poetry<br/>Factual/Information<br/>Non-Chronological Report<br/>Explanation</p>   | <p><b>Core Text: Mary Poppins – by P.L Travers</b><br/>This book provides the children with an opportunity to engage with text rich with descriptive vocabulary and to develop inference skills to access deeper meaning. The children write for a range of purposes and build on their ability to plan and write a story.</p> <p><b>Writing Opportunities:</b><br/>Character and setting description<br/>Letters<br/>Persuasive writing<br/>Diary entries<br/>Writing a story chapter</p> | <p><b>Core Text: The works of Anthony Browne/Non-fiction factual writing</b><br/>The world of Anthony Browne is fascinating and emotive. These picture books challenge the children's perceptions of the world around them and invite them to think differently. The books are playful and the illustrations are often open to many interpretations. The children also complete non-fiction writing linked to the history topic of the Victorians.</p> <p><b>Writing Opportunities:</b><br/>Character profile<br/>Emotive and creative writing<br/>Story adapting and writing<br/>Instructions<br/>Non-fiction/Information/Explanation<br/><i>Revision/SATs Assessments</i></p>  | <p><b>Core Text: The works of Anthony Browne/Non-fiction factual writing</b><br/>Children continue to explore the emotive and rich works of Anthony Browne. The texts develop children's previous work in year 1 regarding traditional stories/fairy tales. Children continue to write informatively and creatively around the topic of the Victorians.</p> <p><b>Writing Opportunities:</b><br/>Letter/Diary entry<br/>Story adapting and writing<br/>Non-fiction/Information<br/>Explanation</p> |
|                | <p><b>Grammar/Composition:</b><br/>Write sentences to form short narratives (real and fictional)<br/>Consider and plan writing and begin to make simple corrections and revisions<br/>Write using spaces, full stops, capital letters, commas in a list, exclamation marks and question marks.<br/>Join sentences using conjunctions<br/>Use Time words/sentence and story openers<br/>Use adjectives and other descriptive vocabulary<br/>Use expanded noun phrases and pro-nouns<br/>Use sentences with different forms in their writing (statements, questions, exclamations and commands)<br/>Use the past tense correctly and start to understand progressive past tense<br/>Spell words by making phonically plausible attempts<br/>Spell some common exception words<br/>Forming lower-case letters in the correct direction, starting and finishing in the right place.<br/>Form lower-case letters of the correct size relative to one another in some of their writing.</p> |   | <p><b>Grammar/Composition:</b><br/>Consolidate and build on all previous statements<br/>Write simple, coherent narratives, real and fictional<br/>Write for different purposes<br/>Continue to plan writing and begin to make simple corrections and revisions<br/>Develop use of conjunctions for coordination and subordination<br/>Continue to develop use of past tense<br/>Begin to understand and use some suffixes to form nouns, adjectives and adverbs<br/>Begin to understand and use contracted forms<br/>Begin to understand and use speech including speech marks<br/>Continue to spell words by making phonically plausible attempts, beginning to spell many correctly<br/>Spell many common exception words<br/>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> |  | <p><b>Grammar/Composition:</b><br/>Consolidate and build on all previous statements<br/>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.<br/>Make simple additions, revisions and proof-reading corrections to their writing.<br/>Consolidation of all previous grammar and punctuation work<br/>Use apostrophes in contracted words and begin to understand how to use them in possession<br/>Begin to understand and use paragraphs<br/>Use some diagonal and horizontal strokes needed to join some letters<br/>Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> |  |

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|   | <p><b>Reading/Phonics: (See Y2 Phonics and Spelling Progression document)</b></p> <p><u>Reading Word-level</u><br/>Children re-cap on all phase 5 phonemes to consolidate their phonic knowledge.<br/>They learn all alternative graphemes/spellings for each phoneme, including alternative pronunciations.<br/>They consolidate their ability to read and write exception words from year 1 and start to look at year 2 exception words.<br/>They Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p><u>Reading Comprehension:</u><br/>Children answer questions in discussion with the teacher and make simple inferences. They can explain what has happened so far in what they have read.<br/>They demonstrate and understanding of books they read and books they listen to. They discuss favourite parts, words and phrases. They develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and discuss the sequence of events in books. Children check their reading makes sense to them, correcting any inaccurate reading</p> |   | <p><b>Reading/Phonics: (See Y2 Phonics and Spelling Progression document)</b></p> <p>Children consolidate all phoneme and alternative graphemes in phase 5. They read and write words with common prefixes/suffixes and year 2 exception words. They continue to develop reading fluency, without overt segmenting and blending, to allow them to focus on their understanding rather than on decoding individual words. They re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. They sound out most unfamiliar words accurately, without undue hesitation.</p> <p><u>Reading Comprehension:</u><br/>Children continue to answer questions and make some inferences, as well as explain what has happened so far in what they have read. They continue to check it makes sense to them, correcting any inaccurate reading. They start to show understanding by predicting what might happen on the basis of what has been read so far. They participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say and continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. They develop pleasure in reading, motivation to read, vocabulary and understanding by exploring poetry, stories and non-fiction texts. They start to make links between the book they are reading and other books they have read.</p> |   | <p><b>Reading/Phonics: (See Y2 Phonics and Spelling Progression document)</b></p> <p><u>Reading Word-level</u><br/>Children consolidate all phoneme and alternative graphemes in phase 5 and start to look at spelling patterns in phase 6, linked to common homophones/Near-homophones, prefixes/suffixes and exception words, tenses, plural nouns and contracted forms.<br/>They continue to read year 2 exception words and read accurately most words of two or more syllables. They continue to develop reading fluency, without overt segmenting and blending, to allow them to focus on their understanding rather than on decoding individual words. They re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. They sound out most unfamiliar words accurately, without undue hesitation.</p> <p><u>Reading Comprehension:</u><br/>As Spring term objectives<br/>In books read independently, children can make inferences, a plausible prediction about what might happen on the basis of what has been read so far and continue to make links between the book they are reading and other books they have read<br/>They develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary. They become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> |   |
| <p style="text-align: center;"><b>Maths</b></p> | <p><b><u>Place Value and Number:</u></b><br/>Reading, writing and ordering numbers up to 100.<br/>Counting in steps of 2, 5 and 10 from any number forward and backward.<br/>Recognising odd and even numbers.<br/>Comparing and ordering numbers from 0 to 100 using &gt; &lt; = symbols.<br/>Estimating numbers to 100 on a number line.<br/>Consolidating understanding of how numbers combine in different ways using 'part part whole'.<br/>Recognising the place value of each digit in a 2 digit number.<br/>Partitioning into Tens and Ones.<br/><b><u>Addition and subtraction:</u></b><br/>Recalling and using addition and subtraction facts to 20.</p>   | <p><b><u>Geometry Shape:</u></b><br/>Continuing with work from previous term,<br/><b><u>Number and number facts:</u></b><br/>Recalling doubles of numbers up to 20.<br/>Counting in steps of 2, 5 and 10 from any number forward and backward.<br/>Working out, recalling and using number bonds within and for 10 using both addition and subtraction.<br/>Recognising the relationship between addition and subtraction and use this knowledge to check calculations and find missing numbers.<br/>Understanding commutativity in addition.<br/>Finding inverse and related number sentences using 'part,</p> | <p><b><u>Place Value and Number:</u></b><br/>Counting in 2s, 3s, 5s and 10s from any given number.<br/>Writing numbers from 0-20 in words.<br/>Identifying, representing and estimating numbers using different representations, including the number line.<br/>Recognising the place value of each digit in a 2 digit number.<br/>Partitioning into Tens and Ones.<br/>Recalling the multiples of 10 below and above any given 2 digit number e.g 67 the multiples are 60 and 70.<br/>Partition any 2 digit number into different combinations of tens and ones. (e.g: 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones)</p>  | <p><b><u>Multiplication and division:</u></b><br/>Understanding multiplication as adding groups of numbers and using arrays and mental methods to work out sentences.<br/>Recognising the relationships between repeated addition and multiplication and repeated subtraction and division.<br/>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.<br/>Understanding division are sharing and using concrete materials and mental methods to show working out.<br/>Understanding the symbols for each calculation.<br/>Recalling and using multiplication and division facts for 2, 5 and 10 and use them to solve simple problems.</p> | <p><b><u>Place Value and Number:</u></b><br/>Writing numbers within 100 in words.<br/>Identifying, representing and estimating numbers using different representations, including the number line.<br/>Recalling the multiples of 10 below and above any given 2 digit number e.g 67 the multiples are 60 and 70.<br/>Partition any 2 digit number into different combinations of tens and ones. (e.g: 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones)<br/><b><u>Addition and subtraction:</u></b><br/>Consolidating and revision of number facts within 20, recapping inverse and related number sentences. Deriving and using related facts to 100.<br/>Consolidating and revising addition and subtraction</p>  | <p><b><u>Place Value and Number:</u></b><br/>Revising and consolidating previous areas.<br/>Developing reasoning and problem solving skills.<br/><b><u>Measures:</u></b><br/>Choosing and using appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.<br/>Reading scales in divisions of ones, twos, fives and tens and reading scales where not all numbers on the scale are given and estimating points in between.<br/>Comparing and ordering lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</p> |

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|                       | <p>Understanding commutativity in that addition can be done in any order but that subtraction cannot.</p> <p>Adding and subtracting numbers using concrete objects, pictorial representations, and mentally, including 3 one digit numbers, a two digit number and ones, a two digit number and tens and two two digit numbers where regrouping is not required.</p> <p><b>Geometry Shape:</b><br/>Naming common 2D and 3D shapes and describing some of their properties (sides, corners, edges, faces, vertices)<br/>Ordering and arranging combinations of mathematical objects in patterns and sequences.</p>   | <p>part, whole' models (e.g. bar model).</p> <p>Finding missing numbers and solving more complex number sentences.</p> <p><b>Measures Money:</b><br/>Recognising and using symbols for pound and pence and combining amounts to make a particular value.<br/>Knowing the value of different coins.<br/>Using different coins to make the same amount.</p> <p><b>Measures Length, Height, Mass/Weight:</b><br/>Choosing and using appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass/weight (kg/g) to the nearest unit, using rulers and scales.<br/>Comparing and ordering measures and recording results using <math>&lt; &gt; =</math>.</p> | <p><b>Addition and subtraction:</b><br/>Adding and subtracting numbers using concrete objects, pictorial representations, and mentally, including 3 one digit numbers, a two digit number and ones, a two digit number and tens and two two digit numbers where regrouping is required.<br/>Solving problems with addition and subtraction including those involving numbers, quantities and measures.<br/>Using place value and number facts to solve problems.<br/>Applying increasing knowledge of mental and written methods.</p> <p><b>Measures Time:</b><br/>Developing knowledge of time and remembering the number of minutes in an hour and the number of hours in a day.<br/>Comparing and sequencing internals of time.<br/>Reading and drawing/writing the time on a clock to the nearest 15 minutes.</p> | <p>Solving unfamiliar word problems that involve more than one step.<br/>Solving problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts.</p> <p><b>Fractions:</b><br/>Identifying <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>, of a number or shape, and know that all parts must be equal parts of the whole.<br/>Writing simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.<br/>Comparing fractions.<br/>Recalling halves of numbers to 20.</p> | <p>strategies, relating subtraction to finding the difference.<br/>Using numbers and relationships to solve more complex problems and explaining thinking. Including missing number, balancing equations and word problems involving numbers, quantities and measures.<br/>Using estimation to check answers to calculations are reasonable.</p> <p><b>SATs assessments:</b><br/>Revision of previous work</p> <p><b>Geometry Shape:</b><br/>Recapping on previous shape work looking specifically at symmetry.<br/>Comparing, sorting and describing similarities and differences of 2-D and 3-D shapes, using their properties.</p>       | <p><b>Measures Time:</b><br/>Reading and drawing/writing the time on a clock to the nearest 15 minutes.<br/>Reading the time on a clock to the nearest 5 minutes</p> <p><b>Data Handling and Graphs:</b><br/>Sort data into Venn and Carroll diagrams. Interpreting and constructing simple pictograms, tally charts, block diagrams and simple tables.<br/>Asking and answering simple questions by counting the number of objects in each category and sorting the categories by quantity.<br/>Answering and asking questions about totalling and comparing categorical data.</p> <p><b>Measure Money:</b><br/>Consolidating previous work on money and coins.<br/>Solving simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. =</p> <p><b>Fractions:</b><br/>Consolidating previous work</p> |
| <p><b>Science</b></p> | <p><b>Scientific enquiry skills</b><br/><u>Skills:</u> ask simple questions &amp; recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Use their observations &amp; ideas to suggest answers to questions. Gather &amp; record data to help in answering questions. Build on skills from Y1. Focus on recording findings &amp; learning what a fair test is.</p> <p><u>Vocabulary:</u> question, observe, test, predict, record, fair test, pattern, variable, sort, identify, classify</p> <p><u>Key activities/events:</u> make loop. Friction experiments to support prediction skills. Odd one out activity. Walks around the school at different times of</p> | <p><b>Uses of everyday materials</b><br/><u>Knowledge:</u> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><u>Skills:</u> sort materials using a range of properties. Explain using the key properties why a material is suitable or not suitable for a purpose. Choose an appropriate method for testing an object for a particular property. Use test evidence to select an appropriate material for a purpose.</p>          | <p><b>Animals, including humans</b><br/><u>Knowledge:</u> notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Skills:</u> describe, including using diagrams, the life cycle of some animals, including humans, and their growth to adults. Measure/observe how animals, including humans, grow. Show what they know about looking after a baby/animal by creating a parenting/pet owners' guide. Explain how development and health might be affected by</p>   | <p><b>Plants:</b><br/><u>Knowledge:</u> observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>Skills:</u> spot similarities and difference between bulbs and seeds. Nurture seeds and bulbs into mature plants, identifying the different requirements of different plants.</p> <p><u>Vocabulary:</u> as for Y1 + light, shade, sun, warm, cool, water, grow, healthy</p> <p><u>Key activities/events:</u> fieldwork around school looking at &amp; sorting types of plants. Recap plant part names &amp; learn about</p>  | <p><b>Living things and their habitats:</b><br/><u>Knowledge:</u> explore and compare the differences between things that are living, dead, and things that have never been alive. 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> <p><u>Skills:</u> sort objects into living, dead and never lived. Give key features that mean the animal or plant is suited to its micro-habitat. Explain in simple terms why an animal or plant is suited to a habitat.</p> | <p><b>Living things and their habitats:</b><br/><u>Knowledge:</u> identify and name a variety of plants and animals in their habitats, including microhabitats. 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.</p> <p><u>Skills:</u> as for Summer 1 + use a food chain to explain what animals eat.</p> <p><u>Vocabulary:</u> as for Summer 1 + food chain, names of microhabitats</p> <p><u>Key activities/events:</u> recap &amp; and recall learning linked to habitats, in particular urban habitats and micro-habitats. Recall work on diet from Y1 &amp;</p>  |

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|                            | <p>the day to gather information. Using microscopes.</p>  | <p><b>Vocabulary:</b> as for Y1 + opaque, transparent and translucent, reflective, non-reflective, flexible, rigid, shape, push, pull, twist, squash, bend, stretch</p> <p><b>Key activities/events:</b> explore how materials can be changed using a force. Recall properties of given materials. Identify &amp; compare materials Think about which materials to use on a house (link to history - Great Fire of London). Build on children's understanding of waterproofing through absorbency. Experiment with heating &amp; cooling materials. Explore recycling.</p> | <p>differing conditions and needs being met/not met.</p> <p><b>Vocabulary:</b> offspring, reproduction, growth, child, young, old, exercise, heartbeat, breathing, hygiene, germs, disease</p> <p><b>Key activities/events:</b> build on knowledge of animal groups from Y1. Sort animals using own criteria. Study the life cycle of humans &amp; animals. Observe the life cycle of class animal (butterfly). Research &amp; write about nocturnal &amp; endangered animals (link to English). Learning what animals need to survive. Learning about the importance of hygiene &amp; how to stay healthy.</p> | <p>their functions. Compare bulbs &amp; seeds. Recall what plants need to survive &amp; grow well. Grow a bean &amp; keep a bean diary. Experiment about the effects of light on a plant. Predict &amp; observe over time. Look at plants we eat.</p>   | <p><b>Vocabulary:</b> living, dead, never been alive, suited, suitable, basic needs, food, shelter, move, feed, names of local habitats</p> <p><b>Key activities/events:</b> recap what makes something living. Sort objects into living, not living &amp; never been alive. Explore habitats in the school environment, including micro-habitats. Explore extreme habitats e.g. desert, arctic, underwater, underground, urban. Look at effects of global warming &amp; deforestation. Recall work linked to animal classification. Understand how animals are suited to their environment. Begin to look at basic adaptation. Consider the pros and cons of zoos. Create their own animal to show understanding of work.</p> | <p>build on this using food chains. Create food chains &amp; complete odd one out activities.</p>  |
| <p><b>Art &amp; DT</b></p> | <p><b>Painting:</b><br/>Children learn to use a variety of brushes such as flat, round and detail brushes and learn to make different brush strokes and start to develop an understanding of how this helps to create different marks and effects. They use their previous colour mixing skills to create work based on their knowledge and understanding of the Great Fire of London</p> <p><b>Sketching skills</b><br/>Children build on their skills from Year 1 and explore famous landscapes and paintings of the Great Fire of London. They develop their drawing skills by learning to make marks with their sketching pencil in different ways. They use other media such as charcoal and graphite pencils.</p> | <p><b>Sketching skills</b><br/><i>Sketching skills continued as Autumn 1</i></p> <p><b>Collaging</b><br/>Children develop collaging skills using a variety of media and materials. They learn to fold, crumple, tear and overlap papers, as well as explore colour to create images. They link this to a character from an Oliver Jeffers story they have been studying in English and create both the character and a background scene using both collage materials mixed media.</p>  | <p><b>Sketching skills</b><br/>Children consolidate, build on and apply their sketching skills by drawing animals linked to their science topic. They also develop landscape drawing skills by sketching famous London landmarks.</p> <p><b>Mechanisms: Wheels and Structures</b><br/>Children learn about the impact of transport on the environment linked to our Geography London topic. Children create their own moving vehicle using wheels, axels and other moving elements.</p>   | <p><b>Painting - Artist Focus</b><br/>Children revisit their painting skills from the Autumn term and explore the works of artists from Mumbai/India, which links to their geography topic of comparing London to other cities. They explore landscape work created by Akbar Padamsee and the expressionist work of F N Souza. Children then create works in the style of these painters.</p> <p><b>Food Technology: Preparing a healthy vegetable salad</b><br/>Children design and create a salad focusing on a healthy and varied diet, linking to science topic of plants.</p> <p><b>Sculpting</b><br/>Children use techniques such as rolling, cutting, moulding, carving and marking using simple tools to make a model of a character for their English core text 'Mary Poppins'</p> | <p><b>Textiles linked to Design Technology</b><br/>Children develop basic joining and sewing skills by learning how to thread a needle and completing a running stitch. They explore different Victorian toys and design and make a puppet.</p> <p><b>Sketching and Painting/Artist Focus</b><br/>Children recap their sketching and painting skills and links these to characters in stories by Antony Browne. They explore drawings in comic books. Children then focus on the work of Picasso comparing it to the previous artist they learnt about in Year 1 Van Gogh. They create their own self portrait in an abstract style.</p>   | <p><b>Printing making skills</b><br/>Children develop printing skills using a variety of tools and objects to create prints. They link this to their previous science topic of plants and explore how to create prints using natural materials. They also look at print from the Victorian times and create their own prints.</p> <p><b>Collaging</b><br/>The children recap on their collaging skills from the first term and apply these in the context of collaging as a Victorian past time.</p> |

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| <p><b>Computing</b><br/>Currently, in 2020 2021, we are unable to use our computing suite and so will not be able to complete all areas of the computing curriculum.</p> | <p><b>e-Safety/Technology in our lives</b><br/>Children explore technology in our lives and learn about the importance of using the internet safely. They build on their typing and keyboard skills. They use 'Busythings.com' to develop typing and processing skills and use BBC Dance Mat, to use all fingers when typing.</p>  |  | <p><b>Programming</b><br/>Children build on their use of Code.org to further develop skills in programming, attempting more challenging sequences, such as 'Course B'. CS Fundamentals 2019 _ Course B.</p>  | <p><b>Multimedia</b><br/>Children create a PowerPoint (G Slides) to develop their skills in using pictures and texts to present information. They link this to their Science topic of 'Plants'.</p> | <p><b>Programming</b><br/>Children continue to use Code.org to build skills in programming. Children progress to use 'Course C'</p>   | <p><b>Data Handling</b><br/>Children think of a line of enquiry and collect the necessary data. They use the programme J2e5 to create graphs of collected data.</p> |
| <p><b>Foreign Languages (Italian)</b></p>  | <p>Formal/informal greetings<br/>Introduction<br/>School objects<br/>Autumn<br/>Toys<br/>Christmas in Italy<br/>Traditional chants, games, rhymes, songs</p>   | <p>Formal/informal greetings<br/>Introduction<br/>School objects<br/>Autumn<br/>Toys<br/>Christmas in Italy<br/>Traditional chants, games, rhymes, songs</p> | <p>Epifania/ Befana in Italy<br/>Birthdays (age)<br/>Clothes<br/>Carnival In Italy<br/>Family<br/>The home</p>   | <p>Epifania/ Befana in Italy<br/>Birthdays (age)<br/>Clothes<br/>Carnival In Italy<br/>Family<br/>The home.</p>   | <p>School: objects and actions<br/>Animals<br/>Summer<br/>Verb to be, present, 3rd persona<br/>Traditional chants, games, rhymes, songs</p>   | <p>School: objects and actions<br/>Animals<br/>Summer<br/>Verb to be, present, 3rd persona<br/>Traditional chants, games, rhymes, songs,</p>                        |
| <p><b>History and Geography</b></p>  | <p><b>Key Vocabulary</b><br/>Buongiorno, ciao, arrivederci, Come ti chiami? Mi chiamo..., sono..., penna, matita, righello, gomma, cartella, libro, maestra/o, autunno, bici, chitarra, bambola, orsetto, macchina, Natale, Babbo Natale, regalo, storie</p> <p><b>History: Great Fire of London</b><br/>Children learn about this significant national event and how life people's lives were affected by the fire. Children explore how to learn about the past using a range of information, artefacts and evidence. They learn about the causes of the fire, sequencing the main events and describe what the fire might have been like for people at the time. Children learn about the importance of Samuel Pepys and compare his account of the fire with another account, learning about reliability.</p> <p>Children continue to explore the Great Fire of London focusing on consequences using a range of information, artefacts and evidence. They identify how life changed after the fire and the impact and significance of it on life today.</p> <p><b>Geography: Around the world</b><br/>Children learn about different continents and oceans, climates worldwide. They learn how to use an atlas and understand geographical symbols. They 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.</p> |  | <p><b>Key Vocabulary</b><br/>Primavera, Befana, notte, Carnevale, quanti anni hai? Ho..., colori, numeri, cappotto, berretto, guanti, scarpe, calzini, fratello, sorella, mamma, papà, nonno, nonna, camera, cucina, salotto, bagno, giardino, Pasqua, uovo, cioccolato, pulcino</p> <p><b>Geography: London</b><br/>Children understand the location of London on a UK map and learn the key features of a London borough (Richmond). They also begin to understand the significance of the Thames and local landmarks. Children consolidate their understanding of human and physical features. Children complete fieldwork and use observational skills, including orienteering skills. They develop an understanding of a 'key' to create a basic map.</p> <p>Children explore the 4 countries that make up the UK in terms of location, traditions and weather. Children explore how London differs from another major world city and compare and contrast human, physical, social, seasonal and locational elements.</p> |   | <p><b>Key Vocabulary</b><br/>Disegna, legge, scrive, canta, apre, saluta, cane, ape, gatto, coniglio, pesce, rana, uccello, serpente, bruco, lumaca, farfalla, estate, caldo, altalena</p> <p><i>Continue with Local History</i></p> <p><b>History: The Victorians</b><br/>Children learn about what life was like in this period and build on their local history knowledge. They use different sources of information to explore and compare what life was like during the Victorian times, focusing on what schools were like and looking at toys and past times. They identify differences between ways of life and develop their historical enquiry skills.</p> <p><b>History: The Victorians</b><br/>Children continue to explore how life has changed over the time, looking at clothes, communication methods, toys and they explore what life was like for children in a work house. They look at the contributions of significant historical figures such as Florence Nightingale and Mary Seacole. They compare pictures and photographs and learn about why people did things, why events happened and what happened as a result.</p> |   |

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 2

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| <p><b>Music</b><br/>Currently, in 2020-2021 we are unable to sing together and so performances will not be taking place for the foreseeable future.</p> | <p><b>Percussion:</b><br/>Children recap on musical elements such as body and vocal percussion, repetition, pitch, rhythm and begin to create sounds using untuned instruments, as well as singing expressively.</p> <p><i>Harvest Assembly</i></p>  | <p><b>Singing &amp; Performing</b><br/><b>Christmas play rehearsal</b><br/>Children continue to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Where appropriate they begin to sing in parts and rounds and perform to a wider audience.</p> <p><i>Christmas Play</i></p>  | <p><b>Exploring Duration</b><br/>Children use a variety of tuned and untuned instruments to explore duration. (long and short sounds)</p>  | <p><b>Exploring music from different cultures.</b><br/><b>India</b><br/>Children respond through movement to music from Indian culture. They continue to use tuned and untuned instruments to compose simple rhythms from India on body percussion and untuned percussion.<br/>(Ravi Shankar- BBC ten pieces)</p> <p><i>Spring concert</i></p>  | <p><b>Exploring Instruments &amp; Symbols</b><br/><b>Composing music for a story</b><br/>Children experiment with, create, select and combine sounds using the inter-related dimensions of music to tell a story.</p>  |   |
| <p><b>PE</b></p>  | <p><b>Stability (Indoor &amp; Outdoor)</b></p> <ul style="list-style-type: none"> <li>- balancing on one leg</li> <li>- jumping and landing still</li> <li>- hopping with one leg for 5 seconds or more</li> <li>- understanding how to skip</li> </ul> <p><b>Object Control</b></p> <ul style="list-style-type: none"> <li>- holding a ball in one and two hands</li> <li>- throwing a ball with one hand</li> <li>- catching with 2 hands</li> <li>- bouncing and catching a ball</li> </ul> | <p><b>Stability (Indoor &amp; Outdoor)</b></p> <ul style="list-style-type: none"> <li>- crawling and being able to support own body weight</li> <li>- skipping and hopping for longer periods of time</li> <li>- moving along the floor using hands and feet</li> </ul> <p><b>Object Control</b></p> <ul style="list-style-type: none"> <li>- bouncing with one hand and catching a ball with two hands</li> <li>- bouncing and catching with one hand on the spot</li> <li>- catching a ball with no bounce</li> </ul> | <p><b>Locomotion (Indoor &amp; Outdoor)</b></p> <ul style="list-style-type: none"> <li>- hopping, skipping, running, jumping</li> <li>- all of the above but moving in different directions</li> <li>- changing speeds and slowing down quicker</li> </ul> <p><b>Movement skills</b></p> <ul style="list-style-type: none"> <li>- moving on, over and around objects</li> <li>- moving on tip toes / running / jogging</li> <li>- crawling / moving on hands and feet through objects</li> </ul> | <p><b>Locomotion (Indoor &amp; Outdoor)</b></p> <ul style="list-style-type: none"> <li>- hopping, jumping running over and through objects</li> <li>- using hurdles, ladders and cones</li> <li>- changing direction quickly</li> </ul> <p><b>Movement skills</b></p> <ul style="list-style-type: none"> <li>- changing speeds quickly while on the move</li> <li>- stopping as fast as possible after moving in a variety of ways</li> <li>- jumping and landing on two feet or one</li> </ul> | <p><b>Swimming (whole term)</b></p> <ul style="list-style-type: none"> <li>- beginning to learn the skills to progress to swimming competently, confidently and proficiently over a distance of 25m</li> </ul> <p><b>Striking and fielding</b></p> <ul style="list-style-type: none"> <li>- rolling a ball with a partner</li> <li>- throwing a ball with a bounce to a partner</li> <li>- understanding how to hold a cricket bat / tennis racket</li> <li>- striking ball while stationary/rolling toward</li> </ul> | <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>- identifying positions on maps</li> <li>- using simple maps and diagrams to follow a trail</li> <li>- working cooperatively, planning and sharing</li> </ul> <p><b>Sports day skills</b></p> <ul style="list-style-type: none"> <li>- athletic track and field events</li> <li>- throwing overarm and underarm at targets</li> <li>- baton handovers facing forward</li> <li>- jumping and landing both feet planted</li> </ul> |
| <p><b>RE</b></p>  | <p><b>Judaism</b><br/><b>Why are they having a Jewish party?</b><br/><b>Rosh Hashanah</b><br/>AT1 Focus: Practices and ways of life<br/>AT2 Focus: Values and commitment</p> <p><b>Intent</b></p> <ul style="list-style-type: none"> <li>- To know the key festivals which are important to Jews</li> <li>- To know how the Jewish festivals are celebrated and with what symbols</li> </ul>   | <p><b>Christianity</b><br/><b>Incarnation :Light</b><br/><b>Where is the light at Christmas?</b><br/>AT1 Focus: Beliefs, teachings and sources<br/>AT2 Focus: meanings, purpose and truth</p> <p><b>Intent</b></p> <ul style="list-style-type: none"> <li>- To know that Christians call Jesus 'the light of the world'</li> <li>- To understand that Christians believe that as light can guide us in the</li> </ul>   | <p><b>Hinduism</b><br/><b>What does it mean to be a Hindu?</b><br/>AT1 Focus: Practices and way of life<br/>AT2 Focus: Values and commitments</p> <p><b>Intent</b></p> <ul style="list-style-type: none"> <li>- To know the key beliefs of Hinduism</li> <li>- To know how these beliefs are applied to daily life for Hindus.</li> <li>- To understand how these values and ideals</li> </ul>   | <p><b>Christianity</b><br/><b>Why is it good to listen to and remember the stories Jesus told?</b><br/>AT1 Focus: Beliefs, teaching, sources of wisdom and authority<br/>AT2 Focus: Questions of meaning, purpose and truth</p> <p><b>Intent</b></p> <ul style="list-style-type: none"> <li>- To know that Jesus told stories as a way of teaching people</li> </ul>  | <p><b>Humanism</b><br/><b>What is Humanism?</b><br/>AT1 Focus: Practices and way of life<br/>AT2 Focus: Identity and belonging</p> <p><b>Intent</b></p> <p>To know that Humanist's believe:</p> <ul style="list-style-type: none"> <li>- humans are special</li> <li>- that there is no god or gods</li> <li>- there are other ways to be happy</li> <li>- humans should be good to each other</li> </ul>  | <p><b>Sikhism</b><br/><b>What do Sikhs believe?</b><br/>AT1 Focus: Practices and ways of life<br/>AT2 Focus: Values and commitment</p> <p><b>Intent</b></p> <ul style="list-style-type: none"> <li>- To know the basic beliefs and practices of the Sikh faith</li> <li>- To know that the Ik Ongar is an important symbols for Sikhs</li> <li>- To know about the early life of Guru Nanak</li> </ul>  |

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 2

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|   | <ul style="list-style-type: none"> <li>- To know how these are similar to other festivals/religions</li> <li>- To understand the importance of festivals to Jews and others.</li> </ul> <p><b>Key Vocabulary</b><br/>Judaism, Jew, Jewish, Celebration, remember, Rosh Hashanah, Shofar, Shanah Tovar, Sukkot, Sukkan, Hanukkah, light, miracle, Purim, Torah, belief.</p> <p><b>Spiritual, Moral, Social and Cultural Development</b></p> <ul style="list-style-type: none"> <li>- understanding of the meaning of symbols and artefacts that are valued and respected within another faith.</li> <li>- to make links across faiths and thereby respectfulness,</li> <li>- to know the value of religious festivals in Judaism and to reflect on the importance of these in their life</li> </ul> | <p>dark then Jesus guides believers.</p> <ul style="list-style-type: none"> <li>- To know about Christingle and what the parts represent</li> <li>- To know that in art works light is shown to show holiness</li> <li>- To know that the Wise Men were guided by the light of a star.</li> <li>- To be able to retell the story of the Wise Men.</li> </ul> <p><b>Key Vocabulary</b><br/>Christian, Christmas, light, Jesus, star, Christingle, Nativity,</p> <p><b>Spiritual, Moral, Social and Cultural Development</b></p> <ul style="list-style-type: none"> <li>- to discuss / reflect on guiding lights in their own lives</li> <li>- to reflect on people who have a guiding role in their own lives</li> </ul> | <p>influence and underpin behaviour and attitude.</p> <p><b>Key Vocabulary</b><br/>Ahisma, Arti, Bhagavd Gita, Chanting, Deity, Dharma, Ghee, Guru, Incense, Karma, Mandir, Mantra, Moksha, offerings, pilgrimage, priest, reincarnation, vegetarian.</p> <p><b>Spiritual, Moral, Social and Cultural Development</b></p> <ul style="list-style-type: none"> <li>- to share opinions and ideas</li> <li>- to reflect on the way people from different backgrounds have similar values.</li> <li>- to make clear links across faiths and foster respectfulness</li> </ul> | <ul style="list-style-type: none"> <li>- To know that the stories Jesus told are called parables</li> <li>- To know the arable of The Good Samaritan</li> <li>- To be able to retell and suggest a meaning behind the religious story.</li> </ul> <p><b>Key Vocabulary</b><br/>Bible, Parable, Christian message The nature of God.</p> <p><b>Spiritual, Moral, Social and Cultural Development</b></p> <ul style="list-style-type: none"> <li>- to be able to discuss and reflect on what it means to be a friend to someone</li> <li>- to begin to express their ideas and opinions</li> <li>- to reflect on how we should live together as the human family</li> <li>- to reflect on who helps us to make the right choices in life</li> </ul> | <p>To know how Humanists celebrate important events such as birth and marriage.</p> <p><b>Key Vocabulary</b><br/>Humanist, human, special, empathy, kindness, love, friendship, curiosity, reasoning, Happy Human, Golden Rule, celebrant</p> <p><b>Spiritual, Moral, Social and Cultural Development</b></p> <ul style="list-style-type: none"> <li>- to reflect on what makes humans special</li> <li>- to be able to discuss different ways to be happy</li> </ul> | <ul style="list-style-type: none"> <li>- To know the story of Guru Gobind Singh and the founding of the Khalsa.</li> </ul> <p><b>Key Vocabulary</b><br/>Guru Nanak, Guru Gobind Singh, Mool Mantra, IK Ongar, Khalsa, Amrit, Kesh, Kanga, Kara, Kachera, Kirpan, Sikh,</p> <p><b>Spiritual, Moral, Social and Cultural Development:</b></p> <ul style="list-style-type: none"> <li>- to reflect on the Sikh statements of belief and compare with those of other faiths</li> <li>- to reflect on what it means to belong to a faith</li> <li>- to reflect on the Sikh focus of equality and serving others</li> </ul> |
| <p><b>Relationships RSE and Health Education</b></p> <p>(links to science, computing, PE and our Sheen Mount Living Values)</p> | <p><b>Cooperation – Living Value</b><br/>Define cooperation and search for examples in children’s experiences and in daily life. Provide activities that require cooperation and invite the children to identify how each person helped to achieve a common goal. Consider what happens when not everyone cooperates.</p>  | <p><b>Love – Living Value</b><br/>Define love in light of the statements: ‘I am loveable. I have love inside.’ How can we describe what love on the inside looks like to others? How will others know that you have love on the inside? Consider a friendship without love. Can this be called a friendship?</p>  | <p><b>Respect – Living Value</b><br/>Define respect in light of the statement: ‘Respect is knowing that I am unique and valuable.’ Explore how we show respect and the importance of respecting ourselves. Read ‘Something Else’ and question how characters were disrespectful. Consider who we should respect, is it just our friends?</p>   | <p><b>Simplicity – Living Value</b><br/>Define simplicity and consider the beauty in the natural world around us, e.g. a pebble, feather or shell. Discuss how the Earth offers simple solutions, e.g. hibernation. Provide opportunities for quiet reflection, exploring simplicity within ourselves.</p>  | <p><b>Happiness – Living Value</b><br/>Define happiness and reflect on the statement: ‘When I do good things, I am happy with myself.’ Identify examples in everyday life and in stories such as ‘The Chimpanzees of Happy Town.’ Consider how we can influence the happiness of others. Evaluate the impact of our words and deeds.</p>  | <p><b>Tolerance – Living Value</b><br/>Reflect on the values we have explored this year to enable us to define tolerance. Can we demonstrate tolerance when we or other make mistakes? What does tolerance look like? Provide examples for the children to explore within role play.</p>  |
|   | <p><b>Unity – Living Value</b><br/>Define unity by exploring the statement: ‘Unity is fun and makes us feel like a family.’ Focus on the unity of the class to create a sense of belonging. Does being united mean we have to do the same thing? Consider the importance of harmony if we are working towards a shared goal.</p>   | <p><b>Peace – Living Value</b><br/>Define peace by reflecting on the statements: ‘Peace is quiet inside. Peace is having good feelings inside.’ Explore the story of ‘Peace at Last’ and discuss different meanings. Provide a quiet space within the classroom for the children to experience peacefulness.</p>  | <p><b>Responsibility – Living Value</b><br/>Define responsibility and reflect on the responsibilities we have at school. How do these differ from our responsibilities at home? Discuss the responsibilities that different people around us have. Explore the statement: ‘Responsibility is trying my best.’ Consider that</p>  | <p><b>Humility – Living Value</b><br/>Define humility by reflecting on the statement: ‘Humility is when I know that I am wonderful but I don’t brag or show off.’ Develop activities for role play where the children can explore how it feels to be in the presence of humility</p>  | <p><b>Honesty – Living Value</b><br/>Define honesty in relation to the statement: ‘When I feel honest, I feel clear inside.’ Provide opportunities to reflect upon moments of dishonesty and how it makes us feel inside when we are not truthful. Examine how truth can be difficult. Are there moments when honesty may upset</p>   | <p><b>Freedom – Living Value</b><br/>Reflect on the values we have explored this year to enable us to define tolerance. Can we demonstrate tolerance when we or other make mistakes? What does tolerance look like? Provide examples for the children to explore within role play.</p>  |

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 2

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|   |  | responsibility is not always about having a specific job to do. |  | someone? Does that mean we should be dishonest? Develop an 'honesty box'. |  |
| <p><b>The statements in <i>italics</i> are additional and non-statutory but are recommended by the PSHE Association.</b></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><i>Learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</i></p> <p><i>Learn about the process of growing from young to old and how people's needs change.</i></p> <p><i>Learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</i></p> <p>Identify and respect the differences and similarities between people.</p> <p>Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>Recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.</p> <p>Learn strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p><i>Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</i></p> |  |   |  |   |  |