





# St Anselm's Catholic Primary School

## Year 2 - Curriculum Map 2020-2021



Learning and growing together through prayer, belief and love

|   | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|---|--|---|---|---|---|---|
| <b>Topic</b>  | Kenya, Africa  | <b>Fire Fire!</b><br><br><b>TRIP:</b> Headstone Museum or other museum re: Great Fire of London <b>(LC)</b><br><br>Great Fire of London Day | <b>Fire Fire! (continued)</b><br><b>Convince me!</b><br><br><b>(LC)</b>                             | <b>Rainforests</b><br><br><b>TRIP:</b> Kew Gardens Rainforest                         | <b>Florence Nightingale</b>   | <b>The Twits</b><br><br><b>TRIP:</b> Educational walk of Harrow on the Hill   |
| <b>RE</b><br>       | <b>Chosen People</b><br>School mission statement,<br>Responses in mass<br>God Chose Abraham<br>God Chose Moses<br>Daniel and the lions | <b>Mysteries</b><br>The Trinity<br>Mary and Joseph<br>The Birth of Jesus<br>Jesus is God's Gift   | <b>The Good News</b><br>Jairus' Daughter<br>The Ten Lepers<br>Jesus feeds 5,000<br>Good News People | <b>The Mass</b><br>A Celebration<br>The Readings<br>The Offertory<br>The Consecration | <b>Eastertide</b><br>Jesus Appears<br>Bad News-Good News<br>Jesus goes to Heaven<br>The Holy Spirit comes<br><b>(LTA)</b> | <b>The Church is Born</b><br>Waiting for News<br>The First Christians<br>The beginning of the Church<br>The man who could not walk<br>Peter escapes from prison |
| <b>Caritas</b><br> | Life and Dignity of the Human Person<br>Overseas Aid   | Call to Family, Community and Participation   | Rights and Responsibilities.  | Care for God's Creation   | Option for the Poor and Vulnerable  | Call to Family, Community, and Participation.   |

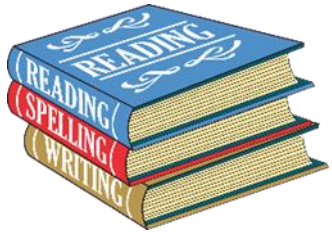
(BTK) – Building the Kingdom  
(LC) - Local Context

(LTA) – Linked to Arts mark


CARITAS – Catholic Social Teaching

RSE – Relationships and Sex Education

## English Books/Novels



|  |  |   |  |  |                                   |   |  |   |  |                                       |  |
|--|--|---|--|--|-----------------------------------|---|--|---|--|---------------------------------------|--|
| <p><b>Barefoot Books of Children around the World</b></p> <p>(BTK – Why did God make us all different? Is everyone part of God’s family, even if they don’t believe in God?)</p> <p>Lila and the Secret of Rain David Conway</p> <p>Non-fiction books about Africa/Kenya</p> |  | <p><b>Fireworks Poem by Enid Blyton</b></p> <p>Vlad and the Great Fire of London by Kate Cunningham</p> <p>The Great Fire of London non-fiction texts. (BTK – How is the Great fire of London similar to Noah’s Ark?)</p> |  | <p><b>The Dragonsitter by Josh Lacey and Garry</b></p> <p>The Day the Crayon’s Quit by Drew Daywalt (BTK – How does this link to the story of the prodigal son? Should the crayons forgive?)</p> |                                   | <p><b>The Great Kapok Tree by Lynne Cherry (BTK – God’s creation)</b></p> <p>Non-fiction text about the Rainforest.</p>                       |  | <p><b>Research non-fiction texts about Florence Nightingale.</b></p> <p>Vlad and the Florence Nightingale Adventure</p> |  | <p><b>The Twits by Roald Dahl</b></p> |  |
| <b>Fiction</b>   | <b>Non Fiction</b>   | <b>Poetry</b>   | <b>Fiction</b>   | <b>Non Fiction</b>   | <b>Poetry</b>                     | <b>Fiction</b>  | <b>Non Fiction</b>   | <b>Poetry</b>   |  |                                       |  |
| 3. Retell Lila and the secret of rain. (LTA)   | 1. Writing: Fact File All About Me (LC)<br>2. Postcard from Kenya<br>6. Writing: Diary Entry from the Great Fire of London (LTA)<br>5. Non-chronological report about GFoL | 3. Poem linked to Lila<br>4. Writing: Onomatopoeia Poems  | 2. Writing: Letter linked to the Dragonsitter (LTA)<br>6. Writing: Narrative set in the rainforest<br>1. RE: Retell of Jesus feeds the 5000. | 5. Writing: Recount of a trip to Kew Gardens<br>3. Letter linked to The Day the Crayons Quit.<br>4. Non-chronological report based on the rainforest.  | 7. Writing: Rainforest poem (LTA) | Writing: Character description of a revolting character linked to The Twits<br>Writing linked to Vlad and the Florence Nightingale Adventure. | 1. Writing: Biography Florence Nightingale<br>Writing: Thank you letter from soldier to Florence | Writing: Comedy/ Performance poetry linked to The Twits   |  |                                       |  |




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| <p style="text-align: center;"><b>Maths</b></p>      | <p>Number – Place value</p> <p>Number – Addition and Subtraction</p>   | <p>Money</p> <p>Number- Multiplication and Division</p>   | <p>Number- Multiplication and Division</p> <p>Statistics</p> <p>Geometry- Properties of shape</p>   | <p>Number- Fractions</p> <p>Measurement- Length and Height</p> <p>Geometry - Position and Direction</p> <p>Measurement – Time</p> <p>Measurement- Mass, capacity and Temperature</p>   | <p>Problem solving and efficient methods</p>   | <p>Investigations</p>   |
| <p style="text-align: center;"><b>Science</b></p>    | <p><b>Animals including Humans</b></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) (BTK)</p> <p>Healthy Living</p> | <p><b>Materials- Choices and Uses of materials</b></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 (LC)</p> | <p><b>Materials - Changing shape</b></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><b>Habitats</b></p> <p><b>Our changing world</b></p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</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>identify and name a variety of plants and animals in their</p> | <p><b>Plants – The Apprentice Gardener</b></p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> | <p><b>Scientist and Inventors</b></p> <p>This topic will teach the children about Scientists and Inventors, helping them to create quality scientific work that shows progression in skills. Children will have the opportunity to explore and learn more about the world around them.</p> <p>(LTA)</p> <p>Healthy Living</p> |
| <p style="text-align: center;"><b>History</b></p>  |  | <p><b>The Great Fire of London (LTA)</b></p> <p>Samuel Peeps</p>  | <p><b>Who Were the Greatest Explorers? (LTA)</b></p> <p>Ibn Battuta<br/>Captain Cook<br/>Roald Amundsen<br/>Sunita Williams</p>   |  | <p><b>Florence Nightingale (BTK)</b></p> <p>Mary Seacole</p>   |   |



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|--|---|--|--|--|---|---|
| <h3>Geography</h3>  | <p>Label a world map, including familiar countries and Kenya, and to know where the major continents and oceans are.</p> <p>Make deductions from photos and pictures</p> <p>Make geographic-comparisons between Nairobi and London</p>  |  |  | <p>Locating Rainforest on maps and identifying of hot and cold areas in relation to the equator and poles.</p> <p><b>(LTA)</b><br/>Identifying key features including vegetation, season and weather.</p> <p><b>(BTK)</b><br/>Completing simple fieldwork and observations.</p>  |   | <p>Local Area Study</p>   |
| <h3>Computing</h3>  | <p>We are astronauts - Programming on screen [CS]</p>   | <p>We are games testers - Exploring how computer games work [CS]</p> | <p>We are photographers - Taking better photos [IT and DL]</p> |  |   |   |
| <h3>Art</h3>       | <p><b>Artist Study:</b><br/>Comparing Vincent Van Gogh, Picasso.</p> <p><b>Drawing:</b> Making self-portraits in a variety of styles</p> <ul style="list-style-type: none"> <li>- experiment with tools and surfaces</li> <li>- draw a way of recording experiences and feelings</li> <li>- discuss use of shadows, use of light and</li> </ul> |  |  | <p><b>Artist Study:</b> Exploring <b>colour</b> through looking Kandinsky and identifying rainforest colours.</p> <p><b>Painting:</b> Make as many tones of one colour as possible (using white)<br/>Darken colours without using black</p> <p><b>Artist Study</b> Henri Rousseau</p> <p>Completing rainforest landscapes using a variety of mediums</p> | <p>Art linked to Maths (Geometry position and direction)</p> <p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>- Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</li> <li>- natural and manmade patterns</li> <li>- Discuss regular and irregular patterns</li> </ul> <p><b>Artist Study</b> Piet Mondrian</p> | <p><b>Artist Study</b> Giuseppe Arcimboldi (Fruit faces links to <b>Healthy Eating</b>)</p> <p><b>Vegetable Printing.</b></p> <p><b>Printing:</b> Print with a growing range of objects.</p> <p><b>Form:</b><br/>Sculpture of silhouettes exercising. to shape and form from direct observation (malleable)</p> |

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|   | <p>dark</p> <ul style="list-style-type: none"> <li>- Sketch to make quick records</li> </ul> <p><b>(LTA)</b></p> |  |   | <p><b>Texture:</b></p> <ul style="list-style-type: none"> <li>- overlapping and overlaying to create effects.</li> </ul> |                                     | and rigid materials)   |
| <p><b>Music</b></p>  | <p>International Music- Kenyan Focus</p>   | <p>Fire, Fireworks and Christmas music</p>   | <p>Music Notation, Rhythm</p>   | <p>Rainforest sounds composition</p>   | <p>Developing our singing voice</p> | <p>Sing- Sing Project</p>  |
| <p><b>DT</b></p>     |  | <p>Model of Tudor House</p> <p><b>Structures:</b> Free standing.</p> <p>Skills:<br/>Make simple drawing and label parts.<br/>Assemble join and combine materials in order to make a product.<br/>Evaluate their products as they are developed identifying strengths and possible changes they might make.</p> <p><b>(LTA)</b></p> | <p>Designing, making and evaluating Dragons puppets for role play.</p> <p><b>Textiles:</b> template sand joining techniques.</p> <p>Skills:<br/>Identify a purpose for what they intend to design and make.<br/>Generate ideas by drawing on their own and other people's experiences.<br/>Measure cut and score with some accuracy.<br/>Cut shape and join fabric and use basic sewing techniques.<br/>Talk about their ideas, saying what they liked and disliked about them.</p> <p><b>(LTA)</b></p> |  |                                     | <p>Healthy eating cooking<br/>Healthy food face construction</p> <p><b>Food:</b> Preparing fruit and vegetables.</p> <p>Skills:<br/>Develop their design ideas through discussion.<br/>Identify a simple design criteria.<br/>Use hand tool safely and appropriately.<br/>Evaluate against their design criteria.</p> <p><b>(LTA)</b></p> <p><b>Healthy living</b></p> |

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| <p><b>PE &amp; Healthy Living</b></p>    | <p><b>Ball Skills</b><br/>Stopping, controlling passing, dribbling and rolling ball with feet.<br/>Catching, bouncing and throwing a ball with hands.</p> | <p><b>Gymnastics</b><br/>Perform basic shapes with their bodies.<br/>To perform different types of jumps and rolls.<br/>To perform shapes, balances and jumps using various apparatus.</p> | <p><b>Multi skills</b><br/>Balances.<br/>Changing direction.<br/>Keeping control.<br/>Passing to a target.</p>                | <p><b>Jungle Dance</b><br/>Moving in time to music.<br/>Performing dance movements with control.<br/>Perform movements at different levels.<br/>Perform dance movements in different directions?</p> | <p><b>Tennis</b><br/>Throwing, bouncing and catching<br/>Controlling a ball with a racket.<br/>Perform forehand and backhand shots.<br/>Hitting a ball</p> | <p><b>Athletics</b><br/>Co-operation<br/>FAST' running<br/>perform a long jump with balance and control<br/>Throwing</p>                                 |
| <p><b>Equalities/British Values</b></p>  | <p>Mutual respect<br/>different faiths and beliefs<br/>-Race</p>  | <p>The Rule of Law<br/>links to 'The Great Fire of London'</p>   | <p>Individual Liberty<br/>Tolerance of those with different faiths and beliefs<br/>Links to 'The Ten Lepers'</p>              | <p>Mutual Respect</p>  | <p>Individual Liberty<br/>Tolerance of those with different faiths and beliefs and disability</p>  | <p>Mutual Respect<br/>Tolerance of those with different faiths and beliefs<br/>Gender<br/>Race<br/>Orientation<br/>Disability<br/>Individual Liberty</p> |
| <p><b>RHE</b></p>                       | <p>Class Charter<br/><br/>Our role in our community<br/>Caring for others' needs<br/>Online safety</p>  | <p>Online safety<br/>I am unique<br/>Girls and boys<br/>Clean and Healthy<br/>Money choices<br/>The difference between needs and wants</p>   | <p>Online safety<br/>Feelings, likes and dislikes<br/>Feeling inside out<br/>Super Susie gets angry<br/>The cycle of life</p> | <p>Online safety<br/>Looking after the environment<br/>God loves you<br/>Special people<br/>Treat others well<br/>Say sorry</p>  | <p>Online safety<br/>Being safe<br/>Good secrets and bad secrets<br/>Physical contact<br/>Harmful substances<br/>Can you help me</p>                       | <p>Online safety<br/>Three in one<br/>Who is my neighbour<br/>The communities we live in<br/>Jobs in the community</p>                                   |