**New National Curriculum Topic Map – Year 2**

**Computing : use scholastic book years 2,4,6**

**PSHE: use PDP resources on staff share**

**PE: Autumn – invasion games + dance: Spring – gymnastics / net and wall games: Summer – athletics / swimming / rounders and cricket**

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| **Robins/Doves** | **Owls** | **Herons** | **Swans** |
| **AUTUMN** | **FIRE!**  **Key events; Fire of London; Gunpowder plot; Bonfire Night**  **Events beyond living memory that are significant nationally or globally eg Fire of London**  **The lives of significant individuals in the past who have contributed to national and international achievements**  **Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.**  **Design purposeful, functional and appealing products.**  **Generate, model and communicate ideas**  **Use a range of tools and materials to complete practical tasks**  **Evaluate existing product and own ideas – make then burn London 1666**  **Use a range of materials creatively to design and make products**  **Use drawing, painting and sculptures to develop and share their ideas, experiences and imagination**  **Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space**  **Identify and compare uses 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**  **Use their voices expressively and creatively by singing songs and speaking chants and rhymes**  **Play tuned and un-tuned instruments musically**  **Listen with concentration and understanding to a range of high quality live and recorded music**  **Experiment with, create, select and combine sounds using the interrelated dimensions of music.**  **Sikhism:**  **how do stories from the gurus and the concept of seva affect Sikh children?**  **How does the Khalsa influence the lives of Sikh families** | **EXTRAORDINARY EGYPTIANS**  **The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a study of the Ancient Egyptians**  **Compare how things move on different surfaces (3)**  **Notice that some forces need contact between 2 objects but magnetic forces can act at a distance (3)**  **Observe how magnets attract and repel each other and attract some materials and not others (3)**  **Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials (3)**  **Describe magnets as having 2 poles**  **Predict whether 2 magnets will attract or repel each other, depending on which poles are facing (3)**  **Recognise that they need light in order to see things and that dark is the absence of light (3)**  **Notice that light is reflected from surfaces (3)**  **Recognise that light from the sun can be dangerous and that there are ways to protect their eyes (3)**  **Recognise that shadows are formed when the light from a light source is blocked by a solid object (3)**  **Find patterns in the way that the size of shadows change (3)**  To create sketchbooks to record their observations and use them to review and revisit ideas  To improve mastery of art and DT techniques, including drawing, painting and sculpture with a range of materials  About great artist, architects and designers in history  **Use research and design criteria to inform the design of products that are fit for purpose.**  **Generate, develop, model and communicate their ideas.**  **Select from and use a wider range of tools and equipment to perform practical tasks accurately.**  **Select from and use a wider range of materials and components, according to their functional properties.**  **Investigate and analyse a range of existing products.**  **Evaluate their ideas and products against their own design criteria and consider the views of others.**  **Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.**  **Understand and use mechanical systems in their products.**  **Understand and use electrical systems in their products.**  **Apply their understanding of computing to programme, monitor and control their products.**  **Christianity – what do people believe about the creation of our world?**  **Compare with other creation stories – what are the difference/ similarities?** | **GOODNIGHT MR TOM**  **Literacy unit based on Goodnight Mr Tom**  **British history: significant turning points in British history eg WWII**  **Electricity:**  **Associate the brightness of a lamp or the volume of a buzzer with the n umber and voltage of cells used in the circuit(6)**  **Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches (6)**  **Use recognised symbols when representing a simple circuit in a diagram (6)**  **Understand and apply the principles of a healthy and varied diet**  **Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques**  **Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.**  **Locate the world countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities**  To create sketchbooks to record their observations and use them to review and revisit ideas  To improve mastery of art and DT techniques, including drawing, painting and sculpture with a range of materials  About great artist, architects and designers in history  **The Easter story – from Palm Sunday through to the resurrection**  **Stories from the Old Testament – Moses, David and Goliath, Daniel and the lions’ den,** |
| **Transport**  **Science:**  **Distinguish between an object and the material from which it is made.**  **Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.**  **Describe the simple physical properties of a variety of everyday materials.**  **Compare and group together a variety of everyday materials on the basis of their simple physical properties.**  **Art:**  **To use a range of materials creatively to design and make products.**  **D&T:**  **Follow the Design, Make, Evaluate and Technical Knowledge format set out in the National curriculum to make their own transport. Can you make something that can fly? Can you make something that can move? Can you make something that can float?**  **Geography:**  **Use basic geographical vocabulary to refer to key physical and key human features.**  **Use simple compass directions (North, East, South, West) and locational and directional language to describe the location of features and routes on a map.**  **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.**  **History:**  **Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. First railway, first aviation, first trip to space etc.**  **Music:**  **Use their voices expressively and creatively by singing songs and speaking chants and rhymes.**  **Celebrations and Special times: Hanukkah – Jewish festival of lights (December)**  **Diwali – Hindu Festival of lights (October-Nov)**  **Special Books – what can we learn from stories from different religions?** |
| **SPRING**  **­­­­**  **ON SAFARI!**  **Science:**  **Name and identify a variety of common animals, including fish, amphibians, reptiles, birds and mammals.**  **Identify and name a variety of common animals that are carnivores, herbivores and omnivores.**  **Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).**  **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.**  **Art:**  **To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.**  **DT:**  **Use the basic principles of a healthy and varied diet to prepare dishes. Think about a healthy diet for an animal on safari and link to us. Can we design a healthy meal for a lion and a giraffe?**  **Geography:**  **Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.**  **Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.**  **Music:**  **Listen with concentration and understanding to a range of high-quality live and recorded music.**    **Easter story**  **Special Books – what can we learn from stories from different religions?** | **FABULOUS FENS!**  **Significant historical events, people and places in their own locality**  **Straw bear, molly dancing, Oliver Cromwell, Octavia Hill, John Clare, Edith Cavell , Tom Hickathrift**  **Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.**  **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key**  **Use simple compass directions (NESW) and locational and directional language to describe the location of features and routes on a map**  **Growing plants**  **Use the local environment to explore and answer questions about plants growing in their habitat. Observe the growth of flowers and vegetables that they have planted. (1)**  **Become familiar with plant structures including leaves, flowers, blossom, petals, fruits, roots, bud, seed, trunk, branches and stem. (1)**  **Observe and describe how seeds and bulbs grow into mature plants (2)**  **Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (2)**  **Landscapes**  **Use a range of materials creatively to design and make products**  **Use drawing, painting and sculptures to develop and share their ideas, experiences and imagination**  **Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space**  **Use the basic principles of a healthy and varied diet to prepare dishes**  **Understand where food comes from**  **Use their voices expressively and creatively by singing songs and speaking chants and rhymes**  **Play tuned and un-tuned instruments musically**  **Listen with concentration and understanding to a range of high quality live and recorded music**  **Experiment with, create, select and combine sounds using the interrelated dimensions of music.**  **People in Christianity:**  **Who was Jesus? A great leader and teacher?** | **THE IRON MAN/ FROM THE MOUNTAIN TO THE SEA**  **Literacy unit based on The Iron Man**  **Identify common appliances that run on electricity (4)**  **Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers (4)**  **Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery (4)**  **Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit (4)**  **Recognise some common conductors and insulators and associate metals with being good conductors (4)**  **Compare and group materials together, according to whether they are solids, liquids or gases (4)**  **Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (4)**  **Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature (4)**  **Describe and understand key features of physical geography including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle**  **Use research and design criteria to inform the design of products that are fit for purpose.**  **Generate, develop, model and communicate their ideas.**  **Select from and use a wider range of tools and equipment to perform practical tasks accurately.**  **Select from and use a wider range of materials and components, according to their functional properties.**  **Investigate and analyse a range of existing products.**  **Evaluate their ideas and products against their own design criteria and consider the views of others.**  **Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.**  **Understand and use mechanical systems in their products.**  **Understand and use electrical systems in their products.**  **Apply their understanding of computing to programme, monitor and control their products.**  **Design and write programs to achieve specific goals, including solving problems (3/4)**  **The church year – is Easter a festival of new life or sacrifice?**  **Who are the Saints of God and why are they important? (links to church year)** | **MAYAN MYSTERY**  **A non-European society that provides contrasts with British history – Mayan civilisation AD 900**  **Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within South America.**  **Use maps, atlases, globes and digital mapping to locate countries and describe features studied**  **Physical geography, rivers, mountains, volcanoes and earthquakes**  **Compare and group together everyday materials on the basis of their properties, including the hardness, solubility , transparency, conductivity (electrical and thermal) and response to magnets (5)**  **Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (5)**  **Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (5)**  **Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (5)**  **Demonstrate that dissolving, mixing and changes of state are reversible changes (5)**  **Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda (5)**  To create sketchbooks to record their observations and use them to review and revisit ideas  To improve mastery of art and DT techniques, including drawing, painting and sculpture with a range of materials  About great artist, architects and designers in history  **Use research and design criteria to inform the design of products that are fit for purpose.**  **Generate, develop, model and communicate their ideas.**  **Select from and use a wider range of tools and equipment to perform practical tasks accurately.**  **Select from and use a wider range of materials and components, according to their functional properties.**  **Investigate and analyse a range of existing products.**  **Evaluate their ideas and products against their own design criteria and consider the views of others.**  **Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.**  **Understand and use mechanical systems in their products.**  **Understand and use electrical systems in their products.**  **Apply their understanding of computing to programme, monitor and control their products.**  **Christians in Other parts of the world: what is it like to be a Christian in …?**  **Christmas around the world – how is it celebrated in other countries?** |
|  | **MINI GREY**  **(Toys)**  **Literacy unit based on Mini Grey picture books**  **Notice that animals, including humans, have offspring which grow into adults (2)**  **Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (2)**  **Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene (2)**  **Use their voices expressively and creatively by singing songs and speaking chants and rhymes**  **Play tuned and un-tuned instruments musically**  **Listen with concentration and understanding to a range of high quality live and recorded music**  **Experiment with, create, select and combine sounds using the interrelated dimensions of music.**  **Stories about Jesus eg the money lenders / the leper / the loaves and fishes** |
| **SUMMER** | **LET’S GO TO…**  **Name and locate the world’s seven continents and five oceans**  **Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.**  **Use basic geographical vocabulary including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather**  **Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop**  **Learn about a range of artists, craftsmen and designers**  **Use a range of materials creatively to design and make products**  **Use drawing, painting and sculptures to develop and share their ideas, experiences and imagination**  **Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space**  **Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (1)**  **Identify and describe the basic structure of a variety of common flowering plants, including trees (1)**  **Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals (1)**  **Identify and name a variety of common animals that are carnivores, herbivores and omnivores (1)**  **Describe and compare the structure of a variety of common animals (1)**  **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (1)**  **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 (2)**  **Identify and name a variety of plants and animals in their habitats, including micro-habitats (2)**  **Use their voices expressively and creatively by singing songs and speaking chants and rhymes**  **Play tuned and un-tuned instruments musically**  **Listen with concentration and understanding to a range of high quality live and recorded music**  **Experiment with, create, select and combine sounds using the interrelated dimensions of music.**  **Hinduism – how does a Hindu child celebrate their religion? Compare to a Christian child.** | **FABULOUS FOOD**  **Identify that animals, including humans, needs the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat (3)**  **Describe the simple functions of the basic parts of the digestive system in humans (4)**  **Identify the different types of teeth in humans and their simple functions (4)**  **Construct and interpret a variety of food chains, identifying producers, predators and prey (4)**  **Understand geographical similarities and differences through the study of human and physical geography of a region of the UK**  **Use the eight points of the compass. 4 and 6 figure grid references, symbols and key (OS maps) to build their knowledge of the UK**  **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics: key topographical features (including hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time**  **Understand and apply the principles of a healthy and varied diet**  **Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques**  **Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.**  **Collect and present data appropriately (3/4)**  **Islam: why is prayer important to Muslims and not for some people?**  **Islam: how do Muslim children celebrate their faith?**  **Use voice and instruments with increasing accuracy, control and expression (3/4) Improvise and compose music (3/4) Listen with attention to detail (3/4) Appreciate wide range of live and recorded music (3/4) Begin to develop understanding of history (3/4)**    To create sketchbooks to record their observations and use them to review and revisit ideas . To improve mastery of art and DT techniques, including drawing, painting and sculpture with a range of materials About great artist, architects and designers in history. | **VIKINGS AND SAXONS**  **Britains’ settlement by Anglo-Saxons and Scots**  **This could include:**  **Roman withdrawal from Britain in AD410 and the fall of the western Roman empire**  **Scots invasions from Ireland to north Britain (now Scotland)**  **Anglo-Saxon invasions, settlements and kingdoms: place names and village life**  **Anglo-Saxon art and culture**  **Christian conversion – Canterbury, Iona and Lindisfarne**  **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**  **Could include:**   * **Viking raids and invasion** * **Resistance by Alfred the Great and Athelstan, first King of England** * **Further Viking invasions and Danegeld** * **Anglo-Saxon laws** * **Edward the Confessor and his death 1066**   **Name and locate counties, cities, regions and features of UK**  **Animals including humans:**  **Describe the changes as humans develop to old age (5)**  **Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood (6)**  **Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (6)**  **Describe the ways in which nutrients and water are transported within animals, including humans (6)**  **Evolution and Inheritance:**  **Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (6)**  **Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (6)**  **Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution (6)**  To create sketchbooks to record their observations and use them to review and revisit ideas  To improve mastery of art and DT techniques, including drawing, painting and sculpture with a range of materials  About great artist, architects and designers in history  **Use research and design criteria to inform the design of products that are fit for purpose.**  **Generate, develop, model and communicate their ideas.**  **Select from and use a wider range of tools and equipment to perform practical tasks accurately.**  **Select from and use a wider range of materials and components, according to their functional properties.**  **Investigate and analyse a range of existing products.**  **Evaluate their ideas and products against their own design criteria and consider the views of others.**  **Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.**  **Understand and use mechanical systems in their products.**  **Understand and use electrical systems in their products.**  **Apply their understanding of computing to programme, monitor and control their products.**  **Hinduism – what can stories and images of deities tell us about Hindu beliefs?**    **How does a Hindu child celebrate their faith?** |
| **SHIP AHOY!**  **Science:**  **Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.**  **Identify and describe the basic structure of a variety of common flowering plants, including trees.**  **Art:**  **Taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.**  **DT:**  **Understand where food comes from. Links to science.**  **Geography:**  **Use aerial photographs.**  **Link to key human and physical geography.**  **Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.**  **History:**  **Compare the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Links to pirates, clean water, water aid etc.**  **Music:**  **Plan tuned and un-tuned instruments musically.**  **Celebrations and Special Times – what happens at a wedding?**  **Special Books – what can we learn from stories from different religions?** |
| **Continuous Objectives in Year 1**  **Science:**  **Working scientifically.**  **Observe changes across the four seasons.**  **Observe and describe weather associated with the seasons and how day length varies.**  **Art:**  **To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.**  **Geography:**  **Name and locate the world’s seven continents and five oceans.**  **Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.**  **Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South poles.**  **History:**  **Events beyond living memory that are significant nationally or globally – Remembrance etc.**  **Music:**  **Experiment with, create, select and combine sounds using the interrelated dimensions of music.** |  |  |  |