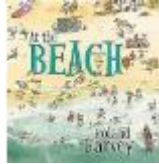




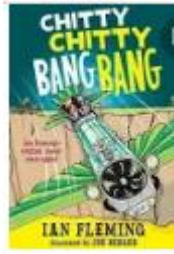
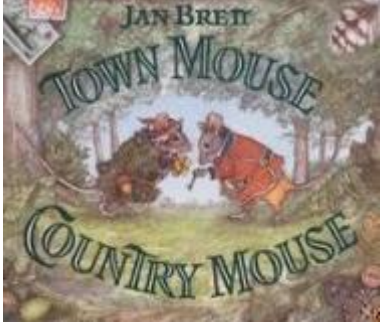
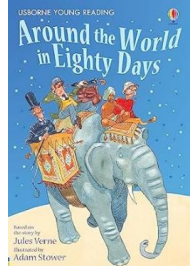
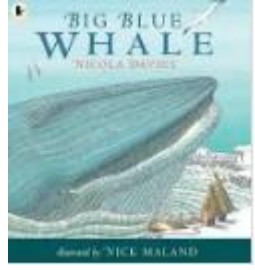
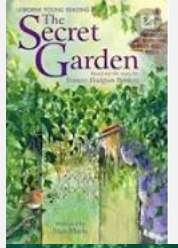

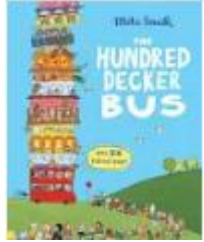
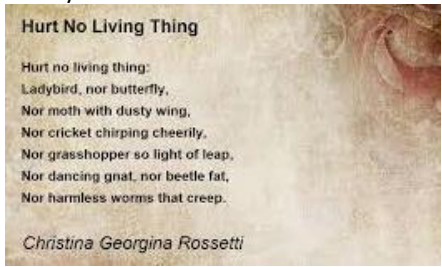
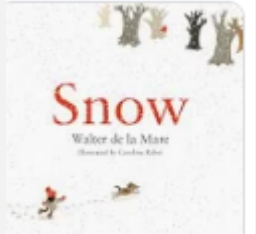


YEAR – CURRICULUM MAP

Term & Worship Themes	Autumn 1 Thankfulness Kindness & Generosity Friendship	Autumn 2 Peace Trust Compassion	Spring 1 Perseverance Courage Responsibility	Spring 2 Humility Justice Forgiveness	Summer 1 Wisdom Service Creation	Summer 2 Respect & Reverence Hope Truthfulness
Values	Fellowship		Love		Righteousness	
Entry Point/visits & Landings/ Special events such as Science week/production	Trip to the Bournemouth Aviation Museum. Topic landing – share singing, history learning and art with parents. Year 2 Autumn Damerham Hike.	History Hero Day – Come to school with research on a significant individual in history that you admire. (costume optional).	Nativity at Damerham Church Year 2 Winter Damerham Hike.	Year 2 Spring Damerham Hike.	Year 2 party day, to cover the DT mini product of designing a plate of food.	Year 2 Summer Damerham Hike.

Spirituality
Spiritual Moral Social Cultural

Mathematics (key areas of maths learning)	Place value (4 weeks)	Addition and subtraction (5 weeks) Geometry shape (3 week)	Money (2 week) Multiplication and division (5 weeks)	Fractions (4 weeks)	Length and height (2weeks) Geometry position and direction (2 week) Time (3 weeks) Statistics	Place value (2 weeks) Mass, capacity and temperature (3weeks)
English (Learning Journey Title, Purpose, Key text drivers)	<p>Class Reader/Text Driver</p>  <p>Postcards. How can we write to inform?</p>  <p>Postcards</p> <p>Write to recount. How can we expertly inform the reader about our class trip? Write a recount., following the trip to the Aviation Museum.</p>  <p>How innovations in transport make us feel/have enabled communities to expand. (S S C) Narrative. Question. How can we write to tell a story with a beginning, a middle and an end?</p>	<p>Write to recount – Question. How can we expertly inform the reader about our class trip? Sight of application. Write a recount following History Hero Day in school.</p> <p>Class Reader/Text Driver</p>  <p>Narrative. How can we expertly inform and entertain to tell a story about animals in space? How innovations in transport make us feel/have enabled communities to expand. Is testing on animals ethical?</p>  <p>Diary How can we expertly inform the reader about the life of Florence Nightingale? How has improved healthcare benefitted society? (M S C)</p>	<p>Class Reader/Text Driver</p>   <p>How can we use vocabulary so that the reader knows what a character is like? (Characterisation). Where is best to live? The city or the countryside? How can these places make us feel? What is the same and what is different? (S S C) How does the outside, beauty of the environment/weather/seasons make us feel? Sight of application. Write a recount following the Winter Hike.</p>	<p>Class Reader/Text Driver</p> <p>Sight of application. Write a poem about a real insect so that the reader has sympathy for them.</p> <p>Are all insects useful? Should we protect all insects?</p> <p>The Hippocrump Along the valley of the Ump Gallsops the Fearful Hippocrump. His hide is leathery and thick. His eyelids open with a "CLICK!" His mouth he closes with a "CLACK!" He has three humps upon his back. On each of these there grows a score Of horny spikes and sometimes more. His hair is curly, thick and brown. Beneath his chin a beard hangs down. He has eight feet with hideous claws. His neck is long – and Oh his jaws! The boldest falls in his track. To hear those hundred teeth go "Clack!"</p> <p>Poetry. How can we use adventurous vocabulary to describe a mythical animie? Instructions – WAGOLL How can we expertly instruct a reader to make a chololate lollipop? Sight of application. Write a recount following the Spring Hike.</p>	<p>Class Reader/Text Driver</p>   <p>Non-Fiction Structure. How can we expertly inform and entertain the reader? Non-fiction structure How is the whale important to the planet? How does the size of the Blue Whale make you feel? Sight of application. Write a recount of the Year 2 party day.</p>	<p>Class Reader/Text Driver</p>   <p>Narrative /Tension How can we build suspense for the reader so that they want to find out more? Are secrets always bad? When might you keep a secret to save someone's feelings? Sight of application. Write instructions to make a great teacher.</p>

	 <p>Poetry</p>  <p>How can we write a poem so that the reader has sympathy for the snail? Are all insects useful? Should we protect all insects?</p>	 <p>Poetry. How can I use language to describe a snowflake? Use of WAGOLL to support. How does the outside, beauty of the environment/weather make us feel? What celebrations look like to us.</p>				
Science	Changing materials 6	Animal life cycles 7	Changing materials 6		Pushes and Pulls 8	Making new plants 8
RE	<p>Theme/Unit: Harvest Key concept: Bread as a symbol</p> <p>Understanding the roles within the church and community. Consider what we are grateful for, who to and why. Listen to and attempt to understand the viewpoints of others. Share own experiences and respond to others. Respond positively to artistic opportunities (mixed mediums in response to the enquiry).</p>	<p>Theme/Unit: <i>Light helps people to remember - Why is light important at Advent and Hanukkah?</i> Key concept: <i>Waiting and remembering</i></p> <p>Understanding the roles within the church and community. Begin to appreciate wider religious beliefs. Consider what we might enjoy waiting for and why. Listen to and attempt to understand the viewpoints of others. Share own experiences and respond to others. Respond positively to artistic opportunities (mixed mediums in response to the enquiry).</p>	<p>Theme/Unit: Passover Key concept: Remembering</p> <p>Understanding the roles within the church and community. Begin to appreciate wider religious beliefs. Consider what we might think is important to remember and why. Listen to and attempt to understand the viewpoints of others. Share own experiences and respond to others. Respond positively to artistic opportunities (mixed mediums in response to the enquiry).</p>	<p>Theme/Unit: Easter Key concept: Belief</p> <p>Understanding the roles within the church and community. Consider what we might believe and why. Listen to and attempt to understand the viewpoints of others. Share own experiences and respond to others. Respond positively to artistic opportunities (mixed mediums in response to the enquiry).</p>	<p>Theme/Unit: Ideas about God Key concept: God</p> <p>Begin to appreciate wider religious beliefs. Consider our own ideas about God. Listen to and attempt to understand the viewpoints of others. Share own experiences and respond to others. Respond positively to artistic opportunities (mixed mediums in response to the enquiry).</p>	<p>Theme/Unit: People Jesus Met Key concept: Change</p> <p>Begin to understand how the work of Jesus impacts on the behaviour of Christians. Consider how the teachings of Jesus might impact our own behaviour. Listen to and attempt to understand the viewpoints of others. Share own experiences and respond to others. Respond positively to artistic opportunities (mixed mediums in response to the enquiry).</p>
Art	<p>Portraits influenced by Augustus John.</p> <p>How does the work of great artists make us feel? Listen to and attempt to understand the viewpoints of others. Share opinions of the art and listen to others. Respond positively to artistic opportunities (mixed mediums explored).</p>		<p>Sculpture -inspired by Axel Sheffler.</p> <p>How does the work of great artists make us feel? How does Axel Sheffler's interpretation make us feel about animals and the environment? Listen to and attempt to understand the viewpoints of others. Share opinions of the art and listen to others. Respond positively to artistic opportunities (mixed mediums explored).</p>		<p>Landscapes – influenced by Emma Childs.</p> <p>How does the work of great artists make us feel? Listen to and attempt to understand the viewpoints of others. Share opinions of the art and listen to others. Respond positively to artistic opportunities (mixed mediums explored).</p>	
Discover History	Can we all make a difference? Begin to learn more about significant individuals and significant events.			Review of Discover Term		→

	Consider the size of the world and how visiting places has become more achievable for some due to innovations in transport. Consider the social impact of innovations in transport. Have innovations in transport and its development always been ethical? Can people of all races, sex and age make a difference?					
Explore Geography	Review of create and Explore →		What does it mean to belong? Begin to make comparisons between contrasting areas of the world. Consider how communities spend their leisure time in Fish Lake Park, Utah, USA and Damerham, England. What is the best use of land in our studied areas? What makes people feel part of a community? What helps people to feel as if they belong?		Review of Explore →	
Design & Technology					How can we get where we want to go? How can we make the journey more comfortable? Consider the size of the world and how visiting places has become more achievable for some due to innovations in transport. Consider the social impact of innovations in transport. Have innovations in transport and its development always been ethical? How does transport help communities?	
Music	Time to play – exploring pulse and rhythmic patterns skills: dimensions: composers: How does listening to different music make us feel? How can listening to music bring people together? Listen to and attempt to understand the viewpoints of others. How can we create repeated patterns together to form a beat?	Preparation for Christmas How does singing in groups develop a sense of belonging? How does singing make us feel? Listen to and attempt to understand the viewpoints of others.	. Musical moods and pictures skills: dimensions: composers: How does listening to different music make us feel? How can listening to music bring people together? Listen to and attempt to understand the viewpoints of others. How can we create repeated patterns together to form a beat? Develop awareness of cultural differences in music.		Patterns with pitch – exploring pitch and melody skills: dimensions: composers: How does listening to different music make us feel? How can listening to music bring people together? Listen to and attempt to understand the viewpoints of others. How can we create repeated patterns together to form a beat? Develop awareness of cultural differences in music.	Preparation for Production/Variety show.
P.E. & Games	Getset4PE: fundamentals/fitness Forest school Working as a team How does being outside make us feel? Listen to and attempt to understand the viewpoints of others.	Getset4PE: Yoga/dance Forest school Working as a team How does being outside make us feel? Listen to and attempt to understand the viewpoints of others.	Getset4PE: Gymnastics/ball skills Forest school Working as a team How does being outside make us feel? Listen to and attempt to understand the viewpoints of others.	Getset4PE: Invasion games/net and wall games Team games Forest school Working as a team How does being outside make us feel? Listen to and attempt to understand the viewpoints of others.	Getset4PE: striking and fielding/target games Team games Forest school Working as a team How does being outside make us feel? Listen to and attempt to understand the viewpoints of others.	Getset4PE: athletics/team building Team games Forest school Working as a team How does being outside make us feel? Listen to and attempt to understand the viewpoints of others.
French	NA – Children are exposed to counting to and back from. 30 in French	NA – Children are exposed to counting to and back from. 30 in French	NA – Children are exposed to counting to and back from. 30 in French	NA – Children are exposed to counting to and back from. 30 in French	NA – Children are exposed to counting to and back from. 30 in French	NA – Children are exposed to counting to and back from. 30 in French
Computing	ICT 1) Desktop Publishing – developing typing fluency Children focus on their typing skills and developing fluency in knowing letter locations. https://www.typingclub.com/kids-typing OR link to maths – typing digits and words for counting. 1) NCCE: Teach Computing: Computer systems and networks – IT around us – Lessons 1-3 How can computer systems help us?	NCCE: 1) Teach Computing: Digital Photography Taking portraits using tablets to link in with art. How does capturing art through a camera make you feel?	ICT 1) Desktop Publishing - Formatting Children change font size and colour by highlighting text to edit. They use the shift key to add exclamation marks and capital letters. They use the enter key to start a new line.	Computer Science 1) NCCE: Programming A – Robot algorithms Using a beebot to design, predict and write programs to move the beebot around a set route.	ICT 1) Data Pictograms using J2Data Pictograms linked to maths or science. 2) Desktop publishing Apply formatting skills by: creating a Powerpoint linked to their learning, labelling wheels and axels. or Create labels for their party food.	Computer Science Programming B – Programming quizzes. Children create a quiz to help review their learning in science/geography/history.

	<p>How do computer systems help us to communicate? How can they help us to be safe?</p> <p>Does communicating via technology give the same connections with people?</p> <p>Understanding how technology fits in within our culture.</p> <p>Understanding the importance of keeping myself and others safe online.</p>					
<p>PSHE</p>	<p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>MyHappyMind Meet the brain.</p>	<p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour – Autumn anti bullying week.</p> <p>MyHappyMind – Celebrate</p>	<p>Safety in different environments; risk and safety at home; emergencies – Y2 road safety programme.</p> <p>MyHappyMind - appreciate</p>	<p>What is money; needs and wants; looking after money –</p> <p>MyHappyMind - relate</p>	<p>medicines; keeping teeth healthy;</p> <p>MyHappyMind -engage</p>	<p>Growing older; naming body parts; Science and Summer</p> <p>MyHappyMind -relationships</p>