





John Hampden Primary School Curriculum Map

Year 2 Long Term Overview

| Autumn Term PSHE Theme | | Spring Term PSHE Theme | | Summer Term PSHE Theme | |
|--|--|--|---|---|--|
| BEING ME IN MY WORLD | | DREAMS & GOALS | | HEALTHY ME | |
| CELEBRATING DIFFERENCE | | HEALTHY MIND & BODY | | CHANGING ME | |
| Belonging Responsibility Rights | Inclusion Respect Acceptance | Self-belief Aspiration Challenge | Balance Keeping Safe Self-Esteem | Tolerance Choice Conflict Resolution | Independence Resilience Looking forward |
| Autumn 1 Our Country and Capital | Autumn 2 Great Fire of London | Spring 1 Explorers | Spring 2 Extreme Earth | Summer 1 Kings and Queens | Summer 2 Let's Explore |
| Whole Class reader: The Worst Witch. | Whole Class reader: The Christmasaurus | Whole Class reader: Lob by Linda Newberry | Whole Class reader: George's Marvellous Medicine by Roald Dahl | Whole Class reader: The day I fell into a fairy-tale | Whole Class reader: Charlotte's Web E.B White |
|  |  |  |  |  |  |
| Core Text:  | Core Text:  | Core Text:  | Core Text:  | Core Text:  | Core Text:  |

| | | | | | |
|--|---|--|--|---|--|
| <p>Core Text: Mr Chicken Lands in London by Leigh Hobbs Katie in London by James Mayhew Naughty Bus by Jan and Jerry Oke Paddington's London Treasury by Michael Bond and R.W.Alley The Buildings that made London by David Long and Josie Shenoy</p> | <p>Core Text: Great Fire of London Toby and the Great Fire of London Vlad and the Great Fire of London The Baker's Boy and the Great Fire of London. Stickman by Julia Donaldson</p> | <p>Core Text: Isabel Sanchez Vegara Amelia Earhart Fly High! Nobody Owns the Sky Neil Armstrong Valentina Tereshkova Ranulph Fiennes Marco Polo Gertrude Bell Meerkat Mail by Emily Gravitt</p> | <p>Core Text: Ernest Shackleton by Maria Shackleton's Journey by William Grill The Great Explorer by Chris Judge Where we are by Oliver Jeffers Mr Filkins in the desert by Quentin Blake</p> | <p>Core Text: King Charles Queen Elizabeth Who's afraid of the big bad book? By Lauren Child Beware of the storybook wolves! By Lauren Child The Queen's Knickers by Nicholas Allan</p> | <p>Core Text: Handa's surprise by Eileen Browne Why Elephant has a trunk? By Claudia Lloyd Too much talk by Angela Shelf Medearis Africa Amazing Africa by Atinuke Greedy Zebra by Mwenye Hadithi</p> |
| <p>PSHE Outcomes: We shall look at:</p> <ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings | <p>PSHE Outcomes: We shall look at:</p> <ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and Remaining friends | <p>PSHE Outcomes: We shall look at:</p> <ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing Success | <p>PSHE Outcomes: We shall look at:</p> <ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing Food | <p>PSHE Outcomes: We shall look at:</p> <ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special Relationships | <p>PSHE Outcomes: We shall look at:</p> <ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition |
| <p>Writing Opportunities: Non-Fiction: Tourist Guide to London Fiction: Postcard about what we did in the summer holidays Thank you letter to the Queen from Mr Chicken Narrative-Story about a naughty London bus</p> | <p>Writing Opportunities: Historical Fiction: Setting description the Great Fire of London Non Fiction – Diary account of the Great Fire of London. Fiction: Narrative story- Stickman's adventure Poetry – Christmas Poems Playscripts – Christmas play</p> | <p>Writing Opportunities: Non-Fiction: Report/Fact File on Ameila Earheart Fiction: Recount postcard of imagined journeys exploring the world based on Meerkat Mail. Fiction: Narrative story - The Great Explorer</p> | <p>Writing Opportunities: Non-fiction: Instructions for preparing to travel to hot or cold climate. Fiction: Alternative version of a story. Fiction: Spring poems</p> | <p>Writing Opportunities: Non-fiction: Explanation text of Queens Knickers invention Non-fiction: Recount of trip to Windsor Castle. Fiction: Fairytale story writing</p> | <p>Writing Opportunities: Non-fiction: Information page on Tanzania Fiction: Traditional tale about an African animal. Fiction: Diary entry about a journey and things lost along the way.</p> |

| | | | | | |
|--|--|---|---|--|---|
| <p>Science: Materials: As scientists, we will:</p> <ul style="list-style-type: none"> Identify different everyday materials Explain what different everyday materials can be used for (wood, plastic, metal, water, rock, paper) Compare the suitability of everyday materials for a range of purposes Classify materials Set up a fair test to observe the suitability of everyday materials for a particular use Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | <p>Science: What is a scientist?</p>  <p>As Scientists we will: Explore The John Hampden Science charter. We shall learn that science is built on:</p> <ul style="list-style-type: none"> Knowledge – Develop and build scientific knowledge. Investigate – Hands on practical investigation. Challenge – Ask and answer questions that challenge our thinking. Our World – Understanding how the science we learn links to the real world. Curiosity – Being Curious about the unknown and the unexpected.  | <p>Science: Living things and their habitats. As scientists, we will:</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead and things that have never been living or dead and can classify appropriately Know that living things live in habitats to which they are suited Know what a micro-habitat is and investigate what lives in one (e.g. woodlice under logs) Name and describe different habitats and know why they are suited to living things (e.g. woodland, pond, grassland) Know that habitats provide living things with what they need to survive Know what a simple food chain looks like and how it works, constructing our own food chain | <p>Science: Animals including humans As scientists, we will:</p> <ul style="list-style-type: none"> Learn that animals, including humans, have offspring which grow into adults Describe how a baby grows into an adult (stages of life – baby, toddler, child, teenager, adult) Find out about and describe the basic needs that humans and animals need to survive (water, food and air) Describe the importance of a healthy diet Describe the lifecycle of another species (e.g. chick or butterfly) Describe the importance of exercise and how this helps us | <p>Science: Plants As scientists, we will:</p> <ul style="list-style-type: none"> Understand the parts of plants and trees and why they are important to keep the organism living Observe and describe how seeds grow into plants Research and describe our findings to show why plants need water, light and a suitable temperature to grow (scientific enquiry) Set up a fair test to observe how a seed may grow Record observations and make simple conclusions to show our learning | <p>Science: Super scientists As scientists, we will:</p> <ul style="list-style-type: none"> Explore a range of scientists and inventions. Use scientific enquiry to prove their theories. <p>This will include:</p> <ul style="list-style-type: none"> Gravity and Light – Isaac Newton Investigating Wind Power - Maggie Aderin-Pocock Investigating sound - Alexander Graham Bell Investigating our senses and reflexes. Investigating bugs and germs – Louis Pasteur Investigating electricity – Thomas Edison Plan their own investigation. |
| <p>Geography: Our Country and Capitals. – The UK: what kind of place is it? Life in the capital city. As Geographers, we will:</p> <ul style="list-style-type: none"> Locate London and identify its features, on maps and aerial photographs. | <p>History: The Great Fire of London. - A significant event beyond living history. As historians, we will:</p> <ul style="list-style-type: none"> Recount facts about the Great Fire of London. Ask questions about the fire: how, where, when and why did it start? | <p>History: Explorers - Lives of significant individuals. As historians, we will:</p> <ul style="list-style-type: none"> What is an explorer? Who was Amelia Earhart? Who was Neil Armstrong? | <p>Geography: Extreme Earth – Hot and cold places: What’s it like at the N and S poles? Where are they and what are they like? As Geographers, we will:</p> | <p>History: Kings and Queens - Lives of significant people. As historians, we will:</p> <ul style="list-style-type: none"> Learn about a range of Kings and queens from around the world. Explore who queen Elizabeth II was. | <p>Geography: Let’s Explore – Contrasting locality: What is it like to live in Jamaica/Tanzania? As Geographers, we will:</p> <ul style="list-style-type: none"> Locate Africa and the UK on a map and describe the location of some African |

| | | | | | |
|---|---|--|---|---|--|
| <ul style="list-style-type: none"> • Explain what a capital city is and describe some of London's landmarks. • Identify and name different types of transport used in London. • Explain the importance for cities to have parks. • Explain the importance of the River Thames to London. • Plan a day out in London. | <ul style="list-style-type: none"> • Explain the cause of the Great Fire of London • Find out about the devastation that the fire caused when it spread (Samuel Pepys) • Research the technology that fire fighters used • Retell the narrative of the GFOL in the form of a diary entry • Explore using sources of information what homes and buildings were made of and how this contributed to the fire | <ul style="list-style-type: none"> • Who is Valentina Tereshkova? • Who was Sir Ernest Shackleton? • Who is Sir Ranulph Fiennes? • Who was Gertrude Bell? | <ul style="list-style-type: none"> • Locate the North and South poles and hot places on a map. • Identify features of a cold environments and hot places. • Look at changes in weather within different climates. • Animals that are found within different climates. | <ul style="list-style-type: none"> • Learn about Eleanor, Queen of England and her story. • Be able to explain who Mansa Musa of Mali is. | <p>countries and ways to travel there.</p> <ul style="list-style-type: none"> • Use photographs to find out about the climate and landscapes of Tanzania. • Use aerial photographs and satellite images to find out about Tanzania's physical and human features. • Identify similarities and differences between the life of a child living in Arusha and my own life. |
| <p>Art: - Explore and Draw Exploring the world around them and creating compositions from natural materials. Artists: Rosie James, Alice Fox</p> | <p>DT: Textiles – Templated and joining techniques. Explore and evaluate different joining techniques. Join fabrics by sewing and apply decorations to a Christmas tree decoration.</p> | <p>Art: – Expressive Painting Explore how painters use paint in expressive and gestural ways. Explore colour mixing and experimental mark marking to create abstract still life.</p> | <p>DT:– Preparing Fruit and vegetables. Exploring food's texture appearance, taste and smell. Planning, making and evaluating their own fruit salad.</p> | <p>Art - Music and Art Explore how we can make art inspired by the sounds we hear. Draw, collage, paint and make.</p> | <p>DT – wheels and axels To find different ways to fix wheels. Design, make and evaluate inventions.</p> |
| <p>Experiential Learning: Oxford Bus Museum</p> | <p>Experiential Learning: Christmas Production Fire Engine visit Great Fire of London Experience Day</p> | <p>Experiential Learning: Pitt Rivers/Natural History Museum, Oxford</p> | <p>Experiential Learning: Easter Experience</p> | <p>Experiential Learning: Windsor Castle</p> | <p>Experiential Learning: Tanzania day</p> |
| <p>RE: Christianity Is it possible to be kind to everyone all of the time?</p> | <p>RE: Christianity Why do Christians believe that God gave Jesus to the world?</p> | <p>RE: Buddhism Why is the story of the Buddha important to some Buddhists?</p> | <p>RE: Christianity How important is it to Christians that Jesus came back to life after his crucifixion?</p> | <p>RE: Buddhism What is the best way for a Buddhist to lead a good life? Right Speech.</p> | <p>RE: Humanist What do Humanists believe?</p> |
| <p>PE: Personal: Following instructions, practise safely and work on simple tasks.</p> | <p>PE: Social: Working sensibly with others taking turns and</p> | <p>PE: Cognitive: Understand and follow simple rules.</p> | <p>PE: Creative: Explore and describe different</p> | <p>PE: Applying Physical: Performing skills and movements with control.</p> | <p>PE: Health and fitness: Awareness of why exercise is important for</p> |

| | | | | | |
|--|--|---|--|--|---|
| Perceiving and asking for help when appropriate. Team Building | sharing. Praise encourage and help others in their learning. Ball Skills | Ordering instructions, movement and skills. Yoga | movements. Select and link movements together. Dance | Move with some change in level, direction or speed. Gymnastics | good health. Use equipment appropriately. Athletics |
| ICT/Computing: Making Music | ICT/Computing: Effective searching Creating Pictures | ICT/Computing: On-line safety Questioning | ICT/Computing: Spreadsheets | ICT/Computing: Coding – moving and turning | ICT/Computing: Presenting ideas |
| Music: Compose songs around a variety of themes. Consider how a group of instruments work well together. | Music: Singing as individuals, a group and whole class. Christmas Production songs. | Music: Use of tempo, rhythm, dynamics, note values, duration, pitch and texture. Identify these musical dimensions in a variety of musical genre. | Music: Identify and keep a steady beat using instruments. Explore sounds on instruments and how they can be varied. | Music: Creating sounds using our bodies – clapping hands, tapping feet, clicking fingers. Create their own body percussion compositions. | Music: Listen, review and evaluate music, including the works of the great composers. Understanding how music can tell a story |
| Emotional Literacy <u>Respect and unity</u> To explore our roles within our family and how these compare to others. To understand that where we live will impact our responsibilities and lifestyle. To show respect to others in their roles and choices. To know how it feels to be part of a team. | Emotional Literacy <u>Empathy</u> Show an understanding of people’s experience in the Great fire of London. Consider their home life and share opinions on what is important to them. | Emotional Literacy <u>Diversity</u> To explore the achievements of men and women from around the world. To know that from failure comes success. To respect the success and achievements of others. | Emotional Literacy <u>Wellbeing</u> To understand how to keep ourselves healthy. To know our well-being comes from what we eat, how we exercise and how we behave. To explore ways to handle our emotions. | Emotional Literacy <u>Resilience and determination</u> To understand the importance of habitats around the world. To be aware of how it feels to lose a habitat. To explore how we can voice our opinion to create change. | Emotional Literacy <u>Managing change</u> To explore how we feel about change. To understand why change is important. To be proud of our successes. To create strategies to manage change. |