



Year 2 Curriculum Map Autumn Term

History Objectives & Key Vocabulary:

Can they use words and phrases like: before I was born, when I was younger?
 Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?
 Can they use the words 'past' and 'present' accurately?
 Can they use a range of appropriate words and phrases to describe the past?
 Can they sequence a set of events in chronological order and give reasons for their order?
 Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?
 Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?
 Can they explain why Britain has a special history by naming some famous events and some famous people?
 Can they explain what is meant by a parliament?
 Can they answer questions by using a specific source, such as an information book?
 Can they research the life of a famous Briton from the past using different resources to help them?
 Can they research about a famous event that happens in Britain and why it has been happening for some time?

Castle, protection, Guy Fawkes, Parliament, democracy

Art Objectives & Key Vocabulary:

Can they use three different grades of pencil in their drawing (4B, 8B, HB)?
 Can they use charcoal, pencil and pastels?
 Can they create different tones using light and dark?
 Can they show patterns and texture in their drawings?
 Can they use a viewfinder to focus on a specific part of an artefact before drawing it?
 Can they create a print using pressing, rolling, rubbing and stamping?
 Can they begin to demonstrate their ideas through photographs and in their sketch books?
 Can they set out their ideas, using 'annotation' in their sketch books?
 Do they keep notes in their sketch books as to how they have changed their work?
 Can they make a clay pot?
 Can they join two finger pots together?
 Can they add line and shape to their work?
 Can they create a picture independently?
 Can they use simple IT mark-making tools, e.g. brush and pen tools?
 Can they edit their own work?
 Can they change their photographic images on a computer?
 Can they say how other artist/craft maker/designer have used colour, pattern and shape?

William Turner, artist, clay, slip, pattern

RE Objectives & Key Vocabulary:

How do Hindus show belonging?
 How do Hindus celebrate Diwali?
 How and why is light important at Christmas?

Murti, Ganesh, Lakshmi, Hindism, Diwali, belonging, Christmas, Light, Jesus

Geography Objectives & Key Vocabulary:

Can they label a diagram or photograph using some geographical words?
 Can they name the major cities of England, Wales, Scotland and Ireland?
 Can they find where they live on a map of the UK?
 Can they name the continents of the world and find them on an atlas?
 Can they name the world's oceans and find them on an atlas?
 Can they point out the North, South, East and West associated with maps and compass?

City, continent, ocean, atlas, North, South, East, West

Topic Title/Question:

Towers, Tunnels & Tall Tales

PSHCE Objectives & Key Vocabulary:

Being Me in My World
 Hopes and fears for the year
 Rights and responsibilities
 Rewards and consequences
 Safe and fair learning environment
 Valuing contributions
 Choices
 Recognising feelings

Celebrating Difference
 Assumptions and stereotypes about gender
 Understanding bullying
 Standing up for self and others
 Making new friends
 Gender diversity
 Celebrating difference and remaining friends

Hopes, fears, consequences, fair, choices, stereotypes, differences, bullying, gender

Computing Objectives & Key Vocabulary:

Can they predict the outcomes of a set of instructions?
 Can they use right angle turns?
 Can they use the repeat commands?
 Can they test and amend a set of instructions?
 Can they write a simple program and test it?
 Can they predict what the outcome of a simple program will be?
 Can they find information on a website?
 Can they click links in a website?
 Can they print a web page to use as a resource?

Programme, angle, instructions

Science Objectives & Key Vocabulary:

To compare and group together a variety of materials based on their simple physical properties
 To explore how the shapes of solid objects can be changed (squashing, bending, twisting, stretching)
 To describe properties of different materials using words like, transparent or opaque, flexible.
 To sort materials into groups and say why they have sorted them in that way
 To say which materials are natural and which are man-made.
 To explain how materials are changed by heating, cooling, bending, twisting and stretching
 To talk about what they can see, touch, smell, hear or taste to help them answer questions
 To use some scientific words to describe what they have seen and measured
 To perform a simple and fair test
 To explain why it might not be fair to compare two things
 To say whether things happened as they expected and if not why not
 To organise things into groups

Wood, metal, plastic, glass, brick, rock, paper, cardboard, squashing, bending, twisting,

Key Oracy Objectives:

To start to use gesture to support the delivery of ideas
 To adapt how they speak in different situations according to audience.
 To use sentence stems to signal when they are building on or challenging others' ideas.
 To ask questions to find out more about a subject.
 To build on others' ideas in discussions.
 To make connections between what has been said and their own and others' experiences.
 To start to develop an awareness of audience e.g. what might interest a certain group.
 To be aware of others who have not spoken and to invite them into discussion.
 Confident delivery of short pre-prepared material.
 Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom.
 Participate in a short 'show and tell' session.

Disagree, agree, challenge, discuss, audience, conversation, gesture

Educational Visits/Experiences:

Beginning of Topic: - Castle experience in the experience room

End of Topic - Medieval Banquet

Music Objectives & Key Vocabulary:

Can they create music in response to different starting points?
 Can they improve their own work?
 Do they sing accurately at a given pitch?
 Can they perform with others?

Pitch, perform, improve

DT Objectives & Key Vocabulary:

Can they think of ideas and plan what to do next?
 Can they choose the best tools and materials? Can they give a reason why these are best?
 Can they describe their design by using pictures, diagrams, models and words?
 Can they join things (materials/ components) together in different ways?
 Can they explain what went well with their work?
 If they did it again, can they explain what they would improve?
 Can they join materials together as part of a moving product?
 Can they add some kind of design to their product?
 Can they measure materials to use in a model or structure?
 Can they join material in different ways?
 Can they use joining, folding or rolling to make it stronger?
 Can they make sensible choices as to which material to use for their constructions?
 Can they develop their own ideas from initial starting points?
 Can they incorporate some type of movement into models?
 Can they consider how to improve their construction?

Tools, materials, construction

