



**All Saints' CE Primary School,
Newmarket**
Year 2 Curriculum Map Long Term
Plan



At All Saints we are children of God, we wear our crowns with pride. Together we are **Included, Involved** and **Inspired**

Our BIG IDEAS covered throughout the curriculum

LANGUAGE	BRITAIN	PEOPLE	FAITH	MIGRATION	CREATIVITY

	Autumn Term			Spring Term			Summer Term		
Title & Key Question	LONDON'S BURNING Who was Samuel Pepys? What are the continents and oceans of the world?			OFF WE GO! (EXPLORERS) Who was Christopher Columbus and where did he explore? How do hot and cold places around the world compare with Newmarket?			DOWN ON THE FARM How has farming changed within the last 100 years? How does the countryside compare with a town?		
English Taught in line with Primary National Curriculum	Non chron reports Setting description	Diary	Haiku bonfire night	Adventure story	Information text	What am I poetry	Stories based around a theme.	Explanation text letters	Free verse
Key Texts	Mary and the great fire of London- Sue Groves and Alex Patterson Vlad and the great fire of London -Kate Cunningham. You wouldn't want to be in the great fire of London – Jim Pipe The Great Fire of London- Discovery texts			Emperor of the ice- Nicola Davies Penguin huddle- Ross Montgomery The search for the giant artic jelly fish- Chloe Savage Look inside our world – Emily Bone Weird sea – Sophie Burrows Explorers by Nellie Huang Emma Jane's aeroplane- Katie Haworth			The comet- Joe Todd Stanton Where does our food come from? Flip flap farm- Axel Sheffler Farm yard hullabaloo Giles Andreae Farmer duck -Martin Waddell Cock-a-doodle- poo- Steve Smallman A year on Adam's farm – Adam Henderson		



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Maths Taught in line with Primary National Curriculum at	Numbers within 100 Addition and subtraction of 1-digit numbers to 2-digit number	Addition and subtraction of 2-digit numbers to 2-digit numbers Shape	Money Multiplication and Division	Length and Height Mass, Capacity, Temperature	Fractions Time	Statistics Position and Direction Consolidation
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Science	Everyday Materials Identify and compare the uses of a variety of everyday materials for particular uses in homes and around school.	Plants Planting bulbs for spring flowers and observe what bulbs need to grow	Everyday Materials Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Living things and their habitats Explore and compare the difference between things that are living, dead, and things that have never been alive. Identify and name a variety of plants and animals in their habitats, including microhabitats.	Plants Observe and describe seeds and germination Planting vegetables for harvesting	Animals inc. Humans Describe the importance for humans of exercise eating the right amounts of different types of food and hygiene. Notice that animals, including humans have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans for survival (water, food, air).	Plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (vegetables)	Living things and their habitats Identify that most living things live in habitats to which they are suited. Describe how animals obtain their food from plants and other animals; using the idea of a simple food chain and identify and name different sources of food.	Revise Everyday Materials – linked to farm machinery
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	Classifying observing and recording observations	Observe and measure growth. Record using pictograms.	Classifying observing and recording observations.	Classify living and dead items sorting them and classifying	Observe and measure growth.	Observing and suggesting ways to help things grow	Observe and measure growth. Use magnifying	Classify and sort animals suggesting reasons for	Record results using their own criteria.
			Suggest the best and worst materials for different uses.	them into groups.	Record using prepared tables.		glasses to observe. Record their observations using graphs.	their decisions.	
History	Events beyond living memory that are significant nationally – Great Fire of London, The Plague & The Gunpowder Plot Significant individuals from the past who have assisted in national and international achievements (Samuel Pepys, Guy Fawkes).			Significant individuals from the past who have assisted in national and international achievements (The explorers – Christopher Columbus and Roald Amundsen)			Significant historical events, people and places in their own locality -farming within 100 years. Place – Poplar Farm, Burnt Fen. People – Two generations of farmer Brown. Event – The changes to farming since the 1900's		



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Geography	Locational Knowledge Locate and learn the world's 7 continents using globes, atlases and world maps. Human and Physical Geography Use basic geographical vocabulary to refer to: Key human features, including: city, house, shop (including houses of parliament, the monument to the Great Fire of London) Geography skills and fieldwork Use world maps, atlases and globes to identify countries, continents and oceans. Revise simple compass points (North, East, South & West). Use locational language (near, far, left & right).		Place Knowledge Understand geographical similarities and differences through the studying the human and physical geography of a small area of Newmarket in Suffolk and a small area of a contrasting country. Human and Physical Geography Identify the location of hot and cold areas of the world and the Equator Fieldwork Skills Use basic geographical vocabulary to refer to: Physical features; hill, mountain, river, valley		Geography skills and fieldwork Use simple fieldwork and observational skills to study the key human and physical features of the school's environment Use simple compass directions to describe the location of routes on a map Human and Physical Geography Use basic geographical vocabulary to refer to: Physical features; forest, soil, vegetation. Human features: farm and village Geography skills and fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key	
Christian Values	Included, Involved, Inspired.	Love	Patience	Faithfulness	Kindness	Joy

RE	JUDAISM: Believing Why do Jewish families talk about repentance at new year?	CHRISTIANITY: Believing. Why was Jesus given the name 'Saviour'?	ISLAM: Believing How do some Muslims show Allah is compassionate and merciful?	CHRISTIANITY: Leaders and Teachers Why do Christians trust Jesus and follow him?	JUDAISM: Leaders and teachers Why is the Torah such a joy for the Jewish community?	CHRISTIANITY: Leaders and Teachers What did Jesus teach about God in his parables?
Computing	Computing Systems and networks – Information Technology around us. E-safety	Programming - Robot algorithms E-safety	Creating media – Making Music E-safety	Data and Information – Pictograms E-safety	Creating Media – Digital photography E-safety	Programming – Introduction to quizzes E-safety



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Art	Drawing Mark making and texture	Textiles Dip dye and printing	Printmaking Stencils, clay relief blocks, natural materials	3D clay Coil pots	Collage Responding to the work of famous artists.	Painting Line, colour and space
DT	Structures and Mechanisms Freestanding structures Flaps, sliders and levers		Textiles Bendy bags		Food Based on what we have grown.	
PE	Attacking and defending games (with ball skills)	Attacking and defending games (with ball skills)	Net Games	Net Games	Outdoor and adventurous activities	Games – Batting and Fielding
	Gymnastics (balance)	Dance (related to Christmas production)	Gymnastics (apparatus)	Gymnastics (apparatus)	Traditional dance	Athletics
PSHE & British Values	Mental Wellbeing Internet Safety Physical health and fitness Healthy eating Health and prevention Basic First Aid Being Safe BRITISH VALUES – Mutual respect and tolerance; Democracy		Families and people who care for me Caring friendships Respectful relationships Money Internet Safety – digital literacy and media; online relationships BRITISH VALUES - Mutual respect and tolerance; Individual liberty (children's rights)		Online relationships – Internet safety Rights and responsibilities Communities Environment Digital literacy and media Aspirations, work and career BRITISH VALUES – The rule of law; Individual liberty (children's responsibilities)	
Music (Y2) Charanga	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert
Trips	London		Zoology museum		Soham farm	



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Inspiration through enrichment MAT PASSPORT	Be aware of ways to support own wellbeing (throughout the year based on school Values). Aid teacher in leading collective worship. Participate in a Skills Escalator Day with other Year 2 classes from other schools. Visit a local church – All Saint's for Harvest festival.	Take part in Nativity performance which is an event in the Christian calendar. Sing as part of a group.	Be aware of ways to support own wellbeing (throughout the year based on school Values). Visit a museum – Palace House Horseracing Museum which is a key place in our local area too. Visit a site of historic interest.	Visit a local church – All Saints'. Take part in an event on the Christian calendar – Class acts out Easter story in church Easter service. Book Week – work in a vertical year group: read a story to a younger child, dress up for the day and share an activity with a parent (Reading Café).	Be aware of ways to support own wellbeing (throughout the year based on school Values). Plant seeds and bulbs and see them grow. Take part in a Eucharist service.	Visit to a local church – All Saints. Go for a walk in the local area and read a map and give directions – local area Fieldwork. Grow your own food and eat it. Celebrate a nonChristian festival (Jewish Sukkot).
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