



## Reay Primary Curriculum Map Year 2

	Au 1	Au 2	Sp 1	Sp 2	Su 1	Su 2
	<b>Inspirational People in Black History</b>	<b>The Great Fire of London</b>	<b>Inventors</b>	<b>Traditional tales</b>	<b>Lighthouse Keepers Lunch/Seaside holidays in the past</b>	<b>Pirates and Geography of the Seaside</b>
<h1>Literacy</h1>	<p>Reading- listening to and responding to poetry, Valerie Bloom, John Agard, Benjamin Zephaniah- Build up a repertoire of poems learnt by heart, recognising simple recurring literary language.</p> <p>Use oral performance and partner work to create poems in the style of one of the above poets. Then write in appropriate style, orally saying before writing</p> <p>Role play and drama for people on the Windrush and improvise scenes. From this compose a narrative of the Windrush Journey- use noun phrases (the sparkling ship), correct tense and subordinating (when, if, that, because) and co-ordinating (or, and, but) conjunctions.</p> <p>Share Anansi stories, model thinking aloud,</p>	<p>Fire safety.</p> <p>How to be safe with sparklers.</p> <p>Adjectives to describe bonfires and fireworks.</p> <p>Introduce to non-fiction books which are structured in different ways and discuss the sequence of events and how items of information are related. Consider cause and effect. Information Texts.</p> <p>Learn about Samuel Pepys role play and model and write, (writing narratives about real events, planning and saying aloud what they want to write before writing).</p> <p>Diaries- writing in the first person and past tense using noun phrase phrases (the fire raged), correct tense and subordinating (when, if, that, because) and co-ordinating (or, and, but) conjunctions (writing for different purposes).</p> <p>Newspaper Reports- using favourite words and phrases</p>	<p>Use role play and drama to become the inventors. Mrs Armitage Stories- Predict what might happen by reading some information about an inventor.</p> <p>Being introduced to non-fiction books which are ordered in different ways. Alphabetically ordered texts – Writing an electricity dictionary. Writing about real events -Drawing on what they already know or on background information and vocabulary provided by books and the teacher. The invention of the...</p> <p>Biography writing- writing in the 3<sup>rd</sup> person, past tense, range of connectives. research a range of non- fiction sources.</p> <p>Create adverts for invention using range of punctuation and literary devices such as alliteration, rhyming,</p>	<p>Read and listen to whole books, not just extracts to promote grammar and vocabulary. Read the same story by different authors and discuss how narratives are structured.</p> <p>Writing for different purposes; Retelling, Writing from a different point of views. Character diaries, letters, character description</p> <p>Instructions – for making a Hansel and Gretel House.</p> <p>Use verbs to indicate time correctly, including verbs in the continuous form</p> <p>Create maps of Hansel and Gretel's village and the witch's forest.</p> <p>Consider the climate compared to ours.</p>	<p>Lighthouse Keepers Lunch- adventures.</p> <p>Letters, Mr Grinling goes on a journey to sale the oceans- map his journey naming the oceans.</p> <p>Send messages in bottles and postcards from each of the continents describing the landscape, culture, size etc of the continent.</p> <p>Non-chronological reports- seaside in the past, a report on a rich Victorian family.</p> <p>Adverts for holiday destinations.</p> <p>Postcards home.</p> <p>Mary Anning</p>	<p>Pirate stories Jonny Duddle.</p> <p>The Pirates Next door etc.</p> <p>Looking at rhyme and syllables.</p> <p>Create rhyming sea shanties</p> <p>Create ransom note in different styles.</p> <p>Invent riddles to find treasure.</p>

	<p>drafting and rereading when retelling stories</p>	<p>from the information they have read.</p> <p>Learn about the plague- re-enact scenes and create waning posters- use alliteration, rhyme (learn how to use a range of punctuation- including exclamation marks, question marks, commas in list and apostrophes for contractions) create a shopping list of herbs and medicines for a health cure.</p> <p>Health information leaflet.</p> <p>Funeral odes.</p> <p>Recounts.</p> <p>Write a list of items they would save if they lived in 1666.</p> <p>Write a letter to King Charles II.</p>	<p>slogan Use different sentence forms- statement, question, exclamation. Perform and film adverts prior to writing</p> <p>Persuasive letter writing to get money for inventions.</p> <p>Inventors story</p> <p>Safety about electricity.</p> <p>Explanation texts</p>	<p>Label and find out about key physical features- hill, mountain, river, valley, vegetation, weather and key human features; city, town, village, factory, farm, house shop- consider jobs that people do in the area</p> <p>Poetry- witch's spells</p> <p>Traditional Tales from different cultures – The Story Tree and The Princess and the White Bear King.</p> <p>A Necklace of Raindrops – Joan Aiken,</p>		
<b>Mathematics</b>	<p><b>Place Value Addition and Subtraction</b></p> <p><b>Cross Curricular link:</b> Time- sequencing events</p>	<p><b>Addition and Subtraction Money</b></p> <p><b>Cross curricular link:</b> Apothecary's Health Shop- thermometers, measuring vessels, Health- weight and height checks</p>	<p><b>Multiplication and Division Statistics</b></p> <p><b>Cross curricular link:</b> Money- Inventors Shop</p>	<p><b>Shape Fractions</b></p> <p><b>Cross Curricular Link:</b> Measuring beanstalks.</p>	<p><b>Length and Height Position and Direction</b></p> <p><b>Cross Curricular Link:</b> Time-Lighthouse on off, ferry journeys</p>	<p><b>Time Mass, Capacity and Temperature</b></p> <p><b>Cross Curricular Link:</b> Money- the seaside shop, train fares, Post Office</p>
<b>Science</b>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Animals and their young – reptiles, birds, mammals. Know about the basic needs of animals for survival.</li> <li>Write information texts about what animals need to survive.</li> </ul>	<p><b>Healthy diet, exercise and Hygiene (link to PE and DT)</b></p> <ul style="list-style-type: none"> <li>Healthy eating and drinking</li> <li>Know that food has to be farmed, grown or caught</li> <li>Observe the impact of exercise and plan for regular exercise.</li> <li>Describe different ways to be hygienic.</li> <li>Importance of sleep.</li> <li>Understand that we take medicines and understand the dangers of medicines.</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>What needs electricity to work?</li> <li>Which machines use batteries?</li> <li>How are batteries used?</li> <li>Investigating and experimenting with electrical circuits.</li> <li>Making and using switches in electrical circuits.</li> <li>Conductors of electricity.</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Keep a diary of plant growth.</li> <li>Create a 'living' graph of plant growth.</li> <li>Describe how plants need water, light and suitable temperature to grow and stay</li> </ul>	<p><b>All living things and their habitats.</b></p> <ul style="list-style-type: none"> <li>Explore the difference between living, dead and things that have never been alive.</li> <li>Identify and describe different habitats.</li> <li>Explain how animals obtain food from other plants and animals – food chains.</li> <li>Life cycles – lobster.</li> </ul>	<p><b>Use of Everyday Materials</b></p> <ul style="list-style-type: none"> <li>Compare materials suitability for different jobs.</li> <li>What material to make a rain jacket for a pirate.</li> <li>Explore some materials can be changed bending, twisting, stretching.</li> </ul>

			<ul style="list-style-type: none"> <li>• Wild electricity</li> <li>• Static electricity</li> <li>• Electricity safety</li> </ul>	<p>healthy.</p> <ul style="list-style-type: none"> <li>• Know that there are different plants in the immediate environment.</li> <li>• Observe and draw seeds and understand that flowering plants produce seeds.</li> </ul> <p><b>Cross Curricular Link:</b> What would the witch grow in her garden? Grow seeds and bulbs, observe and describe. Explanations – write explanation of how plants grow and reproduce.</p>		
<h1>History</h1>	<p>Significant historical events in own locality- The Windrush Significant achievements of people in Black History – national and international achievements.</p>	<ul style="list-style-type: none"> <li>• Know about events beyond living memory and the lives of significant individuals.</li> <li>• The Plague/ The Great Fire of London</li> <li>• September 1665, Samuel Pepys recorded in his diary that over dinner with banker Sir Robert Viner, he was shown 'a black boy he had that died of a consumption; and being dead, he caused him to be dried in an Oven, and lies there entire in a box.'</li> <li>• Remembrance Day</li> <li>• Gunpowder Plot</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about significant inventions in history that have contributed to national and international achievement - bicycle, electricity, light bulb, carbon filament in light bulb, motor car, traffic lights, steam train.</li> <li>• Life of Significant Inventors – Leonardo Da Vinci, Alexander Graham Bell, Einstein, Lewis Hammond Latimer- black inventor for the carbon filament in lightbulbs</li> </ul>		The seaside in the past	
<h1>Geography</h1>	<p>Use maps, atlases and globes to trace the journey of Empire Windrush. Compare and name the human and physical</p>	Maps of Old London		Human and physical geography-use basic geographical vocabulary to refer to key physical and human features - link to fairy tales and	<b>Use world maps, atlases and globes to identify The UK and its countries, continents and oceans studied in</b>	<p><b>Name and locate the five oceans and seven continents.</b></p> <p><b>Identify the location of hot and cold countries</b></p>

	<p>features of the UK and the Caribbean.</p> <p><b>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London) and a small area in a non-European country (Jamaica).</b></p>			<p>create imaginary maps with physical and human features on them.</p> <p><b>Create simple maps and use and construct basic symbols in a key.</b></p>	<p><b>KS1</b></p> <p><b>Use simple compass directions – North, South, East, West</b></p> <p><b>Use aerial photography to recognise basic human and physical features.</b></p>	<p><b>in relation to the Equator and North and South Poles.</b></p> <p><b>Use basic geographical vocabulary to describe key physical and human features.</b></p> <p><b>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London) and a small area in a non-European country (Jamaica).</b></p>
<b>Spanish</b>	Likes and dislikes Hobbies	Let's go to Cuba Places to go	Food and drink Likes and dislikes	Let's go to Guatemala Textiles, Colours, patterns & Easter traditions	By the sea – things to take, things to do and what we see.	Pirates of the Caribbean.
<b>R.E.</b>	Christianity- unit 3 Jesus' Friends and his teachings	Christianity- unit 4 Place and people	Judaism-unit 1- Beliefs about God	Judaism-unit 2- Celebrations in the Jewish Home	Islam Unit 2 Following Allah's teachings in the Quran	Key Stage 1 Transition Unit- the natural world (see Erin, link on Lambeth doesn't work)
<b>P.E.</b>	Multiskills & Ball skills Gym - Rolling	Multiskills & Ball skills Gym – balancing	Multiskills & Ball skills Striking games	Multiskills & Ball skills Striking Games	Athletics Swimming	Athletics Swimming
<b>Art</b>	<p>Portraits of inspirational people in Black history. Windrush ship collages. Caribbean fruit with oil pastel.</p> <p>Illustrating poetry. For Example, Faustin Charles' poem The Swimmer.</p> <p>Look at the painting entitled Dancing Lady by Bernard Hoyes – make own interpretations.</p>	<p>Textural Fire pictures. Drawings of Samuel Pepys. Look at, discuss and give preferences about how different artists have represented The Great Fire of London.</p> <p>Skeleton collages (Science link).</p> <p>Christmas Cards – develop techniques to join fabric.</p>	<p>Quentin Blake- drawing and painting in his style. Close observation drawings of bicycles. Enlarged paintings of sections of bicycle. Steam trains with charcoal – experiment with tone. Zig –Zag electricity pictures.</p> <p>.</p>	<p>Close observational drawings of herbs. Oil pastel enlarged seeds. Wolf collages with newspaper</p>	<p>Sculpture- changing state clay- ceramic shells, fossils and pebbles.</p> <p>Observational drawings of shells and fossils.</p> <p>The Great Wave - Hokusai</p>	Sea scapes textiles and embroidery- Alice Kettle
<b>D.T.</b>	Making Windrush Ships. Designing cloth for Jamela (Jamela's Dress).	Making bread. Making signage for new	Making electrical toys and games .	Making natural looms- weaving with resources in the garden.	Puppets- Characters from the Lighthouse Keepers stories/ Punch and Judy	Making waterproof clothing and buoyancy aids for the pirates

		businesses that will be started following The Great Fire of London.  Explore the use of different mechanisms – design and make a moving fire truck.		Making beanstalks – link with STEM. Rolled paper beads – magic necklaces		
<b>Music</b>	General Musicianship	Rhythm	Rhythm and dictation	Pitch and singing. Class assembly performance linked to a traditional tale	Instruments	Dalcroze, dance and games
<b>ICT</b>	Use different software programs that enhance mathematics learning. For example, Busy Things.	Understand that programs are run by giving clear instructions.  Use simple coding programs.	2Type to practise typing Navigate Busy Things independently. Use PowerPoint to create a presentation.	Use of Busy Things – cross curricular links. Microsoft PowerPoint and Word. CLC Garden Museum Project.	Coding	