




## Ernesettle Community School Curriculum Map

Year 2	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic</b>	<b>From A to B</b> 		<b>How are you?</b> 		<b>Inspiring Individuals from the Past</b> 	
<b>Educational Visits/Visitors</b>	City Bus Plymouth Hoe Visit to local church Train Journey to Gunnislake Nursing home visit to sing Christmas Carols		Big First Aid Paramedic/Nurse Visit Nando's – Make your own lunch (food hygiene and balanced diet) Bike It Plus – Stabiliser session/Fruit smoothies Head Chef from Kings Arms Visit Jewish Faith Speaker		Buckland Abbey Mayflower Museum Pilgrim visit Famous People Party Synagogue Trip Young Writers Competition Swimming	
<b>Science</b> Practical Experiments (Scientific Enquiry)	<u><b>Building Boats Experiment:</b></u> choose appropriate materials based on their properties and test the boat on water (Testing)  <u><b>Living Things and their Habitats Exploration:</b></u> identify whether things are alive, dead or never been alive (Identifying and Classifying)	<u><b>Friction Experiment:</b></u> How far can a car go carrying Santa? Children compare how things move on different surfaces (Testing)	<u><b>Healthy Eating Investigation with Head Chef from Kings Arms:</b></u> explain why fruit and vegetables are an important part of a healthy diet (Research)  <u><b>The Great Animal Sort Investigation:</b></u> Group animals according to what they eat, use simple food chains to describe these relationships (Identifying and Classifying)	<u><b>Dr Detective Investigation:</b></u> Name and locate body parts, linked to senses, to produce a body map. Are we all the same? (Identifying and Classifying)  <u><b>Heart Beat Investigation</b></u> Effects of exercise on the heart and measuring BMP (Observing over Time)	<u><b>Famous Scientists from the past:</b></u>  <b>Alexander Bell</b> - Children to make cup phones (working scientifically)  <b>Thomas Edison</b> – Children to make a simple circuits (working scientifically)  <b>Brunel</b> – Suitable materials for a bridge (working scientifically)  <b>Charles Darwin</b> - name different plants and animals and describe how they are suited to different habitats (working scientifically)	
<b>English</b> (suggested texts)	<u><b>Narrative</b></u> Paddington Bear by Michael Bond  <u><b>Letters</b></u> Meerkat Mail by Emily Gravett  <u><b>Fiction</b></u> Blown Away by Rob Bidulph		<u><b>Instructions</b></u> The Disgusting Sandwich by Gareth Edwards  <u><b>Setting Description</b></u> Alice in Wonderland by Lewis Carroll  <u><b>Narrative</b></u> Killer Cat by Anne Fine		<u><b>Stories from Another Culture</b></u> Mufaro's Beautiful Daughters by John Steptoe  <u><b>Diary Entry</b></u> Man on the Moon by Simon Bartram  <u><b>Information Texts</b></u> Florence Nightingale and Brian Moses	

	<p align="center"><b><u>Explanation</u></b></p> <p align="center">The Story Machine by Tom McLaughlin</p> <p align="center"><b><u>Poetry</u></b></p> <p align="center">The Night Before Christmas by Clement Clarke Moore</p>		<p align="center"><b><u>Book Review and Character Description</u></b></p> <p align="center">The Bear and the Piano by David Litchfield</p>		<p align="center"><b><u>Creative Poetry</u></b></p> <p align="center">Inspired by famous people of the past</p>	
<p><b>Maths</b> <i>(number of weeks)</i></p>	<p><b>2.1</b> Number Sense (3) <b>2.2</b> Additive Reasoning (3)</p>	<p><b>2.3</b> Geometric Reasoning (2) <b>2.4</b> Number Sense (2) <b>2.5</b> Additive Reasoning (2)</p>	<p><b>2.6</b> Number Sense (3) <b>2.7</b> Multiplicative Reasoning (3)</p>	<p><b>2.8</b> Number Sense (3) <b>2.9</b> Additive Reasoning (2) <b>2.10</b> Geometric Reasoning (3)</p>	<p><b>2.11</b> Number Sense (3) <b>2.12</b> Additive Reasoning (3)</p>	<p><b>2.13</b> Multiplicative Reasoning (3) <b>2.14</b> Geometric Reasoning (2)</p>
<p><b>RE</b></p>	<p align="center"><b><u>Where do we belong?</u></b> <b>Theme: Belonging</b></p> <p>This enquiry explores ideas of those aspects of human nature which relate to the practices of religion and belief communities</p> <ul style="list-style-type: none"> <li>• Where do I belong? (Feelings, experiences)</li> <li>• Where do people belong? (Family, local community, group, club, place, country, faith)</li> <li>• What do people do because they belong to a faith or belief community?</li> <li>• How might ideas of family and community be reflected in our own lives?</li> </ul>		<p align="center"><b><u>How should we live our lives?</u></b> <b>Theme: Leaders and Teachers</b></p> <p>This enquiry explores how religious and other beliefs affect approaches to moral issues</p> <ul style="list-style-type: none"> <li>• How does what I do affect other people?</li> <li>• What rules and codes of behaviour help me know what to do?</li> <li>• What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness)</li> <li>• How do some stories from religions and beliefs and the example set by some people show me what to do?</li> </ul>		<p align="center"><b><u>How do we celebrate our journey through life?</u></b> <b>Theme: Celebrations</b></p> <p>This enquiry explores how religions and beliefs express aspects of life's journey in a variety of creative ways</p> <ul style="list-style-type: none"> <li>• How do people celebrate the important events in their lives? (Birth, naming ceremonies, coming of age, joining a group, marriage, death)</li> <li>• How do members of a religious faith celebrate these milestones in the journey of life?</li> <li>• What artefacts, symbols and ceremonies are used at significant times?</li> <li>• Why are certain times in life significant or special?</li> </ul>	
<p><b>SMSC</b></p>	<p align="center"><b>It's Our World</b></p> <ol style="list-style-type: none"> <li>1. Devising a class charter</li> <li>2. Getting to know each other</li> <li>3. Communities we belong to</li> <li>4. Saving energy around the school</li> <li>5. Recycling</li> <li>6. Pollution</li> </ol>	<p align="center"><b>Say No!</b></p> <ol style="list-style-type: none"> <li>1. Medicines</li> <li>2. Household substances</li> <li>3. The dangers of smoking</li> <li>4. The dangers of alcohol</li> <li>5. Feeling safe: real and imaginary hazards</li> <li>6. Anti-bullying</li> </ol>	<p align="center"><b>Money Matters</b></p> <ol style="list-style-type: none"> <li>1. Why do we have money?</li> <li>2. Keeping money safe</li> <li>3. Can I afford it?</li> <li>4. Wants and needs</li> <li>5. What does it mean to be rich?</li> <li>6. Setting a simple goal</li> </ol>	<p align="center"><b>Who Likes Chocolate?</b></p> <ol style="list-style-type: none"> <li>1. Foods from around the world</li> <li>2. Customs and rituals</li> <li>3. Special day foods and celebrations</li> <li>4. How much chocolate do we eat?</li> <li>5. Where does chocolate come from?</li> <li>6. Fair trade principles</li> </ol>	<p align="center"><b>People Around Us</b></p> <ol style="list-style-type: none"> <li>1. Special people</li> <li>2. People who help us</li> <li>3. Feeling lonely</li> <li>4. Different kinds of families</li> <li>5. Difficult choices - leaving home</li> <li>6. People and places around the world</li> </ol>	<p align="center"><b>Growing Up</b></p> <ol style="list-style-type: none"> <li>1. Differences: boys and girls</li> <li>2. Differences: male and female</li> <li>3. Naming the body parts</li> <li>4. Being unique</li> <li>5. Making change happen</li> <li>6. Changing our behaviour</li> </ol>
<p><b>Computing</b></p>	<p align="center"><b><u>Using the Internet</u></b></p> <p align="center"><b>Online Safety</b></p> <p>Keep a password and private information safe. Know who can see learning online. Know what to do and how to report. Moshi Monsters website free online resource.</p> <p align="center"><b>Technology in our Lives</b></p>		<p align="center"><b><u>Scratch</u></b></p> <p align="center"><b>Online Safety</b></p> <p>Kind and polite in real life and on the internet – Moshi Monsters. Telling an adult when I am upset.</p> <p align="center"><b>Programming</b></p> <p>Blue bot/Bee bot to collect information.</p>		<p align="center"><b><u>Presentation Skills</u></b></p> <p align="center"><b>Online Safety</b></p> <p>Recognise sensible amounts of time to spend online. Use technology safely. Know where to go for help and support.</p> <p align="center"><b>Technology in our Lives</b></p>	

	<p>Search for information. Class blog. What is the internet?</p> <p><b>Programming</b> Hour of Code unit. Award children with certificate.</p>	<p>Treasure Hunt Drawing a letter. Algorithms for instructions. Scratch</p>	<p>Use the tablets to complete presentation skills.</p> <p><b>Handling Data</b> Branching database to sort shapes. 2Graph to present information.</p> <p><b>Programming</b> Scratch</p>
<b>Geography</b>	<p>Understand geographical similarities and differences through studying the human and physical geography of Ernesettle and of Africa.</p> <p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding sea.</p> <p>Use aerial photographs to recognise landmarks from around the world.</p> <p>Use simple compass directions and locational and directional language to describe the location.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p>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.</p> <p>Use basic geographical vocabulary to refer to: key physical features and key human features.</p> <p>Using food labels, locate on a map the originating country and continent.</p>	<p>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.</p>
<b>History</b>	<p>Events beyond living memory that are significant nationally or globally, eg: the first aeroplane flight, creating a timeline.</p>	<p>Significant historical events, people and places in their own locality.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Some should be used to compare aspects of life in different periods: eg, Florence Nightingale, Neil Armstrong, Elizabeth I and Queen Victoria.</p>
<b>DT</b>	<p>Design, make and evaluate transformers. Reflect on structures using technical vocabulary.</p>	<p>Cooking &amp; Nutrition - use the basic principles of a healthy and varied diet to prepare a healthy pizza.</p> <p>Understand where food comes from.</p>	<p>Design, make and evaluate a bridge inspired by structures of Isambard Kingdom Brunel.</p>
<b>Art</b>	<p>To use a range of materials creatively to design and make a land, sea and air scape. (Pointillism)</p>	<p>Inspired by artworks of Giuseppe, ch to produce a clay sculpture of their faces.</p>	

	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Exploring colours and textures of emotions and healthy foods using a range of practices and disciplines. Edward Monk (The Scream)	
<b>Music</b>	Play tuned and untuned 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 their interrelated dimensions of music.	Use their voices creatively and expressively by singing songs and chanting rhymes.	
<b>PE</b>	Basic movements and developing balance, agility and co-ordination – travelling from A to B.	Participate in team games, developing simple tactics for attacking and defending eg: tag rugby, football and hockey.	Swimming and water safety – children to swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively  Perform safe self-rescue in different water-based situations.