

Year 2 Curriculum Map

Music

Compose

- Understand the difference between beat and rhythm
- Create descriptive instrumental music using sequences of long and short sounds and combine pitch changes with changes of other elements of different sounds (long and short, loud and quiet, fast and slow)
- Pay attention to timbre and texture
- Clap patterns and create rhythmic patterns
- Create rhythmic phrases
- Create layered effects
- Use scales

Transcribe

- Continue use of symbols, (pictures, shapes, lines,) to represent a composition and use them to help with performance (score)
- Continue to read conventional notation to play rhythms
- Begin to read conventional notation on the musical stave

Perform

- Take part in singing accurately, following the pitch shape of the melody
- Sing in two parts
- Develop expressive song performance with voices and instruments
- Play steady beat at different tempi
- Develop a sense of steady beat and metre through chant, actions and instruments
- Sing with good articulation, correct body posture and breathing and phrasing
- Follow instruction on how and when to play an instrument with increasing attention to technique and different ways of producing sound
- Rehearse and refine music for performance

Improvise

- Clap question and answer rhythm patterns
- Take part in body percussion question and answer games
- Take part in untuned percussion question and answer games
- Improvise on tuned percussion with an increasing range of notes from the pentatonic scale
- Improvise music following a graphic score

Describe

- Understand how music, dance and drama can combine in storytelling
- Respond using movement to pitch change
- Respond to music in terms of feelings, mood and imagination
- Identify steady beat of a tune
- Recognise changes in timbre, dynamics , pitch and tempo
- Identify contrast
- Identify ostinati
- Understand structure of call and response
- Listen to and evaluate class composition
- Extend rudimentary music vocab

ART

Develop ideas

Respond to ideas and starting points. -Explore ideas and collect visual information. -Explore different methods and materials as ideas develop.

Master techniques

Painting -Mix primary colours to make secondary; Create colour wheels

Collage -Use a combination of materials that are cut, torn and glued; Sort and arrange materials ; Mix materials to create texture

Drawing -Draw lines of different sizes and thickness; Colour (own work) neatly following the lines; Show different tones by using coloured pencils

Print -Use repeating or overlapping shapes; Mimic print from the environment (e.g. wallpapers); Use objects to create prints (e.g. fruit, vegetables or sponges); Press, roll, rub and stamp to make prints

Textiles -Use weaving to create a pattern; Join materials using glue and/or a stitch; Use plaiting

Digital media -Use a wide range of tools to create different textures, lines, tones, colours and shapes

Take inspiration from the greats

Describe the work of notable artists, artisans and designers -Use some of the ideas of artists studied to create pieces

Values

British Values

Democracy Take part in class votes -Say why a vote is a fair way to make group decisions - Use votes to make decisions in groups

Rule of law -Suggest ideas for class rules and explain why they should be in place -Show respect for the school rules by always striving to abide by them -Understand that when people break rules there may be consequences

Individual liberty -Make sensible choices independently -Give ideas and suggestions willingly

Mutual respect -Take turns and share resources and ideas -Help others to share ideas by asking questions and showing interest -Begin to compromise independently

Tolerance of those of different faiths and beliefs -Name people/events/things that are important to them and say why they are important -Ask others about people/events/things that are important to them -Name and describe more than one religion (see RE objectives)

Spiritual, Moral, Social and Cultural values:

Spiritual -Consider whether choices made by people in the past were influenced by their spiritual beliefs -Express their feelings about events (Such as the Great Fire of London) - Discuss their values and express personal opinions -Discuss the idea that different societies have different beliefs and that these can be affected by the environments they live in

Moral -Ask questions about dealing with changing feelings and emotions -Judge the value of information that they find out through research and discuss with others what information is of value -Discuss what is important in their lives -Think of others, listen to others points of view and try to imagine others' points of view, especially those who live in difficult circumstances.

Social -Work collaboratively – communicating clearly and negotiating fairly -Communicate findings to others in a variety of ways

Cultural -Discuss (in simple terms) the impact that people in the past have had on their lives -Discuss how our own experiences of leisure time been influenced by ease of transportation -Names ways in which The Great Fire of London altered many important aspects of life and culture in Britain -Describe differences in housing, food, and clothing and say how these are influenced by where they live.

Geography

Investigate places -Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place? -Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied -Use aerial images and plan perspectives to recognise landmarks and basic physical features. -Name, locate and identify characteristics

of the four countries and capital cities of the United Kingdom and its surrounding seas -
Name and locate the world's continents and oceans

Investigate patterns

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. -Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Communicate geographically

Use basic geographical vocabulary to refer to: •key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. •key human features, including: city, town, village, factory, farm, house, office and shop. -Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. -Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

History

investigate and interpret the past -Observe or handle evidence to ask questions and find answers to questions about the past -Ask questions such as: What was it like for people? What happened? How long ago? -Use artefacts, pictures, stories, online sources and databases to find out about the past -Identify some of the different ways the past has been represented

Build an overview of world history Describe historical events -Describe significant people from the past -Recognise that there are reasons why people in the past acted as they did –

Understand chronology

Place events and artefacts in order on a time line -Label time lines with words or phrases such as: past, present, older and newer

Communicate historically

Use dates where appropriate -Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time -Show an understanding of the concept of nation and a nation's history -Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace

Computing

Computer Science

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

Information Technology

Use technology purposefully to create organise and retrieve digital content

Digital Literacy

Recognise common uses of information technology beyond school. -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about contents or contact on the internet or other online technologies

Physical Education

Games/Athletics

Use the terms 'opponent' and 'team-mate' -Use rolling, hitting, running, jumping, catching and kicking skills in combination -Develop tactics -Lead others when appropriate

Dance

Copy and remember moves and positions. -Move with careful control and coordination. - Link two or more actions to perform a sequence. -Choose movements to communicate a mood, feeling or idea

Gymnastics

Copy and remember actions -Move with some control and awareness of space -Link two or more actions to make a sequence -Show contrasts (such as small/tall, straight/curved and wide/narrow) -Travel by rolling forwards, backwards and sideways -Hold a position whilst balancing on different points of the body -Climb safely on equipment -Stretch and curl to develop flexibility -Jump in a variety of ways and land with increasing control and balance

Swimming

Swim unaided up to 25 metres -Use one basic stroke, breathing correctly -Control leg movements

Religious Education

Believing Living

Who made the world? -Retell in simple terms the story of the creation from the Bible and talk about how this is important for Christians and Jews -Ask and respond to questions

arising from the creation story -Identify one key thing from the creation story that shows why it is important to look after the world -Recognise and name a mezuzah, say what it contains and what this says about God; (if Judaism is selected as the other religion) - Say why Christians think God is like a good parent -Use colour, words, actions and/or music to express their own feelings and ideas about the creation story and about God

Why are some people leaders? -Retell stories about Jesus and a religious figure from another faith that led people to admire and follow them -Pick out some good things people admire in religious figures and talk about how they might show these same qualities in their own lives -Express their own ideas about what can be good and bad about following others - Talk about the feelings and emotions experienced by Moses when he was called by God to be a leader -Talk about own experiences in the light of the story -Talk about how stories of Moses are important for both Jews and Christians

Expressing

Why do we celebrate special times? -Identify a special time they celebrate and explain simply what celebration means -Retell stories connected with Christmas/Easter/Harvest and a festival in another religion and say why these are important to believers -Talk about ways in which Jesus was a special baby who Christians believe came from God -Ask questions and suggest answers about stories to do with Christmas and Easter and a story from a festival in another religion -Suggest meanings for some symbols used in the Christian celebration of Easter and Christmas -Suggest meanings for some symbols used in the -Celebration of a festival in another religion (eg Hanukkah or Sukkoth in Judaism) -Talk about features in festival stories that made people feel happy or sad and compare them with their own experiences

Living

What can I do for others? -Retell Bible stories and stories from another faith about each person being special -Talk about ways in which people they know are special and unique - Retell Bible stories and stories from another faith about the importance of friendship and giving to others -Describe ways in which people can make friends -Talk about what they are good at -Talk about how they can use their 'talents' to help others

Design Technology

Master practical skills

Electricals and electronics -Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage) **Computing** -Model designs using software

Mechanics -Create products using levers, wheels and winding mechanisms

Textiles -Shape textiles using templates -Join textiles using running stitch -Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)

Design, make, evaluate and improve

Design products that have a clear purpose and an intended user -Make products, refining the design as work progresses -Use software to design

Take inspiration from design throughout history

Explore objects and designs to identify likes and dislikes of the designs -Suggest improvements to existing designs -Explore how products have been created

Science

Working Scientifically

Ask simple questions -Observe closely, using simple equipment -Perform simple tests - Identify and classify -Use observations and ideas to suggest answers to questions -Gather and record data to help in answering questions

Biology

To understand Plants -Observe and describe 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

To understand Animals and Humans -Notice that animals, including humans, have offspring which grow into adults -Investigate and describe the basic needs of animals, including humans, for survival (water, food and air) -Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene

To investigate living things -Explore and compare the differences between things that are living, that are dead and that have never been alive -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 -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, and identify and name different sources of food

Chemistry

To investigate materials -Distinguish between an object and the material from which it is made -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses