



Whole School Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2						
Topic	Snails/ Enormous Crocodile	Antarctica	Who's afraid of the dark?	India	London	Seaside
Hooks/Trips		Marwell Zoo	Owl pellet investigation	Holi Festival	Great Fire of London theatre group	Seaside trip
English	Key Text: The Enormous Crocodile Non- Fiction: Persuasive writing Narrative Poetry: riddles FBV: RESPECT	Key Text: Blue Penguin Non-fiction Poetry: alliteration Diary FBV: TOLERANCE	Key Text: The Owl Who was Afraid of the Dark? FBV: RESPECT	Key Text: The Tiger Child Narrative: story from another culture Non- Fiction Poetry FBV: TOLERANCE	Key Text: The Queen's Hat Non-fiction writing to inform Diary Narrative FBV: DEMOCRACY	Key Text: The Pirates Next Door Poetry: rhyming Persuasive writing Narrative FBV: LAW
Power of Reading	Zeraffa the Giraffa	One Day on Our Blue Planet – Antarctica	Hodgeheg	Poems to Perform	The Magic Finger	How to Find Gold
SMSC in English	Enabling children to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television. Developing children's awareness of moral and social issues in fiction, journalism, magazines, radio, television and film. Developing confidence and expertise in language, which is an important aspect of individual and social identity. Using lesson activities such as discussion and conscience alley to explore dilemmas and moral stories.					
Maths	Fluency (number and place value), reasoning and problem solving are evident across all areas of mathematics.					
	Addition and subtraction (for whole and part numbers) Geometry Multiplication and division (for whole and part numbers) Measures	Addition and subtraction problems. Geometry Measures Multiplication and division problems Statistics	Addition and subtraction (for whole and part numbers) Geometry Multiplication and division (for whole and part numbers) Statistics Measures	Addition and subtraction problems. Geometry Measures Multiplication and division problems Statistics	Addition and subtraction (for whole and part numbers) Geometry Multiplication and division (for whole and part numbers) Statistics Measures	Addition and subtraction problems. Multiplication and division problems Air brick



SMSC in Maths	Children will experience the awe and wonder of mathematics by investigating patterns, this could be in the shapes of everyday objects or when exploring number patterns. They will also explore shape patterns around the world, for example those used in different buildings. They will apply their strategies to real-life problems and find out how mathematics can be used in the real world.					
Science	<p>Animals including humans</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Habitats</p> <p>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</p>	<p>Living things</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and</p> <p>identify and name different sources of food</p>	<p>Plants</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p>	<p>Materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Habitats</p> <p>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</p>
	<p>Longitudinal study</p> <p>Gardening & observation and recording of bulb growth</p>					



SMSC in Science	<p>Spirituality-Children will explore aspects of nature, find out about earth, space and their place in it, question and explore how things work and why things happen, Develop a sense of 'awe and wonder'</p> <p>Moral- Explore sensitive issues, understand why they should respect and look after the world and all living things.</p> <p>Social- children will find out how science(medical research) has changed our lives, Find out how science based charities promote health and wellbeing, Explore inventions that have changed lives,.Learn that people have different viewpoints</p> <p>Cultural- Find out about different scientists around the world, investigate variation between all living things.</p>					
FBV in Science	<p>Democracy- Children will work collaboratively and listen to each other's opinions and ideas.</p> <p>Law-Children will follow safety rules, and explore simple changes in the law that benefit society eg global warming or plastics in cosmetics.</p> <p>Liberty- Children will be encouraged to express opinions, make predictions, express a view and try out an idea.</p> <p>Tolerance and respect- The children will work together to plan shared enquiries. They will listen to feedback and share their conclusions. They will decide on the roles they play in a shared investigation. They will learn from each other and listen to evaluate the ideas of others.</p>					
Geography	<p>Seasonal and Daily weather patterns</p> <p>RESPECT</p>	<p>Seasonal and Daily weather patterns</p> <p>Name and locate the world's 7 continents and 5 oceans</p> <p>Compare and contrast Antarctica and UK including the weather</p> <p>RESPECT TOLERANCE</p>	<p>Seasonal and Daily weather patterns</p> <p>RESPECT</p>	<p>Seasonal and Daily weather patterns</p> <p>Compare and contrast India to the UK including the weather</p> <p>Identify UK, continents and oceans on World map</p> <p>RESPECT TOLERANCE</p>	<p>Seasonal and Daily weather patterns</p> <p>Location of 4 countries and capital cities of UK and its surrounding seas.</p> <p>RESPECT LAW</p>	<p>Seasonal and Daily weather patterns</p> <p>Study the geography of school and grounds and surrounding areas and compare to Mudeford.</p> <p>Use simple compass directions</p> <p>RESPECT TOLERANCE</p>
SMSC Geography	<p>Opportunities for reflection on the creation of earth and its' origins, future and diversity. Reflection on the fair distribution of the earth's resources and issues surrounding climate change. Study of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society.</p>					
History	<p>Change in living memory</p> <p>RESPECT TOLERANCE LAW DEMOCRACY</p>		<p>Danebury Ring – Significant local historical place</p> <p>Compare to life now</p> <p>RESPECT TOLERANCE LAW DEMOCRACY</p>		<p>The Great Fire of London - Events beyond living memory</p> <p>Compare to life now</p>	



					Royal Family – changes in LIVING MEMORY RESPECT TOLERANCE LAW DEMOCRACY	
	Looking at the creation and evolution of British society. Enabling children to reflect on issues such as war, conquest, invasion, slavery etc. Showing an awareness of the moral implications of the actions of historical figures.					
RE	Concept Symbol Bread as a symbol The harvest loaf at Harvest celebrations.	Concept light as a symbol Light as a symbol Hanukah, Advent	Concept Remembering Passover Celebration to remember God helped the Jews.	Concept Sad and Happy The Easter Story	Concept Special Special books, the Bible and the Torah	Concept God God Talk Differing ideas about God Or Creation Stories
SMSC for RE	Children learn about beliefs, values and the concept of spirituality. RE reflects on the significance of religious teaching in their own lives. Develops respect for the right of others to hold beliefs different from their own. Shows an understanding of the influence of religion on society. Fosters appreciation and understanding of different cultures, religions and traditions. Collective worship allows time for personal reflection and prayer					
PE	FOM- Gym (Recap balance, coordination, performance.)	FMS- Ball (recap sending/receiving.)	FMS- Dance (Routines, types of dance, 3+ group work. Story telling) FMS- New Age Kurling	FMS- Gym (Apparatus, shape and balance.) FMS- New Age Kurling	FSS-Teamwork (Sports specific.) FSS- Trigolf	FMS- athletic activities (Competition, relay, sprint, jumps, throwing.) FMS- Ball and Invasion (Using ball skills to play specific sports- football/netball/hockey.)



Art/DT	<p>Cooking-healthy eating Tolerance and respect-cultural and life style choices</p> <p>Art-Kandinsky Collage, Enormous Crocodile, democracy (roles within class collage project)</p> <p>Respect for tools, equipment. Respect and tolerance for the ideas of others.</p>	<p>Cooking-healthy eating Tolerance and respect-cultural and life style choices</p> <p>Art-Still life, pumpkins and gourds Fireworks onomatopoeia pictures</p> <p>DT-penguins</p> <p>Respect for tools, equipment. Respect and tolerance for the ideas of others.</p>	<p>Cooking-healthy eating Tolerance and respect-cultural and life style choices</p> <p>Art-Owl tile printing, Van Gogh "Starry Night" Law-artist study-discuss</p> <p>Respect for tools, equipment. Respect and tolerance for the ideas of others.</p>	<p>Cooking-healthy eating Tolerance and respect-cultural and life style choices</p> <p>Art-Holi festival, respect, tolerance, democracy, law.</p> <p>Self-portraits, style of Van Gogh, tolerance and respect.</p> <p>Respect for tools, equipment. Respect and tolerance for the ideas of others.</p>	<p>Cooking-healthy eating Tolerance and respect-cultural and life style choices</p> <p>Art-Portraits-Picasso, tolerance and respect</p> <p>DT-London buildings, re-enact The Great Fire of London</p> <p>Respect for tools, equipment. Respect and tolerance for the ideas of others.</p>	<p>Cooking-healthy eating Tolerance and respect-cultural and life style choices</p> <p>Art- beach study, watercolours, Monet Large, outdoor art, Graffiti art-Banksy-law.</p> <p>DT-sewing-fastening, applique (continual stitching) and buttons on a beach towel for beach visit</p> <p>Respect for tools, equipment. Respect and tolerance for the ideas of others.</p>
SMSC Art/DT	<p>Art contributes to our children's SMSC development through the development of aesthetic appreciation and enabling a sense of 'awe' and 'wonder'. Children have the opportunity to reflect on nature, their environment and surroundings. They study artists with a spiritual or religious theme and consider factors such as the differences and similarities between us within portrait art.</p> <p>Design and Technology including cookery, makes a contribution to children's SMSC development through the opportunity to reflect on products and inventions, the diversity of foods and implications of healthy eating. The diversity of materials and ways in which design can improve our lives. Children become aware of the dilemmas created by allergies and cultural and life style choices and the moral dilemmas created by technological advances and how different cultures have contributed to technology. Children experience working as part of a team, recognising others' strengths and weaknesses and sharing ideas and equipment.</p>					



Computing	<ul style="list-style-type: none">recognise common uses of information technology beyond schoolunderstand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions		<ul style="list-style-type: none">create and debug simple programsuse logical reasoning to predict the behaviour of simple programs		<ul style="list-style-type: none">use technology purposefully to create, organise, store, manipulate and retrieve digital contentuse technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	
Global Education						
Music	Take part in singing, accurately following the melody. Imitate changes in pitch. Recognise changes in timbre, dynamics, and pitch. RESPECT		Create a mixture of different sounds (long and short, loud and quiet, high and low) Sequence sounds to create an overall effect. TOLERANCE		Create short, rhythmic phrases. Use symbols to represent a composition and use them to help with a performance. Ukele club.	
SMSC for Music	Teaching that encourages children to be open to the music of other cultures. Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances). Lead children to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience. Looking at the way music can change moods and behaviour. Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers. Listening to music together and celebrating e.g. Proud assembly on Fridays, our special whole school songs etc.					
Drama						
PSHCE/SRE						



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