

RYHALL CE ACADEMY
Year 2 (Rockingham) Long Term Curriculum Map 2020-21



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Our Wonderful World	Wings and Wonderful Things	Fire Fire!	Terrific Toys	Interesting India	Night Time
Visits / Visitors / Workshops		Duxford			Bombay Cottage	Hamerton Zoo
Key Texts	The Day the Crayons Quit Here we are: Notes for living on Planet Earth	Emma Jane's Aeroplane Amelia Earhart (little people, big dreams)	Paddington Bear The Great Fire of London (Emma Adams)	Alice In Wonderland Traction Man The Toy Maker	A bucket of blessings Chalk	The Owl who was Afraid of the Dark
Literacy: Text types / purposes for writing	Letter writing Persuasive letter writing	Reporting/ factual writing/ non chronological report	Story (retelling) Newspaper report	Instructions Museum display	Poetry Story (alternative ending)	Character descriptions Setting descriptions
Cross Curricular writing	Geography- Earth	History	History	Science- materials		Science- habitats, light and dark
Maths (White Rose)	Number and Place value (3 weeks) Addition and Subtraction (4weeks)	Addition and Subtraction (2 week) Money (2 weeks) Multiply and divide (2week) Consolidate/assess (1week)	Multiplication and Division (4 weeks) Statistics (2 weeks)	Properties of shape (2weeks) Fractions (4weeks)	Length and height (2 weeks) Position and direction (2 weeks) Problem solving (2 weeks) Consolidate and assess	Time (2 weeks) Mass, capacity and temperature (3weeks) Consolidate and assess
Science	<u>Exercise, hygiene and diet –</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.	<u>Materials-</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	Materials- carry out simple fair tests	<u>Plants –</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	<u>Animals and Humans</u> Explore and compare the differences between things that are living, dead and things that have never been alive.	<u>Life cycles and habitats-</u> suitable habitats, match animals to habitat, food sources and food chains. Light sources and shadows, reflective materials
Working Scientifically (Procedural Knowledge) is taught throughout each unit						
History		Significant people comparison: How did people try to fly? Who were the Wright Brothers? How did the Wright brothers manage to be the first to launch a man powered flight? Why did the Wright brothers succeed where others had failed? How do we possibly know about their first successful flight, when it happened over 100 years ago now? How did flight change as a result of the Wright brothers' work? Event in flight history (Amelia (Earhart) How should we commemorate their great achievements?	Events beyond living memory that are significant nationally: Who was King Charles the II? What were houses like in 1666 in London? How important was fire to the way people lived in London around 1666? What did a day in the life of a Londoner look like on Pudding Lane in 1666? How did the Great Fire of London start? How did it spread so quickly? How was the fire put out? Who was Samuel Pepys? Did anything survive the Great Fire of London? How did London change after the fire?	Changes within living memory. How my toys have changed in 6 years? How have toys changed for 6 year olds over time? Has the material that toys are made from changed over time? How have Christmas toys changed over time? Do they reflect the Materials form the time? How do Toys reflect how adults were living at the time they were made? Significant Person – Theodore Roosevelt History of the Teddy Bear Design History of Lego		

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Geography			How did the Fire Brigade start? How has firefighting changed overtime?	How has film and book merchandise changed our toys overtime? How has playing outside with toys changed since the 1950s?		
	Working Historically (Procedural Knowledge) is taught throughout each unit					
	Name and locate the 7 continents Name and locate the 5 oceans To explain the terms human and physical features location of hot areas of the world in relation to the Equator location of cold areas of the world in relation to the north and south pole use geographical vocab To locate places on globes, atlas, maps				To explain the terms human and physical features To learn to identify features in an environment To identify the similarities and differences between two differing locations use geographical vocab to use simple compass directions To use aerial photographs to recognise human and physical features devise a simple map To locate places on globes, atlas, maps	To explain the terms human and physical features To learn to identify features in an environment use geographical vocab to use simple compass directions to use locational and directional language To use aerial photographs to recognise human and physical features devise a simple map To use a key To locate places on globes, atlas, maps
Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units						
RE	Who is Muslim and how do they live? (part 1)	Why does Christmas matter?	Who is Muslim and how do they live? (part 2)	Why does Easter matter?	What is the 'good news' that Jesus brings?	What are the deeper meanings of festivals?
Art	Collage (Eiffel Tower) Collage (Artist Study Yayoi Kusama) Collage (Trinidad Village)		Drawing (St Pauls Cathedral) Evaluation (Paul Klee- Fire Painting) Painting (Paddington)		Drawing (Taj Mahol) Printing (Rangoli Patterns)	Painting (Van Gogh- Starry Night) 3D (nocturnal animals, Andy Goldsworthy)
DT		Technical Knowledge/ Explore/ Make/ Evaluate 2 -Wheels and Axles Moving vehicle (aircraft)	Technical Knowledge/ Explore/ Make/ Evaluate 2- Free Standing Structures Tudor Houses	Food: Preparing Vegetables Vegetable Soup Technical Knowledge/ Evaluate 1/ Explore/ make- Hand Puppets		
Music	Hands, Feet , Heart	Ho,Ho,Ho	I Wanna Play in a Band	Zoo Time	Friendship Song	Reflect, rewind and Replay
PE	Throwing & Catching	Running & Jumping	Gymnastics	Multiskills	Dance	Sports Day skills
Computing	DL: Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. (research their world) They can share this knowledge, e.g. 2Publish example template. (Create a leaflet)	CS: Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs , children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code. IT: 2create	IT:. Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence.	DL: Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple	CS: Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program. CS: create an animated video IT: Use 2graph to display data. (2create a toy box)	CS: Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical,

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	<p>Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs</p> <p>Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound</p>		(Maths lesson Statistics link)	<p>Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.</p> <p>(Email on Purple mash)</p>		<p>programmable steps CS 2 code programming guard the castle/princess and the frog.</p>
PSHE general Relationships and Sex Education Financial Literacy Drugs Education Online Safety	<p>Class Charter New Beginnings Differences: Boys & Girls Value of money</p>	<p>Say No to Bullying Road Safety Safe online/ follow digital trail Staying Healthy</p>	<p>Getting on & Falling Out Differences: Male & Female Needs & Wants</p>	<p>Screen out the mean words Medicines Good to be me</p>	<p>Rights & Responsibilities Name Body Parts Saving Money</p>	<p>Feelings & Relationships Sites I like Who gives us medicines</p>
Whole School Projects	<p style="text-align: center;">RESILIENCE HOPE</p>					