



Curriculum Map

2nd yr of 3yr cycle



Redgate Primary Academy Curriculum Map
Year 2 Cycle

Curriculum Map Year 2 cycle	Autumn Food Glorious Food	Spring Heroes	Summer Looking After Our World
Theme Based Learning (Not all subjects of each curriculum area will be covered in a single term)			
My Communication (Reading)	EYFS: The Very Hungry Caterpillar, If you Give a Mouse a Cookie KS1: The Gingerbread Man, The Enormous Turnip, Kitchen Disco, Green Eggs and Ham, Pancakes, Pancakes, Cloudy with a Chance of Meatballs KS2: James and the Giant Peach, Charlie and the Chocolate Factory	EYFS: Little Red Riding Hood, Fireman Sam series, Cops and Robbers, KS1: Supertato, Super worm, Evil pea, Super Daisy, Eliot Midnight Superhero, Nat Fantastic, Max KS2: My brother is a Superhero by David Solomans, Astrosaurs, Peter Pan, Lion Witch and the Wardrobe, The Astonishing secrets of Awesome Man, Superhero Street, The Iron Man	EYFS: Peppa Pig: Recycling Fun KS1: The Lorax by Dr. Seuss, Superfrog and the Big Stink, George Saves the World by Lunchtime, One World by Michael Foreman, Tidy by Emily Gravatt KS2: Sky Dancer by Gill Lewis, The Terrible Greedy Fossilfoo
My Communication (Writing)	Instructions/Cultural Tales KS1 & 2: <ul style="list-style-type: none"> • Matching symbol/word to ingredients (object or picture) • Sequencing symbols/photos • Sequencing a recipe • Writing a list of ingredients or equipment • Writing a caption about their recipe • Writing a recipe 	Fantasy or Imaginary Stories/Stories with Historical Settings KS1 & 2: <ul style="list-style-type: none"> • Matching symbols/words to pictures or objects (e.g. characters, settings) • Sequence a story (sequence pictures, story map, story mountain) • Create a comic strip • Create own story • Create alternate ending to a story 	Non-fiction text/Persuasive KS1 & 2: <ul style="list-style-type: none"> • Label, list, or caption • Persuasive poster • Persuasive leaflet • Persuasive letter • Report (e.g. newspaper article)

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The World About Me <i>(Geography, History)</i>	KS1 & 2 <ul style="list-style-type: none"> • Food journeys from the land to the stomach • Cultural Cooking KS1: British KS2: European 	KS1&2 <ul style="list-style-type: none"> • Family & people who help us (e.g. teachers, doctor, fireman, dentist) 	KS1&2: <ul style="list-style-type: none"> • What is my role in the community? (class, school, family, wider community) • Looking after my belongings, immediate environment, the wider environment as appropriate
My Creativity <i>(Art, music, drama, dance & DT)</i> **follows a cycle but not always linked to the theme	All Key Stages: <ul style="list-style-type: none"> • Linking food in art focusing on e.g. 5 senses. • Linking food to the colour chart e.g. recognising colours. • Fruit and Vegetable printing • Painting with edible food e.g. tea and juice. • Collage using food e.g. everyday food. • Food tech – cooking linked to festivals/ film and stories. • Music from around the world. • Music linked to stories/ films. • Drama/ Dance – being part of a performance linked to 	All Key Stages: <ul style="list-style-type: none"> • Looking at artists from historical periods e.g. 60's Andy Warhol. • Linking artwork to a film/ story/ performance/ TV series etc. • Singing songs and rhymes. • Plan, design and evaluate making 3D objects linked to topic. • Making masks. Suggested Artist – Andy Warhol, Alfons Mucha (Art Nouveau)	All Key Stages: <ul style="list-style-type: none"> • Making bird boxes and feeders. • Growing and cooking food. • Natural art and artists e.g. Andy Goldsworthy. • Sensory story/ poetry/ performance linked to the environment. • Making sounds - body percussion. • Using recycled materials to make sound makers and artwork. Suggested Artist – Andy Goldsworthy Damien Hirst

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	<p>cultural calendar/ film/ story.</p> <ul style="list-style-type: none"> • Creating patterns out of food. • Colleting rubbings of textures and exploring textures of food. • Creating 3D artwork e.g. clay, mod rock and salt dough. <p>Suggested Artist – Hank Willis Thomas, Ryan Alexiev, Jason Mercier, Hong Yi</p>		
<p>My Thinking & Problem Solving (Science) <i>**follows a cycle but not always linked to the theme</i></p>		<p>The human body/Animals, including humans KS1&2:</p> <ul style="list-style-type: none"> • Name parts of the body • Recognise our 5 senses • Draw a human shape correctly • Recognise/name a variety of common animals • Identify their diet (herbivores, carnivores and omnivores) <p>Extension:</p> <ul style="list-style-type: none"> • bones and muscles, balanced diet 	<p>Living things and their habitats/ plants KS1&2:</p> <p>Living and non-living things Label parts of animals and plants Reconstruct habitats with animal representations Basic needs for plant growth Pond dipping/bug hunts Meadow/garden/forest/garden centre visit Explore a flower Planting seeds</p> <p>Extension Plant reproduction cycle</p>

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		<ul style="list-style-type: none"> • basic needs (food, water, air, place of safety) • Offspring 	Investigate impact of light, water and food on a plant's growth
<p style="text-align: center;">My PSED (RE & PE)</p> <p><i>**follows a cycle but not linked to the theme</i></p>	<p><u>PE</u> KS1/2: Multi skills Sensory and eccentric movement Circuits to promote fitness, co-ordination, agility and flexibility development</p> <ul style="list-style-type: none"> • As part of a group warm up pupils will each take turns to demonstrate and deliver a stretch to the group using clear voice and techniques • To learn to make simple choices that improve their health and well-being e.g. healthy eating 	<p>KS1 &2: Christianity and Hinduism Saints and heroes from different religions <i>What makes a hero?</i> <i>What makes us special?</i> <i>What gives a sense of identity and belonging?</i></p> <p><u>PE</u> KS1/2: Multi skills development introduction to inclusive sport/games</p> <ul style="list-style-type: none"> • Take an active part in main activity seated volleyball, using correct serving, catching, striking techniques • Take an active part in inclusive activities (Boccia, Table cricket, poly-bat and adapted games), developing over time correct serving, catching, throwing and striking techniques 	<p>KS1 &2: Christianity and Islam Our world <i>What does it mean to belong?</i> <i>What do religions teach about caring for our world?</i> <i>What makes a place sacred?</i> <i>What is worship?</i></p> <p><u>PE</u> KS1/2 Multi skills development: stretches, warm up games, physical and sensory circuits, Introduction to team sports/games Basic Dance movements</p> <ul style="list-style-type: none"> • Take an active part in Structured Outdoor and Adventurous Activities • <i>Take an active part in Sensory and eccentric movement Circuits/dance</i>

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	<ul style="list-style-type: none"> To recognise which types of food are healthy (SALT, SUGAR, weight) To apply their knowledge of healthy eating to plan a menu for a themed party To make positive real-life choices If able experience personal achievement and build their resilience and confidence Through sporting competition/achievement and sports leadership, e.g. table cricket Boccia comps 	<ul style="list-style-type: none"> If able experience personal achievement and build their resilience and confidence Through sporting competition/achievement and sports leadership, e.g. table cricket Boccia comps 	
Skills based learning (not always linked to the theme) These skills will be delivered in a sequence of lessons through the year			
My Communication <i>(Reading, Writing, Speaking & Listening)</i>	Continuous working on Speaking, Listening, Reading, and Writing through the progression of skills document and individual targets (ILP) through daily routines, explicit My Communication sessions, cross-curricular activities, one to one and small group work, whole school immersive theme sessions, external provider visits and trips within the community.		
My Thinking & Problem Solving <i>(Maths & ICT)</i>	All children will work on individual number work at their own specific level. Accompanying this will be a range of topic activities as below: Term 1a arithmetic Term 1b data/money Term 2a fractions/money Term 2b measure/time Term 3a shape/time Term 3b Money time		

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<p style="text-align: center;">My PSED <i>(Citizenship, SMSC, British Values, PSHE, Play & Leisure)</i></p>	<p><u>British Values</u></p> <p>Democracy – making decisions,</p> <ul style="list-style-type: none"> • taking an active part in our school council, • explore the meaning of democracy and a voting system <p>The Rule of Law –</p> <ul style="list-style-type: none"> • Know the difference between Right and wrong, • Take an active part in developing own class rules, • Understand what the rule of law is, • explore rights and responsibilities, • Understand how our law enforced. <p>Individual Liberty –</p> <ul style="list-style-type: none"> • similarities and differences, • respecting myself, • how are we unique, • Identifying Personal talents and abilities, • Exploring my values and needs, • body image and the media <p>Mutual Respect and Tolerance of those with different faith and beliefs – friends, friendship and friendliness.</p> <ul style="list-style-type: none"> • Respecting others, disagreements, arguments and tolerance, • faith and belief in the UK, • Challenging stereotypes and discrimination <p><u>Relationship Education at KS1 & 2</u>(This will be delivered dependent on each pupils' individual needs)</p> <p>Attitudes and Values-</p> <ul style="list-style-type: none"> • learning the importance of values and individual conscience and moral considerations; • learning the value of family life, marriage, and stable and loving relationships for the nurture of children; • learning the value of respect, love and care; • exploring, considering and understanding moral dilemmas; • developing critical thinking as part of decision-making 		

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	<p>Personal and Social Skills –</p> <ul style="list-style-type: none"> • learning to manage emotions and relationships confidently and sensitively; • developing self-respect and empathy for others; • learning to make choices based on an understanding of difference and with an absence of prejudice; • developing an appreciation of the consequences of choices made; <p>managing conflict;</p> <ul style="list-style-type: none"> • learning how to recognise and avoid exploitation and abuse. • learning and understanding physical development at appropriate stages; <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Recognise and compare the main external parts of the bodies of humans. • Recognise similarities and differences between themselves and others. • How to treat others with sensitivity. • Identify and share their feelings with others. • Recognise safe and unsafe situations. • Identify and be able to talk with someone they trust. • Be aware that their feelings and actions have an impact on others. • Make a friend, talk with them and share feelings. • Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk. • The basic rules for keeping themselves safe and healthy. • About safe places to play and safe people to be with. • Ways in which they are similar and different from others. • That they have some control over their actions and bodies. • Why families are special for caring and sharing. • The similarities and differences between people. • How their feelings and actions have an impact on other people. 		