

Braywood CE First School
Curriculum map for Year 2 Introductory Work

INTENT - Me and My World

Be Safe

Forest Experience

Incl team building, cooking and resilience.

Cookery

Skills and Preparation
Growing plants and vegetables

Achieve Economic Well-being

Citizenship

Harvest Festival
Class Budget
Mums and Dads into School

Enjoy and Achieve

Literacy

Read Write Inc.
Big Write - Stories, Non Fiction and poems

Maths

Calculations, Shape, Data & Time

Topic Assignment



Holidays – Great Explorers

Art & DT

ICT

SMART learners
Communication and using text

Be Healthy

Physical Education

Gymnastics – Parts high/parts low

Science

Understanding more about Plants

Additional Activities: Orienteering/
Football/Rugby/Dance

Make a Positive Contribution

PSHE

New Beginnings (SEAL)
Its our World and our environment

Religious Education

What do Christians believe 'God ' is like?

Music

Music unit - Exploring sounds and instruments

Holidays ‘Great Explorers’			Year 2
	Literacy and Mathematics	Science	ICT
	<ul style="list-style-type: none"> • Big Write – A visitor • S & L talks on recent visit and holidays across world. • Weather charts on a daily basis including bar charts recording the weather changes 	<ul style="list-style-type: none"> • Plants – Observe and draw how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Forest School) 	<ul style="list-style-type: none"> • Use technology safely (SMART) and respectfully

IMPLIMENTATION - Subject Objective	IMPACT - Assessment		
History	Beginning	Secure	Mastery
Holidays past and present – <ul style="list-style-type: none"> • Compare two versions of a past event • Compare pictures or photographs of people or events of the past. • Discuss reliability of evidence e.g. photographs, accounts, stories. • Recognise why people do things and why events happen and what happens as a result. • Identify difference between ways of life at different times. 	Children can identify some differences between a past and present event using pictures. Children can discuss differences between ways of life at different times.	Children can use pictures ,accounts and stories to recall, interpret, explain and compare the differences of a past event to a similar event in the present day.	Children can research, compare and analyse and evaluate pictures, stories and accounts from the past- Children also make connections with different technologies ,continents, and wealth.
Geography	Children can identify using pictures some similarities and differences of the U.K and a non -European country. Name 2 continents and oceans.	Children can identify and write using basic geographical vocabulary about the similarities and differences between the U.K and a non-European country. Also name 7 continents and 5 oceans.	Children can use sophisticated geographical language to describe the differences and similarities of the U.K to more than 1 country outside the E.U.
<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of the UK and small area of contrasting non-European country concentrating on islands and seaside. Draw from children’s holidays. • Use basic geographical vocabulary to refer to key physical features such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features such as city, town, village, factory, farm, house, office, port, harbor, and shop. • Name and locate the world’s seven continents and five oceans. • Use maps, atlases, globes and digital mapping to locate countries and describe features studied. 			
Creativity (Art, Music and DT)			
<ul style="list-style-type: none"> • Music – use their voices expressively and creatively by singing songs, play tuned and unturned instruments and listen with concentration to a wide range of high-quality music. Experiment with create, select and combine sounds using inter-related dimensions of music. 			
Personal (RE and PSHE)			
<ul style="list-style-type: none"> • P4C including empathy, sharing • PSHE It’s our World and our Environment • RE – What do Christians believe ‘God’ is like? 			

Braywood CE First School
Curriculum map for Year 2 Term 1

INTENT - Celebrations 'It's great to be alive'

Be Safe

PSHE

Bullying (SEAL)
 Getting on and falling out (SEAL)
 Staying safe and saying 'No'

Cookery

Skills and Preparation for healthy lifestyle
 Christmas Party

Enjoy and Achieve

Literacy

Read Write Inc.
 Big Write - Stories, Non Fiction and poems inc firework poems

Maths

Calculations, Shape, Data & Time

Topic Assignment



Our World

Art / DT

Clay modeling of different religious artifacts including a wooden cross.

ICT

Communication and using text

Be Healthy

Physical Education

Gymnastics – linking movements together
 Games – dribbling, hitting and kicking

Science

Animals including animals
 Healthy lifestyles

Additional Activities: Orienteering/
 Football/Rugby/Dance

Achieve Economic Well-being

Citizenship

Christmas Fair
 Class Budget

Make a Positive Contribution

Religious Education

Celebrations
 Judaism and Hinduism
 Visit to Bray Church: Nativity

Music

Exploring sounds and instruments

Celebrations 'Its Great to be Alive'			Year 2
	Literacy and Mathematics	Science	ICT
	<ul style="list-style-type: none"> Big Write – Religious texts (use of film to inspire writing) Talk about other pupil's religions 	<ul style="list-style-type: none"> Animals including humans - Notice how animals have offspring which grows into adults, Find out about basic needs of animals / humans for survival and describe the importance of exercise, eating well, sleep and hygiene. 	<ul style="list-style-type: none"> Use technology purposely to create, organize, store, manipulate and retrieve digital content.

IMPLIMENTATION - Subject Objective		IMPACT - Assessment		
RE		Beginning	Secure	Mastery
<ul style="list-style-type: none"> Recognise and give simple accounts of the core beliefs, Recall a range of religious stories and explain how they link to the core beliefs and practices. Describe some festivals, celebrations and practices and say how they reflect the core beliefs. Recognise the roles of religious leaders and sacred texts. Questions – Does everyone believe the same thing about God? Why do symbols and stories play important roles in religion? Why do people follow religious leaders and teachings? RE Scheme - Why does Christmas matter to Christians? 		Children can recall/identify using pictures some of the key facts about Judaism and Hinduism. Children can identify some religious symbols.	Children can recall a key Jewish and Hindu religious story and explain how they relate to core beliefs and practices. Children can identify key religious symbols.	Children can recall, compare and evaluate Jewish, Hindu and Christian stories comparing similarities and differences of their key values.
Humanities				
<ul style="list-style-type: none"> Sequence artifacts closer together in time – check with reference book such as birthdays. Sequence photographs e.g. baby photo from different period of their life. Describe memories of key events in life. Recognise why people do things and why events happen and what happens as a result. Identify difference between ways if life at different times. Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features devise a simple map and see and construct basic symbols in a key. (Visit to Bray Church) 		Children can order/sequence key events from their life e.g. birth- using photos. Children can identify changes in ways of life through religious stories.	Children using a time line can order/sequence key own life events and describe in detail key events. Also children can draw a simple map	Children can design a time line and order/sequence key life events and also in the lives of others. Also children can draw a simple map creating a key with symbols.
Creativity (Art, Music and DT)				
<ul style="list-style-type: none"> To use drawing, painting and sculpture to develop / share their ideas, experiences and imagination. Design purposeful, functional, appealing products based upon design criteria, develop and communicate their ideas through talking, drawing or communication technology. Select a range of tools to perform practical tasks and use a wide variety of materials or components. Evaluate the product against design criteria. 				
Personal (PSHE and Learning Skills)				
<ul style="list-style-type: none"> PSHE - Staying safe and saying 'no' 				

Braywood CE First School
Curriculum map for Year 2 Term 2

INTENT - Toys

Be Safe

Safety

Make a toy car; use ramps and discuss road safety.

Enjoy and Achieve

Literacy

Stories, Non Fiction and poems

Maths

Calculations, Shape, Data & Time

Science

Everyday Materials and their properties

Topic Assignment

We will be studying how children lived in Victorian times and making comparisons between the toys from the past and our present day toys.



Toys

Art / DT

Making a toy car and exploring properties

ICT

Routes

Be Healthy

Physical Education

Games - group games and inventing rules

Additional Activities: Orienteering/
Football/Rugby/Dance

Achieve Economic Well-being

Citizenship

Class Budget
Easter Musical Concert

Cookery

Food preparation and costs

Visit to Reading Toy museum

Whole School Events

Literacy Day
Maths Day
Science Day &
ICT Day

Make a Positive Contribution

PSHE

Going for Goals (SEAL)
Feels good to be me (SEAL)
Money Matters
Who likes chocolate?

Religious Education

Why does Easter matter to Christians
Drama and moral stories

Music

Exploring sounds and instruments

Toys			Year 2
	Literacy and Mathematics	Science	ICT
	<ul style="list-style-type: none"> Big Write – Jack and the Beanstalk Directions and 2D / 3D solid shapes 	<ul style="list-style-type: none"> Everyday Materials – identify and compare the suitability of a variety of everyday materials. Explore the shapes of solid objects by bending, twisting etc. 	<ul style="list-style-type: none"> Use technology purposely to create, organize, store, manipulate and retrieve digital content.

IMPLIMENTATION - Subject Objective	IMPACT - Assessment		
History	Beginning	Secure	Mastery
<ul style="list-style-type: none"> Sequence artifacts closer together in time with reference to a book e.g. parents, grandparents' toys. Sequence photographs from different period of their life. Describe memories of key event in their lives. Recognise why people do things and why events happen and what happens as a result. Identify difference between ways of life at different times. Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	Children can identify some differences between a toy from the past and present using pictures/source. They can discuss differences between how life has changed from 1800 to 2019.	Children can observe, research, identify compare, sources e.g a toy or stories about Victorian children to recall, interpret, past events to similar events (Christmas) in the present day.	Children can observe, research, identify compare differences using multiple sources e.g 2 toys or 2 stories about Victorian children to recall, evaluate past events to similar events (Christmas) in the present day.
Geography – Toys from around the world.	Children can identify and name a toy (using pictures) found in the UK. Children can identify a toy from one different country. Children can point to U.K on a world map and the other country.	Children can identify toys found in the UK. Children can identify toys from different countries and plot the locations on a world map.	Children can identify and describe in detail toys from the U.K and around the world. Children can find and plot the locations of the countries using a world map and globe. Children can begin to make links with materials, wealth, and culture.
Creativity, Art and DT			
<ul style="list-style-type: none"> Evaluate materials - Design purposeful, functional, appealing products based upon design criteria, develop and communicate their ideas through talking, drawing or communication technology. Select a range of tools to perform practical tasks and use a wide variety of materials or components. Evaluate the product against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms e.g. levers, sliders, wheels etc. 			
Personal (RE and PSHE)			
<ul style="list-style-type: none"> PSHE Money Matters and Who likes chocolate. RE – Why does Easter matter to Christians? Christian values and appreciation of what we have got and how others are not as fortunate. 			

Braywood CE First School
Curriculum map for Year 2 Term 3

INTENT - Habitats

Be Safe

Enjoy and Achieve

Be Healthy

Literacy

Stories, Non Fiction and poems SATS

Maths

Calculations, Shape, Data & Time

Topic Assignment



Habitats

Physical Education

Tennis
 Athletics
 Sports Day

Science

Habitats

Additional Activities: Orienteering/
 Football/Rugby/Dance

Achieve Economic Well-being

Citizenship

Summer Fair
 Class Budget

Speaker to Windsor Castle
 Look Out

Sustainability

Gardening and protecting the environment

Art / DT

Still life drawing and exploring work from famous artists

ICT

Information around us
 Using algorithms to solve problems

Music

Exploring sounds and instruments

Make a Positive Contribution

PSHE

Relationships (SEAL)
 Changes (SEAL)
 People around Us
 Growing up

Religious Education

Sharing faiths an exploring what Jesus taught us

Habitats			Year 2
	Literacy and Mathematics	Science	ICT
	<ul style="list-style-type: none"> BW Accounts / descriptions Directions 	<ul style="list-style-type: none"> Habitats – explore differences between living, dead and inanimate things. Identify habitats and how they provide needs for different animals. Name a variety of plants and animals and explore simple food chains. 	<ul style="list-style-type: none"> Research using Internet Roamer- use and understand algorithms, create and debug simple programs and follow instructions.

IMPLIMENTATION - Subject Objective	IMPACT - Assessment		
History	Beginning	Secure	Mastery
<ul style="list-style-type: none"> Children explore habitats for humans in the past home town Windsor to present day Windsor Sequence artifacts closer together in time. Sequence photographs from different period of their life. Describe memories of key event in their lives. Recognise why people do things and why events happen and what happens as a result. Identify difference between ways of life at different times. Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	Children can use pictures to sequence an event from the past. Children can use drawings to identify the differences in ways of life at different times.	Children can use a time line to sequence an event from the past. Children can use drawings and words to identify the differences in ways of life at different times.	Children can research and evaluate using a source to answer questions about the past and make connections. Children can compare and contrast Windsor in the past to present day Windsor.
Geography	Children (using local farm visit) observe, name and sketch a map of the location naming some key physical features. Children can begin to use simple directional language to describe location of the nearest farm shops – Tesco – Windsor crown estate visits. (farm to fork)	Children (using local farm visit) observe, name and sketch a map of the location , naming key physical features and plot on U.K map. Children can use directional language to describe location of the nearest farm shops – Tesco – Windsor crown estate visits. (farm to fork)	Children (using local farm visit) observe, name and sketch a map of the location and plot on U.K map. Children can use directional language to describe location of nearest farm shops and create an algorithm of directions– Tesco – Windsor crown estate visits. (farm to fork) Compare humans living in a farm to a town.
Creativity (Art, Music and DT)			
<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, form, shape and space including work with pastels and chalk. Consider 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. 			

Personal (RE and PSHE)

- P4C Looking after our environment
- PSHE - People around us and growing up
- RE – What is the good news that Jesus brings?