

St Oswald's Curriculum Map Year 2

'Learning and Growing Together'

Is underpinned by our school's core values of Hope, Friendship, Forgiveness, Perseverance, Respect, and Honesty. We nurture the tiny seeds (that are each individual child and our community) to grow into the mighty tree, as Jesus describes the Kingdom of Heaven (Parable of the Mustard Seed- Matthew 13) Individuals flourish in a school which is a safe, respectful and welcoming Christian community.

Learning-

we develop our wisdom, knowledge and skills

Growing-

in our character development, hope, aspiration, resilience and social action

Together-

so our community can live well together, showing dignity and respect.

Characteristics of Learning

Active Learning; Being Involved, Concentrating, Keep Trying, Enjoying the learning.
Playing and Exploring; Find out and explore, play and use what I know, Willing to have a go.
Thinking Creatively and Critically; Having own ideas, Making links , working with ideas

Oracy

Oracy is at the heart of all learning at St Oswald's Primary School. Children will be taught both *to* and *through* talk to enable them to discuss, perform, debate and express themselves in a range of contexts, for a range of purposes.

Speaking and Listening

To listen to others in a range of situations and usually respond appropriately. To start to use subject specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences. To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard. To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance. To speak confidently within a group. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the characters feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Coverage: Recount/Non chronological report,	Fiction: Robin Hood Writing: Adventure tale linked to Robin Hood Recount of visit to Warwick, Non chronological report about castles - Non Fiction Poems: Chants and songs; The Grand Old Duke of York Traditional Tale: Robin Hood Grammar: Nouns adjective and expanded noun phrases	Fiction: Giraffes Can't Dance Pied Piper of Hamelin The Grand Old Duke of York Writing: Instructions - how to make a bottle shaker etc. Non Fiction Poems: Revolting Rhymes / This old man, Christmas Poems Traditional tale: Pied Piper of Hamelin. The Grand Old Duke of York. Grammar choosing the correct form of present or past tense in our writing. ?, ! Spelling adding ed, ing, es, er, est, to a root word ending in y	Fiction: Grandads island A lighthouse Keepers tea Captain Sparkle beard. Adventures of Sinbad Grace Darling Writing: Fiction - Diary Message in a bottle Poems: Portside Pirates, sea shantys Rub a dub dub Traditional tale: The Frog Prince Shrovetide; Interview the ball designers/painters and the maker of the ball. Prepare questions to ask. Report/fact file about Shrovetide Grammar: use of the progressive form of verbs in the present or the past tense. Subordination, coOrdination	Fiction: The Hodgeheg On the Way Home - Jill Murphy Elves and Shoe maker See in side houses long ago Usborne books Writing: Diary - Fiction Directions/ Non Fiction / Non Chronological Report Poems: Rhyming couplets, The Wheels on the Bus Traditional tale: The three little pigs, Little Red Riding Hood. The Elves and the Shoe Maker Grammar: possessive apostrophes, contractions and sentences of different forms	Fiction: The Owl who was afraid of the dark Writing: Story narrative including setting description Poems: in and out the Scottish bluebells Traditional tale: Jack and the Beanstalk Grammar: recapped on all learning taught so far in SAT's adverbs, homophones, near homophones, common exception words	Fiction: A House for Hermit Crab - Eric Carle Tiddler Commotion in the Ocean Writing: letters about pollution and plastics, Recount- non fiction Poems: Tongue Twisters, 12, 3, 4, 5. The Owl and the Pussy cat Traditional Tale: Snow white and Seven Dwarfs Grammar: commas, how the grammatical patterns in a sentence indicate its function as a question, exclamation or command. Common exception words Words ending in ey

			Spelling; suffixes ment, less, ful, less and ly			
Maths	Number; Place Value 3 wks Number; addition + subtraction 4 wks	Number; Addition + subtraction 1 wk Measurement; Money 2 wks Number; Multiplication + division 2 wks	Spr 1 Number; multiplication + division (2 wks) Statistics 2 wks Geometry 2 wks	Number; fractions 3 wks Measurement; length + Height 1 wk	Position + direction 3 wks Problem solving + efficient methods 2 wks Measurement; time 2 wks	Measurement; mass, capacity, temperature 3 wks Investigations; 2 wks
Topic Themes	Towers Tunnels and Turrets	Can we build?	Land Ahoy- Explorers;	Street Detectives	Scented garden	Beach Combers
Protected Characteristic Story Books	King and King - Linda de Haan and Stern Nijland (Sexual Orientation)	Max and the Champion Sean Stockdale Alexandra Strick (Race and Ethnicity and disability)	Making friends ; Emily learns about tolerance (Race and ethnicity) Wisp- a story of hope Anna Franillon (Ethnicity, faith, tolerance)	Coming to England Floella Benjamin and David Ewen (race and ethnicity) Spaghetti in a hot fog bun- (tolerance race and ethnicity)	A handful of buttons Carmen Parets (Marriage, race and ethnicity, religion and belief, sexual orientation)	The Proudest Blue Ibtijah Muhammed (religion and belief, race and ethnicity)
Science	Biology Living things and their Habitats • 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 • 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 Skills: Compare and group things into living and non-living, describe movement as something that all	Chemistry Uses of everyday material • 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 Skills Identify and discuss the uses of different everyday materials, sort objects by the material they are made from, know that sometimes different materials are used for the same thing (spoons-plastic, wood, metal), consider the properties of materials that make them	Biology Animals (including humans): Food Chains • Identify and name common animals, including herbivores, carnivores and omnivores. • explore simple similarities and differences between animals. Ad plants. • notice that living things need food, ware and shelter. Skills Describe how animals get the food they need to stay alive, order different plants and animals in a simple food chain, create and compare different food chains, understand the different roles played by plants and animals.	Biology Animals, Including Humans: New Life • 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 Skills explain how animals/humans change as they grow, recognise the need for animals and humans to grow and reproduce, describe life cycles	Biology Plants • 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. Skills Identify what eats plants as a food source, sort seeds and bulbs, describe different parts of plants, explain how plants are suited to their habitats, describe how plants grow, identify what a plant needs, recognise plants produce seeds, make comparisons between seeds or bulbs grown in different conditions.	Biology Animals (including humans): Healthy me • describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Skills Describe why it is important for humans to wash their hands, describe why it is important for humans to look after their teeth and exercise, recognise why it is important for humans to eat the right amounts of different types of food, understand the role of nutritionists.

	living things do, explain why animals and plants live in different habitats, identify and name plants and animals found in microhabitats.	suitable or unsuitable for particular purposes				
Focused investigations	<u>Can you find the treasure?</u> <u>A focused experiment</u>	<u>Can you make a paper bridge?</u>	<u>What's on your wellies?</u> <u>Why do boats float?</u>		<u>Where do snails live?</u> <u>Do snails have noses?</u> <u>What is the life cycle of a ladybird?</u> <u>Where do works like to live?</u> <u>Do insects have a favourite colour?</u>	<u>How many arms does and octopus have</u> <u>Will it degrade?</u>
History	Knowledge Castles and castle life Isambard Kingdom Brunel (significant individuals) Henry Tudor Queen Elizabeth II Skills Use a source to ask 'What Who When Where and How' questions. Look at artefacts - in a castle. Describe similarities and differences. Compare pictures Vocab Before Now After Later Castle Life Live History Old Detailed	Black History Month; WW1 remembrance. Why did remembrance Sunday become an annual event Who /what are we remembering, how do we remember, How will the next generation shape Remembrance. Know that some objects belong in the past. Know the events of the Gun powder plot. Know why we celebrate bonfire night. Skills Deepen an understanding of sequencing of events in historical narratives. Engage with a wider range historical sources. Examine the consequences of events. Ask questions about historical events. Vocab; Artefact, historical object, past, ancient, time period, gunpowder, London,	Knowledge Amelia Earheart, Sachagawea, Edmund Hillary (significant people) Christopher Columbus, Wright Brothers Skills compare pictures or photographs of people or events in the past able to identify different ways to represent the past sequence photos from different time periods. Look at a timeline to see where AE fits. Describe memories in their lives, have they been on a plane? Recognise why people did things. Add to a timeline	Knowledge Street Detectives - History of Ashbourne, linking to Victorian History (Queen Victoria visited as a princess, stayed at the Green Man. Include Ashbourne link to royalty) Skills To explain and inform by speaking clearly and well. Able to teach someone else the history of Ashbourne To read critically the sources of information identified in areas such as the town hall. Add key events to a timeline Vocab Chronology Ashbourne, Green man, tradition, culture local, monarch, heritage, Victorian Era, Prince Charles, town, old, modern, past, present, community Then, Now Change Difference Identify		

		houses of parliament, Bonfire night, King James 1, Assassination, tradition, WW1, remembrance, symbol, poppy	Vocab Evidence, Past, Present Aeroplanes, Memory Living Dead Remember Impact			
Geography	Knowledge Amazing structures around the world; towers and bridges in the local area. Skills Read a range of simple maps that use symbols and a key. Use geographical vocabulary to describe how and why people use a range of human features; Vocabulary; towers, bridges, landmarks, continent, country, town, village,		Knowledge Using and making maps Skills Use cameras Observational and recording skills. Vocab; River, stream, sea, Ocean, land, capital, symbol, key	Knowledge Fieldwork in the local area; human and physical features; using and making maps with keys; looking at aerial images Satellite image Skills; recognise how things have changed and how places become the way they are. Ask and answer questions through observation. Study aerial photos, draw a range of maps with symbols and a key Vocab; hill, mountain, shop, building, house, farm, church, town, city, environment, vegetation, village	Knowledge Plants in the local environment and parts of the world Skills; describe a compare the human and physical similarities and differences between an area in the UK and a contrasting European country. What is this place like? What might contribute to that area being the way it is (e.g.) rainforests. Vocab; local, environment, pollution, village, town, forest human features, vegetation, physical features.	Knowledge; Understand physical features commonly found on coasts. Human features and their uses (e.g.) lighthouse harbours, piers Skills; describe the size, location of the physical feature- beach, cliff, coast, etc... Vocab; cliffs, dunes, sand, tides, erosion, beach, coastal areas, harbours, sea defences, tidal pools.
R.E. Christianity & Hinduism	1.2 What does it mean to be a Muslim in Britain today? Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities.	UC1.3 Why does Christmas matter to Christians? Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom	1.3 What does it mean to belong to the Jewish Faith in Britain today? Begin to recall and name different beliefs and practices, including festivals, worship, rituals and ways of life in order to find out about the meanings behind them.	UC1.5 Why does Easter matter to Christians? Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom	UC 1.4 What is the 'good news' Christians believe Jesus brings? Begin to identify, investigate and respond to questions posed by and responses offered by some of the sources of wisdom.	1.5 What makes some places sacred? Begin to identify, investigate and respond to questions posed by and responses offered by some of the sources of wisdom

		Ask and respond to questions about what communities do and why?	Notice and respond sensitively to some similarities between different religions and world views.	Ask and respond to questions about what communities do and why?	Ask and respond to questions about what communities do.	Observe and recount different ways of expressing identity and belonging
SMSC	Understand about different cultures within school and further afield	Develop an acceptance of other people, understanding the importance of identifying and combating discrimination	Participate in a variety of communities and social setting	Know about Britain's democratic parliamentary system and its role in shaping our history and values	Reflect on beliefs, religious or otherwise that inform their perspective on life and their interest in and respect for different peoples faiths/feelings and values	Sense enjoyment and fascination with learning about themselves and others and the world around them
P.E.	Gymnastics	Dance	Ball skills	Bat and ball skills	yoga	QUAD athletics
Computing	Robot Algorithms (programming) Beebots	Digital Music (Creating Media) (links to Music) Chrome Lab and Charanga	I.T. Around us (Computing systems and Networks)	Digital photography (Creating media) Snapseed	Pictograms (Data and information) Maths J2e.com	Programming quizzes (Programming) Scratch Junior
Online Safety: Keeping Safe Online		Screen out the Mean (Follow Online Safety Plan and Project Evolve)		Manage Information on line Follow the digital trail (Follow Online Safety Plan and Project Evolve)	Sites I like (Follow Online Safety Plan and Project Evolve)	Online relationships Staying safe online Health and wellbeing Lifestyles (Follow Online Safety Plan and Project Evolve)
Art	Skill/keywords: Shape, line, pattern, printing, texture, Materials: Pencil, crayons, paint Progression of skills: 1) Take rubbings of different surfaces and textures around school - brick, wood, tarmac.	Skills: colour mixing, mixed media, shape, line Materials: paint, collage/mixed media Artist suggestion: Jackson Pollock Progression of skills:	Skills: Shape, line, pattern Materials: pencil, paint, collage materials, wax crayons Progression of skills: 1) Use pencil sketching and lines to draw underwater patterns and	Skills: Line Materials: pencil, crayon, chalk, foil Artist suggestion: L. S. Lowry Progression of skills: 1) Look at a piece of artwork by Lowry. What can you see in the image? Where might the	Skills: Colour mixing, pattern and form Materials: Paint Artist suggestion: Claude Monet Progression of skills: 1) Monet's waterlilies - use finger painting	Skills: texture, colour Materials: Sand, salt, paint, netting, collage Progression of skills: 1) Seaside colours experiment. Mixing sand and salt in paint for textures.

	Label with keywords - rough, bumpy, smooth, lines... 2) Use different materials to experiment with printing - pasta, cotton wool, cardboard, polystyrene 3) Use sponge printing to create a stone wall pattern - experiment with size of bricks and different colours. 4) Design and print a castle.	1) Look at some examples of work by Jackson Pollock - think about how what thoughts he might have had whilst creating these pieces. Different types of mark making, line, colour and feelings. 2) Colour wheel mixing - watercolour paint 3) Loud and quiet colours - mark making to music/sound effects. 4) Large scale mixed media artwork - group work, mark making to music (paint, collage, felt tip).	creatures. E.g. waves, starfish, fish... 2) Sketch a pirate ship using different pencil skills - use long and short hatching, cross hatching, circling etc. 3) Experiment with watercolour wash - sea patterns and creatures. 4) Final piece - watercolour and wax resist ocean - collage boat Shrovetide Sketching of balls which have been turned up and goaled.	people be going? How are they moving? How are they feeling? Why? 2) Experiment with drawing shapes of buildings inspired by Lowry. Use chalk or crayon to shade. 3) Use pencil and crayon to try drawing people inspired by Lowry. Think about their body language and the way they are walking. 4) Use clay/wire/ pipe cleaners and tinfoil to create Lowry style people. Create a class street scene.	to blend colours and recreate the colour theme. Mini fact file about the artist. 2) Photography of nature in school/local area. 3) Observational drawing using grid method. 4) Paint drawing.	2) Patterns of things that we find at the beach - nets, shells, sand, pebbles. 3) Shell line drawing 4) Transfer simple line drawing to a printing block - line and stippling to create texture.
D & T	<u>Key skills:</u> 1) Select from and use a range of tools and equipment to perform practical tasks e.g., cutting, shaping, joining and finishing. 2) Build structures, exploring how they can be made stronger, stiffer and more stable. 3) Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 4) Design purposeful, functional and appealing products. <u>Key vocabulary:</u>			1) Select from and use a range of tools and equipment to perform practical tasks. 2) Design purposeful, functional, appealing products for themselves and other users based on design criteria 3) Evaluate their ideas and products against design criteria. <u>Key vocabulary:</u> Community, needs, communicate, design, improve, evaluate <u>Materials needed:</u> • Cardboard • Paint/pens	<u>Key skills:</u> 1) Select from and use a range of tools and equipment to perform practical tasks. 2) Technical knowledge. 3) Design purposeful, functional, appealing products for themselves and other users based on design criteria 4) Explore and evaluate a range of existing products 5) Evaluate their ideas and products	

	Pulley, drawbridge, lifting, lowering, castle, portcullis, tower, turret. <u>Materials needed:</u> • Cereal box • String • Kitchen roll tubes / • empty thread tubes • Plastic cups • Cellotape/glue <u>Unit of work:</u> To make a castle 1) Explore pulleys - where are they used? 2) Make a portcullis, trebuchet, castle. 3) Design a cereal box castle. 4) Make a castle with a drawbridge (see video below) https://www.youtube.com/watch?v=gubNWDlu33Q Evaluate structures exploring how the castle can be made stronger, stiffer and more stable.			• Cellotape <u>Unit of work:</u> To make community signs. 1) Community walk - identify how to take care of local area e.g. 'No ball games', 'Keep off the grass' and 'Clean up after your dog' 2) Look at sign examples - how do we know what they're trying to say? 3) Group sign designs 4) Make and evaluate (group discussion)	against design criteria <u>Key vocabulary:</u> Purpose, strength, waterproof, transparent, frame. <u>Materials needed:</u> • Sticks • Plasticine • cling film • bubble wrap • foil • fabric • card • cress seeds <u>Unit of work:</u> To make a greenhouse. See Greenhouse module on Cornerstones for more information. 1) What does a greenhouse do? What is it made of? 2) Making a frame - plasticine and sticks 3) Investigating materials - cling film, bubble wrap, tin foil, fabric, card. 4) Which cress grows best? (Evaluate the greenhouse and effectiveness)	
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PSHE (PSHE Matters scheme on the server)	Drug Education ASK: Which drugs are most dangerous? Knowledge Exploring the importance of physical, mental and emotional health. Exploring how to make informed choices. Understanding the role of drugs as medicines. Identifying alternatives to taking medicines. Identifying that household products, including medicines, can be harmful if not used properly. Identifying rules for and ways of keeping safe. Recognising they have a shared responsibility for keeping themselves and others safe. British Values; School Council/Democracy	Being Me- what does proud mean and Anti Bullying SK: What does 'proud' mean? You may also want to touch on Anti-Bullying for AB week Recognise they belong to different groups and communities such as family and school. Explore ways in which they are all unique. Identify ways in which we are the same as all other people; what we have in common with everyone else. Offer constructive support to others. Identify what makes them special British Values; Mutual Respect	Changes; Are all changes bad Changes ASK: Are all changes bad? Knowledge Exploring what change means. Exploring loss and change and the associated feelings. Exploring the changes of growing from young to old. Managing change positively. Identifying strategies and where to go for help PSHE Matters British Values; MHWB	Growing up (heavily linked to SRE curriculum) ASK: Where do babies come from? Knowledge The process of growing from young to old. Exploring growing and changing and becoming independent. The correct names for the main parts of the body (including external genitalia). Identifying people who they can ask for help and think about how they might do that. Identifying ways of keeping safe and knowing they do not keep secrets. About privacy in different contexts. About respecting the needs of ourselves and other people. Identifying similarities and difference. What physical contact is acceptable. That everybody is unique.	Money Matters Money Matters ASK: Does money make you happy? Knowledge Recognising what money looks like. Identifying how money is obtained. Understanding the ways money can be used. Understanding how to keep money safe and what influences choices. Skills Explain where money comes from Discuss the different things money can be used for	Being Safe Knowledge Identifying household products are hazards if not used properly. Exploring rules for and ways of keeping safe in a range of situations. Knowing who to go to if they are worried. Recognising that they share a responsibility for keeping themselves and others safe. Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy. Understanding why rules are important in keeping us safe. Identifying people who work in the community and how to ask for help. British Values; Online Safety/relationships/Respect
British Values Story Books	Mr Creep the Crook Allan Alhberg	Dogs don't do Ballet Anna Kemp and Sara Olgilive				Chicken Clickin Penguin Pig
RSE	To appreciate that I can make change happen	To appreciate we are all unique	To understand I might need to change my behaviour	Sexual differences; name body parts To introduce concept of male/female gender and stereotypes Differences Concept of growing and changing		

MFL	N/A	N/A	N/A	N/A	N/A	N/A
Music	Hands, feet, Heart Charanga Harvest	Beat Band Links to Computer Unit of Digital Music Christmas Show	I wanna Play in a band Charanga Mothers Day	Zoo time Charanga	Friendship Song Charanga and Growing Us	Reflect Rewind Replay Charanga
Special Days	Harvest Warwick Castle Visit	Christmas Remembrance-	Shrovetide St Oswald's Mountain Warehouse	Easter Mothers Day	KS1 SAT's	Sports Day Visit Sea life centre/beach
Courageous Advocacy	School Council	Advocates for children/adults who are deaf/blind Anti Bullying Week	MHWP Day Safer Internet Day		Mental Health and Wellbeing Week Walk to school Week	Plastic pollution