

	Rockmount Primary School Year 2 Curriculum Map					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National and Whole School Events	International Day of Peace	Black History Month National Poetry Day Anti-bullying Week Children in Need Remembrance Day World Food Day	National Handwriting Day Internet Safety Day	World Maths Day World Book Day British Science Week Comic Relief	Mental Health Awareness Week World Day for Cultural Diversity	Sports Week World Environment Day
Assemblies / Circle Times / British Values / Safeguarding	Ass: New Beginnings, Our Environment, Peace SG: Relationships and Keeping Safe (Who can I talk to?)	Ass: Poverty, Bullying BV: Democracy SG: Safe Play (Peer mediators, Friendship, Inclusion, Anti-bullying)	Ass: Online Safety, Citizenship BV: Rule of Law SG: Online safety SG: Citizenship and Criminal Responsibility	Ass: Scientists, Families and Relationships BV: Individual Liberty and Personal Responsibility SG: Healthy Relationships and Appropriate Touch	Ass: Prejudice BV: Tolerance and Respect SG: Stranger Danger	Ass: Save the Planet BV: Equality SG: Moving On (Gang Awareness, Road Safety, Peer pressure)
Theme	Where on Earth are we?	What is life like in India?	How has London changed over time? (Historical London)	How has London changed over time? (Modern day London)	Are all journeys significant?	Why do we love to be bedside the seaside?
Literacy	Whole School Book Focus Non-chronological report – Arctic Animals – 2 weeks Persuasive letter writing – sponsor a polar bear BHM Inspired biography	Retelling an Indian folk tale Non-Chronological Report: A guide to life in India Instructions: How to make an Indian Curry	Recount: Diary Writing Rhyming Poem Historical fiction: Eye witness account	Adventure Story Information Book: A guide to London	Setting Description Adventure Story Newspaper Report – Amy Johnson (linked to History)	Flotsam Mystery Sequel Postcards from the Isle of Struay (Link to Geography) Performance Poetry: Free Verse Poetry
Key Text	Boogie Bear: David Walliams Hello, World! Arctic Animals by Jill Mcdonald	The Tiger Child: A folk tale from India by Joanna Troughton	Vlad and the Great Fire of London by Kate Cunningham and Sam Cunningham Who was Samuel Pepys by Paul Harrison	Katie In London by James Mayhew A Walk in London by Salvatore Rubbino	Journey by Aaron Becker Amelia Earhart: Little People, Big Dreams Hardcover by Maria Isabel Sanchez Vegara (Author)	Flotsam: by David Wiesner Katie Morag stories Poems from a Green and Blue Planet by Sabrina Mahfouz
Maths	Calculation skills	Shape, amount, fractions and explaining data.	Calculation skills	Shape, amount, fractions and explaining data.	Calculation skills	Shape, amount, fractions and explaining data.
Science	Living things & their habitats Children will: <ul style="list-style-type: none"> • 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 and describe how different habitats provide for the basic needs of different kinds of creatures • identify and name a variety of plants and animals in their habitats, including micro habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain 		Uses of Everyday Materials Children will: <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	Animals including humans Children will: <ul style="list-style-type: none"> • notice that animals including humans have offspring which grow into adults • find out about and describe the basic needs of animals for survival • describe the importance for humans of exercise, eating the right amount of different types of food and hygiene 	Plants Children will: <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants • find out how plants need water, light and a suitable temperature to grow and stay healthy 	
Computing	We are astronauts Children are taught to:	We are researchers Children are taught to:	We are animators Children are taught to:	We are games testers Children are taught to:	We are zoologists Children are taught to:	We are photographers Children are taught to:

	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies recognise common uses of information technology beyond school 	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs 	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school
Online Safety (Project Evolve)	<p>Health, Well-being and Lifestyle: I can explain simple guidance for using technology in different environments and settings e.g., accessing online technologies in public places and the home environment. I can say how those rules/guides can help anyone accessing online technologies.</p> <p>Online Bullying I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying</p>	<p>Managing Online Information: I can use simple keywords in search engines I can demonstrate how to navigate a simple webpage to get to information I need (e.g., home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g., Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be real or true.</p> <p>Online Reputation I can explain how information put online about someone can last for a long time.</p>	<p>Copyright and Ownership: I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them.</p> <p>Online Relationships I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky (e.g., email, online gaming, a pen-pal in another school/country). I can explain who I should ask before sharing things about myself or others online.</p>	<p>Online Relationships I can describe different way to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'y's', 'agree' or 'accept' online.</p>	<p>Self-Image and Identity: I can explain how other people may look and act differently online and offline I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p> <p>Privacy and Security I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g., creating and protecting passwords). I can explain how some people may have devices in their homes connected to the internet and give examples (e.g., lights, fridges, toys, televisions).</p>	<p>Online Reputation I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect.</p>
History	<p>How do we change history? (BHM focus)</p> <p>Children are taught about:</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements 		<p>What happened during the Great Fire of London and how do we know?</p> <p>Children are taught about:</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to 		<p>Who was Amy Johnson? (Linked to English)</p> <p>Children are taught about:</p> <ul style="list-style-type: none"> significant historical people in their own locality 	<p>How have seaside holidays changed over time?</p> <p>Children are taught about:</p> <ul style="list-style-type: none"> changes within living memory (incl. changes in national life)

			national and international achievements			
Geography	<p>Where on earth are we?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> name and locate the 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 the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, 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 	<p>How does the UK compare to India?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> 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 to refer to: <ul style="list-style-type: none"> key physical features, 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 		<p>London: What happens in the capital city?</p> <p>Looking at London landmarks such as London Eye, The Tower of London and Big Ben.</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, 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 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 		<p>How is the seaside different to London?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, 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 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
Art	<p>Painting Arctic Scenes</p> <p>How can art be used to reflect our community?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> 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. to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Sculpture</p> <p>What is the best technique to use when creating a clay pot?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> about the work of a range of craft makers describing the differences and similarities between different practices and disciplines, and making links to their own work. to use a range of materials creatively to design and make products to use sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Drawing Sketching Humans</p> <p>Can you sketch like Edgar Degas?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> Investigate textures and produce an expanded range of patterns by layering different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. understand the basic use of a sketchbook and work out ideas for drawings. draw for a sustained period of time from the figure and real objects, including single and grouped objects. experiment with the visual elements; line, shape, pattern and colour. 		<p>Printing Tessellations</p> <p>How is tessellation used to create art in everyday life?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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 	<p>Textile Sewing</p> <p>How can you use textiles to represent your identity?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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.

			<ul style="list-style-type: none"> •to use call and response to improvise a traditional Inuit singing game with a partner. •to use the keyboards creatively, carefully selecting keyboard voices to suit their improvised pieces. 			explorations of the elements of music.
R.E.	What do some people believe about God? Children will: <ul style="list-style-type: none"> • consider what is important to them, what do they believe in • learn about what each of the four featured religions believes about a deity • reflect on why people believe in God and why they don't 	How do people celebrate good over evil? Children will: <ul style="list-style-type: none"> • link the festivals to their worldviews • explain that in many religions light can be used as a symbol for things that are good 	Who do you talk to if you need some help? Children will: <ul style="list-style-type: none"> • understand the value in communicating needs • understand that for religious people praying is talking to God about their needs • know that there are many different forms of prayer • know that there are many different ways to pray 	Why are some books special? Children will: <ul style="list-style-type: none"> • know the name of the Holy Book for each religion • know how the Holy Book is treated by each religion • understand why some books are important to us 	How do you show someone is important? Children will: <ul style="list-style-type: none"> • describe how different religions worship • know what worship can mean for different religions 	What is special? Children will: <ul style="list-style-type: none"> • understand that places, occasions and things can be special to us • describe why some things are special • know that religions have special occasions – festivals: and things – artefacts
PSHE RSE	Families and Relationships Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.	Health and Wellbeing Learning about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene	Citizenship Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion	Economic Wellbeing Learning about financial literacy including how adults get money, wants and needs, using skills and talents and inclusive environments.	Safety and the Changing Body Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	Safety and the Changing Body Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.
PE and Sport	Attack Defend Shoot Children are taught: <ul style="list-style-type: none"> • to send and receive a ball using their feet • to refine ways to control bodies and a range of equipment • to recall and link combinations of skills, e.g. dribbling and passing • to refine ways to control bodies and a range of equipment • to recall and link combinations of skills, e.g. dribbling and passing • to select and apply a small range of simple tactics • to recognise good quality in self and others • to work with others to build basic attacking play 	Gymnastics Unit 1 & 2 Children are taught: <ul style="list-style-type: none"> • to describe and explain how performers can transition and link gymnastic elements • to perform with control and consistency basic actions at different speeds and on different levels • to challenge themselves to develop strength and flexibility • to create and perform a simple sequence that is judged using simple gymnastic scoring • to develop body management through a range of floor exercises • to use core strength to link recognised gymnastics elements, e.g., back support and half twist 	Hit Catch Run Unit 1& 2 Children are taught: <ul style="list-style-type: none"> •to develop hitting skills with a variety of bats •to practice feeding/bowling skill •to hit and run to score points in a game •to work on a variety of ways to score runs in the different hit, catch, run games •to work in teams to field •to begin to play the role of wicketkeeper or backstop 	Run Jump Throw Children are taught: <ul style="list-style-type: none"> • to develop power, agility, coordination and balance over a variety of activities • to throw and handle a variety of objects including quoits, beanbags, balls, hoops • to negotiate obstacles showing increased control of body and limbs • to improve running and jumping movements, work for sustained periods of time • to reflect on activities and make connections between a healthy active lifestyle • to experience and improve on jumping for distance and height 	Send & Return Children are taught: <ul style="list-style-type: none"> • to be able to track the path of a ball over a net and move towards it • to begin to hit and return a ball using hands and racquets with some consistency • to play modified net/wall games throwing, catching and sending over a net • to be able to make it difficult for their opponent to score a point • to begin to choose specific tactics appropriate to the situation • to transfer net/wall skills to volleyball style games 	Dance Children are taught: <ul style="list-style-type: none"> • to describe and explain how performers can transition and link shapes and balance • to perform basic actions with control and consistency at different speeds and on different levels • to challenge themselves to move imaginatively responding to music • to work as part of a group to create and perform short movement sequences to music • to perform using more sophisticated formations as well as an individual

		<ul style="list-style-type: none">to attempt to use rhythm while performing a sequence	Yoga (1 class per half term)	Yoga (1 class per half term)	<ul style="list-style-type: none">to improve agility and coordination and use in a game	<ul style="list-style-type: none">to explore relationships through different dance formationsto explain the importance of emotion and feeling in danceuse the stimuli to copy, repeat and create dance actions and motifs
Outdoor Learning	Harvest in edible playground Outdoor Learning: Living things and their habitats	Outdoor Learning: What is life like in India?	Planting fruit for BNF week	Outdoor Learning: Design and build a boat	Plant in edible playground ready for harvest Building London landmarks outside	Plant expedition
Health and Wellbeing	Mile a Day	Mile a Day	Yoga	Yoga	Mile a Day	Skip to be Fit
Enrichment Visits/Trips		Diwali workshop Hindu Temple India Day workshop	Fire brigade visit	London Eye & River Cruise		Seaside trip