

Oundle Primary School - Year 2 Long Term Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Name</b>	Great Fire of London	Plants/Growing Food	Kings and Queens	Dragons	Around the World	Food
<b>Key Texts</b>	<p><u>Non-fiction Stimulus</u> Vlad and the Great Fire of London Kate Cunningham &amp; Sam Cunningham Variety of Non-fiction books about Fire of London/ Fire fighting</p> <p><u>Poetry</u> Variety of poems about fire of London <a href="#">Heard It in the Playground - by Allan Ahlberg</a></p> <p><u>Story Time Texts (Fiction)</u> <a href="#">Amazing Grace – Mary Hoffman (Setting goals)</a></p> <p>Toby and The Great Fire Of London-Margaret Nash &amp; Jane Cope The Great Fire of London: 350th Anniversary of the Great Fire of 1666-Emma Adams &amp; James Weston Lewis</p>	<p><u>Narrative Stimulus</u> The Great Big Enormous Turnip (Picture Mammoth)- Alexei Tolstoy and Helen Oxenbury</p> <p><u>Story Time Texts (Fiction)</u> Fantastic Mr Fox – Roald Dahl</p> <p>Mr Wolf and the Enormous Turnip - Jan Fearnley (author)</p>	<p><u>Narrative Stimulus</u> Rumpelstiltskin- Paul O Zelinsky</p> <p><u>Story Time Texts (Fiction)</u> The BFG by Roald Dahl</p> <p>The Queen’s Knickers - Nicholas Allan</p>	<p><u>Non-fiction Stimulus</u> The Egg-M. P. Robertson The Dragon Machine - Helen Ward</p> <p><u>Poetry</u> <a href="#">Tell Me a Dragon -Jackie Morris</a></p> <p><u>Story Time Texts (Fiction)</u> <a href="#">The Boy Who Grew Dragons Andy Shepherd &amp; Sara Ogilvie</a></p> <p>Look Out, It’s a Dragon! Hardcover –Jonny Lambert (Author)</p> <p>The Paper Bag Princess -Robert Munsch (Author), Michael Martchenko (Illustrator)</p> <p><a href="#">Dr Xargle’s Book of Earthlets – Tony Ross</a></p>	<p><u>Narrative Stimulus</u> Around the World in Eighty Days (Jules Verne’s Adventure Stories) Antonis Papatheodoulou (Author)</p> <p><u>Story Time Texts (Fiction)</u> The Giraffe, the Pelly and Me- Roald Dahl</p> <p>Emma Jane’s Aeroplane-Katie Haworth &amp; Daniel Riele</p> <p>I Really Wonder What Plant I’m Growing (Charlie and Lola)- Lauren Child</p>	<p><u>Non-fiction Stimulus</u> <a href="#">Pancakes! Cook in a Book Lotta Nieminen</a></p> <p><u>Poetry</u>- Green eggs and Ham- Dr Seuss Dr Seuss Poetry or Midnight Feasts: Tasty poems chosen by A.F. Harrold</p> <p><u>Story Time Texts (Fiction)</u> Not Now Bernard – David McKee</p> <p>Variety of Elmer stories</p> <p>A Piece of Cake/Piece at last- Jill Murphy Author, Illustrator and other ‘Large Family’ stories</p>
<b>Literacy</b>	<p><u>Non-Fiction</u> Explanations (2 weeks) Recount (2 weeks - or 1 + 1 week)</p> <p><u>Poetry</u> Vocabulary building (list poems)(2 weeks) Structure – calligrams (1 week)</p>	<p><u>Narrative-</u> Stories with recurring literary Language (4 weeks – or 2 + 2 weeks) Narratives about personal experiences and those of others (real and fictional).</p>	<p><u>Narratives Traditional Tales - Fairy Tales</u>(4 weeks – or 2 + 2 weeks)</p>	<p><u>Non-Narrative</u> Report 4 weeks – or 2 + 2 weeks (Myths -creation stories related)</p> <p><u>Poetry</u> Vocabulary building (1 week) Structure – calligrams (2 weeks - or 1+1weeks)</p>	<p><u>Narrative</u> Traditional Tales - (4 weeks - or 2 + 2 weeks)</p>	<p><u>Non-fiction</u> Instructions-(2 weeks) Explanations-(2 weeks)</p> <p><u>Poetry</u> Vocabulary building (1 week) Take one poet – poetry appreciation (1 week)</p>
	<p><u>Narrative-Take one book</u> (select book from Pie Corbett reading spine or continue focus on text already studied) (1 or 2 week) written outcomes, linked with fiction/non-fiction modules already covered during the term</p>		<p><u>Narrative-Take one book</u> (select book from Pie Corbett reading spine or continue focus on text already studied) (1 or 2 week) written outcomes, linked with fiction/non-fiction modules already covered during the term</p>		<p><u>Narrative-Take one book</u> (select book from Pie Corbett reading spine or continue focus on text already studied) (1 or 2 week) written outcomes, linked with fiction/non-fiction modules already covered during the term</p>	
<b>Cross Curricular writing</b>						
<b>Maths</b>	Place Value – Numbers to 100. Addition and Subtraction. Multiplication of 2, 5, and 10.	Multiplication and division of 2, 5 and 10. Length. Mass Temperature	Picture Graphs Word Problems Money 2D shapes	2D shapes 3D shapes Fractions	Time Volume Review and Revisit topics	Review and Revisit topics
<b>Science</b>	<b>Chemistry:</b> Everyday materials: uses of	<b>Biology:</b> Plants: Bulbs & temperature on growth	<b>Biology:</b> Living things and their habitats	<b>Biology:</b> Animals	<b>Biology:</b> Plants: changes over time	<b>Biology:</b> Humans: Food & exercise
	Working Scientifically (Procedural Knowledge) is taught throughout each unit					
<b>History</b>	Events beyond Living Memory:  Great Fire of London		Significant event in own locality: Kings and Queens	Significant event in own locality: Kings and Queens		
	Working Historically (Procedural Knowledge) is taught throughout each unit					
<b>Geography</b>		Local Study: Small UK area Oundle			The World	Non-European Study: Kenya
	Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units					
<b>RE</b>	<b>UC</b> <b>Theme:</b> Creation <b>Key question:</b> “Who made the world?”	<b>Discovery RE</b> <b>Theme:</b> Hindu Beliefs <b>Key Question:</b> How can Brahman be everywhere and in everything?  Religion: Hinduism  <b>ADDITIONALLY:</b> <b>UC</b> <b>Theme; Incarnation</b> “Why does Christmas matter to Christians?” <b>DIGGING DEEPER</b>	<b>Discovery RE</b> <b>Theme;</b> Passover <b>Key Question:</b> How important is it for Jewish people to do what God asks them to do? Religion: Judaism	<b>UC</b> <b>Theme; Salvation</b> “Why does Easter matter to Christians?”	<b>Discovery RE</b> <b>Theme: The Covenant</b> <b>Key Question: How special is the relationship Jews have with God?</b> <b>Religion: Judaism</b>	<b>UC</b> <b>Gospel</b> “What is the Good News that Jesus brings?” <b>CORE</b>
<b>Art</b>	Drawing and <b>Printing</b> Stamp printing  Artist Focus: Karen Eastman (USA) Bridget Riley			<b>Collage / Textiles</b> Multi-Media  Artist Focus: Kerry Darlington	Drawing and <b>Painting</b> Landscape  Artist Focus: John Constable	

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<b>DT</b>		<b>Food: Preparing Fruit</b> Fruit jelly	<b>Wheels and Axles</b> Moving vehicle for an explorer			<b>Free Standing Structures</b> Enclosure for animals
<b>Music</b>	Singing for enjoyment & creating actions Musical elements Great Fire of London	Christmas Songs / Nativity Practice	Kings and Queens Composition – royalty	Animals – ‘Zoo Time’ Musical Elements Composition	The World – Different Music around the world	Kenya – Music from Kenya Composition
<b>PE</b>	<b>Indoors:</b> Dance  <b>Outdoors:</b> Sending & Receiving	<b>Indoors:</b> Fundamentals Unit  <b>Outdoors:</b> Tag Rugby	<b>Indoors:</b> Gymnastics  <b>Outdoors:</b> Invasion Games	<b>Indoors:</b> Fitness  <b>Outdoors:</b> Striking Fielding	<b>Indoors:</b> Yoga  <b>Outdoors:</b> Sports Day	<b>Indoors:</b> Athletics  <b>Outdoors:</b> Football
<b>Computing</b>	Unit 2.1 Coding	Unit 2.2 Online Safety  Unit 2.3 Spreadsheets	Unit 2.4 Questioning	Unit 2.6 Creating Pictures	Unit 2.5 Effective Searching	Unit 2.8 Presenting Ideas
<b>PSHE</b>	Post Lockdown Mental Health Black Lives Matter – Individual study	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Enrichment – Visits / Visitors</b>						