
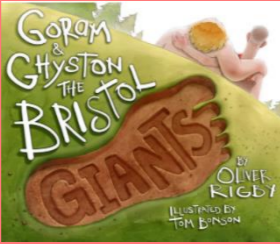
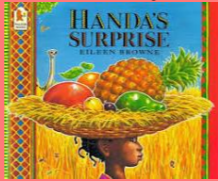


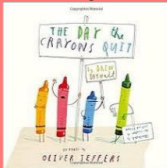




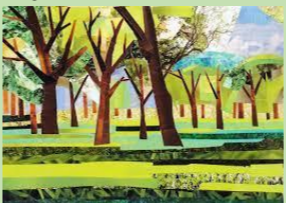


Curriculum map- Year 2

Year 2 Autumn Term		Spring Year		Summer Term	
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
<p><b>Reading</b> Little Red Riding Hood</p> 	<p><b>Reading</b> GORM &amp; GYSTON THE BRISTOL GIANTS BY OLIVER RIGBY ILLUSTRATED BY TOM BROWN</p> 	<p><b>Reading</b> Handa's Surprise</p> 	<p><b>Reading</b> The Gingerbread Man</p> 	<p><b>Reading</b> The Gruffalo</p> 	<p><b>Reading</b> The day the crayons quit</p> 
<p><b>Maths:</b> Numbers to 100 Number bonds to 10/20 Adding and subtracting two, 2-digit numbers</p>	<p><b>Maths:</b> Money £ and p Combine amounts of money Adding and subtracting Repeated addition Grouping – 2s, 5s and 10s Doubling and halving</p>	<p><b>Maths:</b> 2,5- and 10-times table Dividing by 2, 5 and 10 Counting in 3's Addition and subtraction involving one-step problems</p>	<p><b>Maths:</b> Fractions Half, quarters, thirds Find a fraction of a number Recognise equivalent fractions Identify and describe 2D and 3D shapes</p>	<p><b>Maths:</b> Measure – compare and order lengths and heights Describe position and movement Make patterns</p>	<p><b>Maths:</b> Time – telling the to 5-minute intervals Problem solving linked to time Measurement – reading scales – mass, capacity and temperature</p>
<p><b>Science: Plants</b> Big question</p>	<p><b>Science: Habitats</b> Big question Do plants need animals to survive?</p>	<p><b>Science: Materials</b> Big question Are waterproof materials always flexible?</p>	<p><b>Science: Life cycles</b> Big question Do all living things need food to survive?</p>	<p><b>Science: Animals inc humans</b> Big question Does drinking water before a race make us run faster? Or Do children get faster as they grow older?</p>	<p><b>Science: Seasons</b> Big question How many seasons are there? What makes them different?</p>
<p><b>Humanities :</b> <b>History:</b> Valiant Victorians</p> <p><b>Big Question</b> Powerful empire or breeding ground for disease?</p>	<p><b>Humanities :</b> <b>Geography:</b> Local - Water</p>  <p><b>Big Questions:</b> Do all human and physical features rely on water?</p>	<p><b>Humanities :</b> <b>History:</b> Nurturing nurses</p> <p><b>Big Question</b> Florence Nightingale, influential nurse or overseer of change?</p>	<p><b>Humanities :</b> <b>Geography:</b> National - Water</p>  <p><b>Big Question:</b> A blue planet or green globe?</p>	<p><b>Humanities :</b> <b>History:</b> Brilliant Brunel Big Question Was Brunel an engineering genius or a task master?</p>	<p><b>Humanities :</b> <b>Geography: International Water</b></p>  <p><b>Big Questions:</b> Ganges, just another river?</p>
<p><b>RE:</b> <b>Religion:</b> Christianity <b>Focus:</b> Gospel <b>Question:</b> Is it possible to be kind to everyone all of the time?</p>	<p><b>RE:</b> <b>Religion:</b> Christianity <b>Focus:</b> Incarnation - Christmas <b>Question:</b> Why do Christians believe God gave Jesus to the world?</p>	<p><b>RE:</b> <b>Religion:</b> Islam <b>Focus:</b> Prayer at home <b>Question:</b> Does praying at regular intervals help a Muslim in their everyday life?</p>	<p><b>RE:</b> <b>Religion:</b> Christianity <b>Focus:</b> Salvation - Easter <b>Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion?</p>	<p><b>RE:</b> <b>Religion:</b> Islam <b>Focus:</b> Community and belonging <b>Question:</b> Does going to a mosque give Muslims a sense of belonging?</p>	<p><b>RE:</b> <b>Religion:</b> Islam <b>Focus:</b> Hajj <b>Question:</b> Does completing Hajj make a person a better Muslim?</p>

## Curriculum map- Year 2

<p><b>Communication &amp; Using Technology</b>  <b>Title:</b> How can computers further our learning?                      Strand: Communication and using technology  <b>Online Safety:</b> What is the information online worth?</p>		<p><b>Simulation &amp; Modelling</b>  <b>Title:</b> How can technology help us organise and interpret data?                      Strand: Simulation &amp; Modelling (SM)  <b>Online Safety:</b> Where does data/information I put online go?</p>		<p><b>Film &amp; Animation</b>  <b>Title:</b> What does animation really mean?                      Strand: Film and Animation  <b>Online Safety:</b> Is everyone the same online and offline? Is it ok to share photos and videos?</p>	<p><b>Computing</b>  <b>Title:</b> How do you make a computer programme?                      Strand: Computing  <b>Online Safety:</b> Do computer viruses exist?</p>
<p><b>DT:</b>                      Big Question/ Assessment  <u>What makes a balanced diet?</u></p>	<p><b>Art:</b>    <b>Focus:</b> Bristol Artists  <b>Artists:</b> Banksy  <b>Big question:</b> Is art work only displayed in galleries?</p>	<p><b>DT:</b>                      Big Question/ Assessment  <u>Will a running stitch develop the effectiveness of a design?</u></p>	<p><b>Art:</b>    <b>Focus:</b> Landscape  <b>Artists:</b> Megan Coyle, Eileen Downes  <b>Big question:</b> Can we create art from waste?</p>	<p><b>DT:</b>                      Big Question/ Assessment  <u>Where would you find a lever? How is a lever used?</u></p>	<p><b>Art:</b>  <b>Focus:</b> The natural world  <b>Artists:</b> Andy Goldsworthy, Louise Bourgeois, Dorcas Casey  <b>Big question:</b> Does texture affect your sculpture?</p>
<p><b>P.E: Balance</b>                      Gymnastics Work on a variety of balances using different bases and levels. Developing single skill work into sequencing</p>	<p><b>P.E: Agility</b>                      Working on multiple changes of direction in different scenarios using multiple movement patterns</p>	<p><b>P.E: Coordination</b>                      Throwing &amp; Catching Working on sending and receiving skills in multiple scenarios and varieties of equipment</p>	<p><b>P.E: Speed</b>                      Kicking Working on skill development using feet at a variety of speeds, in different scenarios</p>	<p><b>P.E: Reaction</b>                      Striking with equipment Working on reaction and receiving skills using different striking equipment</p>	<p><b>P.E: Power</b>                      Athletics -Working on personal athleticism using both track and field style practices</p>
<p><b>Music: Playing recorder</b></p>	<p><b>Music: Christmas singing</b></p>	<p><b>Music: Playing recorder</b></p>	<p><b>Music: Composition</b></p>	<p><b>Music: Composition</b></p>	<p><b>Music: Performance</b></p>
<p><b>Jigsaw:</b>                      Being me in my world</p>	<p><b>Jigsaw:</b>                      Celebrating Differences</p>	<p><b>Jigsaw:</b>                      Dreams and Goals</p>	<p><b>Jigsaw:</b>                      Healthy Me</p>	<p><b>Jigsaw:</b>                      Relationships</p>	<p><b>Jigsaw:</b>                      Changing Me</p>