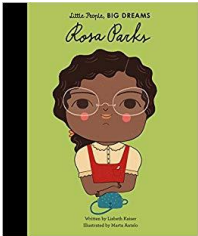
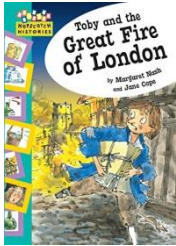
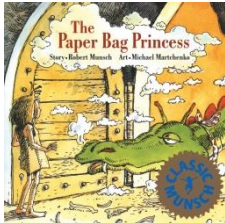











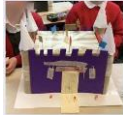





Year 2 Long Term Curriculum Map 24-25

Autumn Term		Spring Term		Summer Term:	
Autumn 1 Inspirational Women	Autumn 2 Time Detectives: The Great Fire of London	Spring 1 Kings, Queens and Castles	Spring 2 The Great British Bake-off	Summer 1 Land Ahoy: Pirates and Explorers	Summer 2 Take One Picture
<p><b>Core Text:</b> Little People Big Dreams - Rosa Parks</p> 	<p><b>Core Text:</b> Toby and the Great Fire of London</p> 	<p><b>Core Text:</b> Paper Bag Princess</p> 	<p><b>Core Text:</b> Discovering the United Kingdom</p> 	<p><b>Core Text:</b> The Pirate Cruncher</p> 	<p><b>Core Text:</b> To be decided based on painting</p>
<p><b>Writing Outcome:</b> To write a <b>biography</b> of Rosa Parks</p>	<p><b>Writing Outcome:</b> To write a <b>recount</b> of the events of the Great Fire To write Samuel Pepys <b>diary</b> entry</p>	<p><b>Writing Outcome:</b> To write a <b>character description</b> To write a <b>fairy tale</b></p>	<p><b>Writing Outcome:</b> To write a <b>non - chronological report</b> fact-file about a country in the UK <b>(linked to topic)</b></p>	<p><b>Writing Outcome:</b> To write a <b>personal narrative</b> – letter home from on board ship To write a <b>setting description</b></p>	<p><b>Writing Outcome:</b> To write a <b>poem</b></p>
<p><b>Other Suggested Texts:</b> Amazing Grace Secret Suffragette 100 Women who made History Goodnight Stories for Rebel Girls Little People Big Dreams Emmeline Pankhurst Little People Big Dreams Malala Yousafzai Malala's Magic Pencil What If</p>	<p><b>Other Suggested Texts:</b> Raven Boy The Great Fire of London =Non Fiction</p>	<p><b>Other Suggested Texts:</b> Traditional Tales – Sleeping Beauty, Rapunzel, Cinderella What are you playing at? (PSHE link: gender roles) Get Up Elizabeth Two Weeks with the Queen Rapunzel, The Princess and the Pea – Rachel Isadora The Worst Princess The Water Princess Once Upon a World Fairy Tales</p>	<p><b>Other Suggested Texts:</b> Folk Tales around the UK</p>	<p><b>Other Suggested Texts:</b> Captain Flynn and the Pirate Dinosaurs Peter Pan The Night Pirates The Pirate Mums</p>	<p><b>Other Suggested Texts:</b></p>

Shout Out		The Lost Fairy Tales			
<b>Poetry:</b> Autumn Gift – Valerie Bloom Blue Bottle – Judith Nicholls Cat Rap – Grace Nicholls Double Trouble – Jackie Kay	<b>Poetry:</b>	<b>Poetry:</b> The Adventures of Isabel – Ogden Nash A Small Dragon – Brian Patten Dear Ugly Sisters – Laura Mulch	<b>Poetry:</b>	<b>Poetry:</b> My Bed is a Boat – Robert Louis Stephenson Mermaids Lament – Rachel Rooney Pirate Pete – James Carter	
<b>Maths:</b> <b>White Rose:</b> Number: Place Value Number: Addition and Subtraction Geometry: Shape  <b>Mastering Number:</b> Pupils will have an opportunity to consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system		<b>Maths:</b> <b>White Rose:</b> Measurement : money Number : Multiplication and Division Measurement: Length and Height Measurement: Mass, Capacity and Temperature  <b>Mastering Number:</b> Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50		<b>Maths:</b> <b>White Rose:</b> Number: Fractions Measurement: Time Statistics Geometry: Position and Direction  <b>Mastering Number:</b> Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities.	
<b>Science:</b> Animals including humans  Working Scientifically: Comparing and classifying	<b>Science:</b> Uses of Everyday materials  Working Scientifically: Asking simple questions	<b>Science:</b> Living things and their habitats	<b>Science:</b> Revisit Living things and their habitats – Everyday materials  Science Fair Project	<b>Science:</b> Plants	<b>Science:</b> Revisit Plants and Animals, including humans  Working Scientifically: Using observations
<b>Topic Enquiry: Inspirational Women</b> <b>History:</b> <ul style="list-style-type: none"> <li>Finding out about and comparing the lives of Rosa Parks and Emily Davison.</li> <li>Looking at the impact and changes that resulted from their actions.</li> </ul>	<b>Topic Enquiry: Time Detectives – Great Fire of London</b> <b>Geography:</b> <ul style="list-style-type: none"> <li>Mapping the Great Fire of London.</li> </ul> <b>History:</b> <ul style="list-style-type: none"> <li>Investigating the historical sources that tell us about the Great Fire of London.</li> </ul>	<b>Topic Enquiry: Kings, Queens and Castles</b> <b>Geography:</b> <ul style="list-style-type: none"> <li>Finding the best locations to build a castle.</li> </ul> <b>History:</b> <ul style="list-style-type: none"> <li>Finding out about the Kings and Queens of Great Britain.</li> </ul>	<b>Topic Enquiry: Great British Bake Off</b> <b>Geography:</b> <ul style="list-style-type: none"> <li>Finding out about the geography of the 4 countries of the UK .</li> <li>Finding out about daily weather patterns in the UK</li> <li>Holding a Great British Bake off to showcase</li> </ul>	<b>Topic Enquiry: Land Ahoy – Explorers and Pirates</b> <b>Geography:</b> <ul style="list-style-type: none"> <li>Finding out about the oceans and continents of the world through map work.</li> <li>Learning about the points of the compass and how to find our way using a compass.</li> </ul>	<b>Topic Enquiry: Geography:</b> Orienteering <ul style="list-style-type: none"> <li>Learning about the points of the compass and how to find our way using a compass.</li> </ul> Local Fieldwork Project

<ul style="list-style-type: none"> <li>Thinking about activism today- Malala Yousafzai.</li> </ul>	<ul style="list-style-type: none"> <li>Finding out about what caused it, the main events and its impact on London</li> </ul>	<ul style="list-style-type: none"> <li>Focusing in on Elizabeth I and comparing her to Elizabeth II.</li> <li>Learning about castles – castles through time, how they were built, attack and defence, life in a medieval castle.</li> </ul>	<p>recipes from all 4 countries.</p>	<ul style="list-style-type: none"> <li>Mapping Sir Francis Drake’s voyage around the world.</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>Finding out about Sir Francis Drake and his voyages. Was he a Pirate or a Privateer?</li> <li>Finding out about the lives of pirates and some famous pirates.</li> </ul>	
<p><b>Computing:</b> E safety: Media Balance and Wellbeing The Different Uses of Computers</p>	<p><b>Computing:</b> E Safety: Cyberbullying Digital Photography  Stop Animation</p>	<p><b>Computing:</b> E Safety: News and Media Literacy Multi Media and Digital Writing – J2 Write including online research and typing skills</p>	<p><b>Computing:</b> E Safety: Privacy and Security  Data Pictograms – J2 Data</p>	<p><b>Computing:</b> E Safety : Digital Footprint and Identity. JIT Turtle – Robot algorithms</p>	<p><b>Computing:</b> E Safety: Relationships and Communication Scratch Jnr – Sequencing Animations</p>
<p><b>Art:</b> Drawing and Painting: Portrait of Rosa Parks</p>  <p>Forest School project: Nature Prints</p>   <p><b>Focus Artist:</b> Chris Ofilli</p>	<p><b>Art:</b> Painting and Digital Media: Wax and watercolours paintings</p>  <p>Making animated drawings</p>  <p>Access Art unit adapted to GFOL project</p>  <p><b>Focus Artists:</b></p>	<p><b>Art:</b> Drawing and Sculpture: Clay Dragon’s Eyes</p>  <p><b>Focus Artists:</b> Gustave Moreau</p>	<p><b>Art:</b> Printing: Make packaging for British Bake Off (DT/Art project)</p> <p>Access Art</p>	<p><b>Art:</b> Textiles: - Cloth, Thread and Paint</p>  <p><b>Focus Artists :</b> Charlie French Van Gogh Alice Kettle Hannah Rae</p>	<p><b>Art:</b> Take One Picture</p>

	Lieve Verschuier, Holly Summerson, Lauren Child,				
<b>DT:</b> <b>DT</b> Mechanisms: Sliders and Levers  Adapted kapow unit for GFOL animation	<b>DT</b> 3D Structures: Castles  Kapow unit	<b>DT:</b> 3D Structures/ Design: Packaging DT/Art project)  Access Art Food: Great British Bake Off	<b>DT:</b> Textiles: Making a pouch  Kapow unit	<b>DT:</b> Food: A Balanced Diet – Wrap  Kapow unit	
<b>Music:</b> Jolly Music: <ul style="list-style-type: none"> <li>Revise <i>so, mi</i></li> <li>Combine pitch and rhythm notation</li> <li>Perform pulse and rhythm simultaneously</li> </ul>	<b>Music:</b> Jolly Music/ Nativity- <ul style="list-style-type: none"> <li>Read and write rhythms using rhythm names</li> <li>Work at internalising and pitch recognition</li> </ul>	<b>Music:</b> Jolly Music: <ul style="list-style-type: none"> <li>Recognise and demonstrate simple phrasing</li> <li>Read rhythms</li> </ul>	<b>Music:</b> Jolly Music: <ul style="list-style-type: none"> <li>Revise know rhythm repertoire</li> <li>Pulse-keeping/ phrasing/ written rhythms/ <i>la-so-mi</i></li> </ul>	<b>Music:</b> Jolly Music: <ul style="list-style-type: none"> <li>Explore faster/ slower pulse-keeping</li> <li>Work on pulse in songs with rests</li> </ul>	<b>Music:</b> Jolly Music: <ul style="list-style-type: none"> <li>Preparing <i>la</i> and reading rhythms</li> <li>Learn <i>la solfa</i> name and handsigns.</li> <li>Learn notation for <i>ta</i> rest.</li> </ul> Composition linked to Take One Picture
Western Classical – Early, Baroque, Renaissance, Classical Era	Western Classical Romantic and up to 1940's	Western Classical 20 <sup>th</sup> Century Music	20 <sup>th</sup> and 21 <sup>st</sup> Century Music including Film and Musical Theatre	Popular Music	World Music and Folk Music
<b>PSHE:</b> Physical health and wellbeing What keeps me healthy?	<b>PSHE:</b> Mental health and emotional wellbeing Friendship	<b>PSHE:</b> Relationships and health education Boys and girls, families	<b>PSHE:</b> Relationships and health education Boys and girls, families	<b>PSHE:</b> Keeping safe and managing risk Indoors and outdoors	<b>PSHE:</b> Drug, alcohol and tobacco education Medicines and me

<b>RE:</b> Who is a Muslim and what do they believe?	<b>RE:</b> How and why do we celebrate special and sacred times?	<b>RE:</b> Who is Jewish and what do they believe?	<b>RE:</b> What can we learn from sacred books?	<b>RE:</b> What makes some places sacred?	
<b>PE:</b> Games – Dodging Pathways	<b>PE:</b> Forest School Hands 1	<b>PE:</b> Feet Dance	<b>PE:</b> Hands 2 Linking	<b>PE:</b> Jumping Games for Understanding	<b>PE:</b> Health and Wellbeing/Yoga Rackets, Bats and Balls
<b>Global Citizenship: Equality and Rights</b>  <b>Power and Governance (4 weeks)</b> Who gets to make the rules? How can we make it fair? How can people change rules that they think are not fair? Project Outcome: School Elections  <b>Social Justice and Equity (6 weeks)</b> What is equality? Why do some people have more than others? Why don't some children have clean water to drink? How can we help people who don't have enough? Project Outcome – Social Enterprise : Raise money for Water Aid  <b>Human Rights (5 weeks)</b> What are your rights at school? Rights and responsibilities. How can you respect the rights of other people at school? How should we treat someone with different beliefs? Does everyone have the right to Education? Project Outcome: Create a School Charter of Rights and Responsibilities (gather views from other classes to include)		<b>Global Citizenship: Respect for Others</b>  <b>Identity and Diversity (8 weeks)</b> What would the world be like if we were all the same? Where do I belong? What does belonging mean? Why do you think it's important to treat each other fairly? Project Outcome: Kindness Postcards  <b>Peace and Conflict (4 weeks)</b> What causes arguments? What can we do when we don't agree? How can we express our point of view without offending others?		<b>Global Citizenship: Ecological Awareness</b>  <b>Sustainable Development (8 weeks)</b> <b>Starting Point: Whole School Earth Day</b> What are environments like around the world? Why do people make changes to their environment? What impact do these changes have? Why should we save energy? How can we care for the environment and reduce our negative impact on it  <b>Globalisation and Interdependence (6 weeks)</b> What features are there in different environments? How are they similar and how do they differ? Why do people make changes to their environment? What impact do the changes have? Why is it important for us all to think about saving energy? What can we do in our classroom to save energy? Project Outcome: Energy saving school campaign- audit energy use in the school and take action to reduce it	
<b>Global Citizenship Links:</b> International Day of Democracy International Day of Peace Black History Month – celebrating diversity Dyslexia awareness week	<b>Global Citizenship Links:</b> Universal Children's Day Anti- Bullying Week Human Rights Day Remembrance Day Children in Need Road Safety Week World Philosophy Day	<b>Global Citizenship Links:</b> International Women's Day International Mother Language Day Children's Mental Health Week	<b>Global Citizenship Links:</b> Autism Awareness Day Comic Relief Fair Trade Fortnight Mothering Sunday	<b>Global Citizenship Links:</b> International Mother Earth Day World Bee Day Walk to school week National Children's Gardening Week	<b>Global Citizenship Links:</b> BNF Healthy Eating Week World Environment Day World Oceans Day World Refugee Day Oxfam water week Recycle Awareness Week

					National School Grounds Week
<b>Personal Safety:</b> <ul style="list-style-type: none"> <li>• Introduction to the PANTS rule</li> <li>• Being safe in the classroom/ school environment</li> <li>• What to do when the fire alarm sounds</li> <li>• Staying healthy – germs (see PSHE/RE)</li> </ul>	<b>Personal Safety:</b> <ul style="list-style-type: none"> <li>• Firework safety</li> <li>• Fire Safety</li> <li>• Road Safety Be Safe Be Seen</li> </ul>	<b>Personal Safety:</b> <ul style="list-style-type: none"> <li>• Dog Safety</li> <li>• Stranger Danger</li> <li>• Review PANTS rule</li> </ul>	<b>Personal Safety:</b> <ul style="list-style-type: none"> <li>• Staying Safe at Home</li> <li>• First Aid</li> </ul>	<b>Personal Safety:</b> <ul style="list-style-type: none"> <li>• Road Safety- Green Cross Code</li> <li>• Who keeps us safe</li> <li>• Review PANTS rule</li> </ul>	<b>Personal Safety:</b> <ul style="list-style-type: none"> <li>• Water safety</li> <li>• Staying Safe in the Sun</li> <li>• Cycle and Scooter Safety</li> </ul>
<b>P4C:</b> How Frog Lost his Tail (African tale in <i>First Stories for Thinking</i> ) re ‘ugly’, ‘selfish’ & sharing	<b>P4C:</b> Beegu: how do we/ should we respond to others who are ‘different’? who gets left out & why?	<b>P4C:</b> Where the Wild Things Are: why do the Wild Things make Max king? What qualities (should) make a king/queen/ruler?	<b>P4C:</b> The Storm Whale: where do we/whales ‘belong’? <i>also</i> St Columba & the Loch Ness Monster (in <i>First Stories for Thinking</i> )	<b>P4C:</b> This is Not My Hat – Jon Klassen: is it ever okay to steal or lie? Link to writing: can pirates be ‘heroes’ if they steal?	<b>P4C:</b> Ish or Dot by Peter Reynolds: who decides what is good art?
<b>Emotional Literacy: Self Awareness</b> Emotional Literacy Autumn 1 Booklet  <b>Associated Skills</b> <ul style="list-style-type: none"> <li>• Identifying emotions</li> <li>• Accurate self-perception</li> <li>• Recognising strengths</li> <li>• Self-confidence</li> <li>• Self-efficacy</li> </ul> <b>Contents</b> <b>Introduction:</b> The RULER Anchor Tools – What are emotions, mood meter, class charter, best self. <b>Lesson 1:</b> How am I feeling? - Excited <b>Lesson 2:</b> How am I feeling? - Frustrated <b>Lesson 3:</b> How am I feeling? - Bored	<b>Emotional Literacy: Self Management</b> Emotional Literacy Autumn 2 Booklet  <b>Associated Skills</b> <ul style="list-style-type: none"> <li>• Impulse control</li> <li>• Stress management</li> <li>• Self-discipline</li> <li>• Self-motivation</li> <li>• Goal setting</li> <li>• Organisational skills</li> <li>• Growth Mindset</li> </ul> <b>Contents</b> <b>Lesson 1:</b> How do you want to feel? <b>Lesson 2:</b> Moving out of the red – worried <b>Lesson 3:</b> Tool Kit to regulate emotions – worried <b>Lesson 4:</b> Tool Kit to regulate emotions – worried	<b>Emotional Literacy: Social Awareness</b> Emotional Literacy Spring 1 Booklet  <b>Associated Skills</b> <ul style="list-style-type: none"> <li>• Understanding emotions</li> <li>• Empathy/sympathy</li> <li>• Appreciating diversity</li> <li>• Respect for others</li> </ul> <b>Contents</b> <b>Lesson 1:</b> How do you want to feel? - Revisiting the class charter <b>Lesson 2:</b> Solving a problem with the blueprint <b>Lesson 3:</b> Recognising and understanding other people’s feelings <b>Lesson 4:</b> Kindness <b>Lesson 5:</b> Belonging and Community	<b>Emotional Literacy: Relationship Skills</b> Emotional Literacy Spring 2 Booklet  <b>Associated Skills</b> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Social engagement</li> <li>• Relationship building</li> <li>• Teamwork</li> </ul> <b>Contents</b> <b>Lesson 1:</b> Thinking about friendship <b>Lesson 2:</b> Giving someone a compliment <b>Lesson 3:</b> Seeing something from another point of view <b>Lesson 4:</b> Working well in a group	<b>Emotional Literacy: Responsible Decision Making</b> Emotional Literacy Summer 1 Booklet  <b>Associated Skills</b> <ul style="list-style-type: none"> <li>• Identifying problems</li> <li>• Analysing solutions</li> <li>• Solving problems</li> <li>• Evaluating</li> <li>• Reflecting</li> <li>• Ethical responsibility</li> </ul> <b>Contents</b> <b>Lesson 1:</b> Identifying Problems- Big problems and small problems <b>Lesson 2:</b> Solving Problems – Brainstorm <b>Lesson 3:</b> Solving Problems – What will happen? <b>Lesson 4:</b> Making Choices	<b>Emotional Literacy: Anti Bullying/ Transition</b> SEAL – Say No to Bullying <ul style="list-style-type: none"> <li>• I can tell you what bullying is.</li> <li>• I can tell you some ways in which I am the same as and different from my friends.</li> <li>• I am proud of the ways in which I am different. I can tell you how someone who is bullied feels.</li> <li>• I can be kind to children who are bullied.</li> <li>• I know that when you feel sad, it affects the way you behave and how you think.</li> <li>• I know some people in and out of school who I could talk to if I was</li> </ul>

<p><b>Lesson 4:</b> How am I feeling? - Peaceful</p> <p><b>Lesson 5:</b> Recognising and celebrating our strengths</p> <p><b>Lesson 6:</b> Self-efficacy and self confidence</p>	<p><b>Lesson 5:</b> Growth Mindset – resilience and the power of yet</p> <p><b>Lesson 6:</b> Setting Goals</p>			<p><b>Lesson 5:</b> Evaluating and Reflecting – Using the blueprint</p>	<p>feeling unhappy or being bullied.</p> <p>I know what to do if I am bullied.</p>
<p><b>Enrichment Opportunities:</b></p> <p>Museum of London – Suffragettes workshop</p> <p>Tate Britain</p> <p>KS1 LSO Discovery Concert</p>	<p><b>Enrichment Opportunities:</b></p> <p>Wren 500 Great Fire of London Walk</p> <p>Guildhall Gallery</p> <p>3 Discovery Animation Project</p> <p>Museum of Methodism</p>	<p><b>Enrichment Opportunities:</b></p> <p>Tower of London</p> <p>Charterhouse -Fit for a Queen</p> <p>Synagogue</p>	<p><b>Enrichment Opportunities:</b></p> <p><b>Science:</b></p> <p>Hampstead Heath – Heath Beasts</p>	<p><b>Enrichment Opportunities:</b></p> <p>The Golden Hinde</p> <p>Diana Memorial Playground</p> <p>Garden Classroom – Treetops and Treasure Trails</p>	<p><b>Enrichment Opportunities:</b></p> <p>Linked to Take One Picture</p> <p>Hampstead Heath – Mad About Maps</p>
<p><b>School, Family and Community Events:</b></p> <p>International Evening</p> <p>Class Tea Party</p> <p>Class led workshop – mental health and wellbeing</p> <p>Art Exhibition</p>	<p><b>School, Family and Community Events:</b></p> <p>Interfaith Week</p> <p>Children in Need</p> <p>Community Carol Concert</p> <p>Christmas Fair</p>	<p><b>School, Family and Community Events:</b></p> <p>Museum week / Banquet</p> <p>Class led workshop – safer internet day</p>	<p><b>School, Family and Community Events:</b></p> <p>Comic Relief</p> <p>Spring Concert</p> <p>Science Fair</p> <p>World Book Day</p> <p>Pirate Treasure HUnt</p>	<p><b>School, Family and Community Events:</b></p> <p>World Earth Day</p> <p>Learning Outside the Classroom Day</p> <p>Eid Disco</p> <p>Moreland’s Got Talent</p>	<p><b>School, Family and Community Events:</b></p> <p>National Field Work week</p> <p>Summer Picnic</p> <p>Sports Day</p>

