



YEAR 2. SPRING. CURRICULUM MAP 2024/ 2025.

RE –What is most important for different people?

By the end of this unit of work, I will know...

- Many worldviews (including Christian and Muslim) believe in one God
- Buddhist traditions are almost exclusively non-theistic worldviews, meaning it is a worldview without a God but with an inspired individual namely the Buddha.
- In different worldviews, there are inspirational individuals that provide guidance to believers (e.g. Jesus, Prophet Muhammad, Guru Nanak).
- Inspirational books are important to many religious and non-religious worldviews.
- What might be important to individuals can depend on their background, location, history of belief.

Art – Drawing

By the end of this unit of work, I will...

1. What type of artwork Jerry Barrett created
2. How Jerry Barrett's artwork is similar/different to AA Milne's
3. What observational drawing is
4. What media you can use for observational drawing
5. How to use pattern, texture and line to create a shadow



DT– Healthy Wraps

By the end of this unit of work, I will...

- **Design:** generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- **Food/ Nutrition:** understand where food comes from.
- **Food/ Nutrition:** use the basic principles of a healthy and varied diet to prepare dishes.

PSHE: Dreams and Goals

By the end of this unit of work, I will be able to:

- I can explain how I played my part in a group and the parts other people played to create an end product.
- I can explain how our skills complimented each other.
- I can explain how it felt to be part of a group and can identify a range of feelings about group work.



READING INTO WRITING

-Non-Fiction: Information Fact File linked to science animals and their habitats.

- Narrative: Story with a moral/ message: The Boy who Cried Wolf.

- Instruction Writing: How to ...

- Accurate sentence punctuation – capitals and full stops
- Use Coordinating Conjunctions: and, but, so and because. (BOYS sentences)
- Use Subordinating Conjunctions: because, if, when.
- Use a comma between 2 adjectives. (2A sentences)
 - o Know Y2 grammar terminology: command, exclamation, question, statement / verb, adverb, adjective, noun,



GEOGRAHY – Planet Earth

By the end of this unit of work, I will know...

- What are the seven continents & five oceans that make up planet Earth?
- What is it like in Europe?
- What is it like in Asia?
- What is it like in Africa?
- What is it like in North America?

MATHS. (Ongoing daily practice of x2, x5, x10 and related division).

I will learn to...

1. Shape: Recognise more 2D shapes; introducing polygons; regular and irregular polygons; create; vertical line symmetry; investigate line symmetry; sort/ patterns. Recognise more 3D shapes; describe; introducing regular polyhedrons; identify 2D faces on 3D shapes; build/ sort 3D shapes; make patterns.
2. Addition and Subtraction: Show that addition of any two numbers can be done in any order (commutative) and subtraction of one number from another cannot. (Inc. Use of 0-30 number line)
3. Measure: Choose/ use appropriate standard units to estimate and measure: length/height any direction (m/cm), mass (kg/g), to the nearest appropriate unit, using rulers & scales, compare & order lengths, mass, & record the results using >, < and =

PE - Overview on topics from Get Set 4 PE

Indoor – gymnastics.

1. To perform gymnastic shapes and link them together
2. To be able to use shapes to create balances
3. To be able to link travelling actions and balances using apparatus
4. To demonstrate different shapes, take off and landings when performing jumps
5. To develop rolling and sequence building
6. To develop sequence work on apparatus

Outdoor – Fundamentals.

- To develop balance, stability and landing safely
- To explore how the body moves differently running at different speeds
- To develop changing direction and dodging, and explore jumping, hopping and skipping actions
- To develop co-ordination and combining jumps and skipping in an individual rope

MUSIC – I Wanna Play In A Band.

By the end of this unit of work, I will...

- Find the pulse.
- Know this unit is about rock music.
- Recognise and name some of the instruments they hear.
- Play together.

COMPUTING– Spreadsheets

By the end of this unit, I will:

- To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine.
- To learn how to copy and paste in 2Calculate
- To use the totalling tools.
- To use a spreadsheet for money calculations including using the equals tool.
- To use 2Calculate to collect data and produce a graph.