St Margaret's Curriculum Map 2024-2025

Year 2

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
I wonder theme…	**Are all schools the same?**	**Would you prefer to live in a hot or cold place?**	**Did people in the past travel fast?**	**Why is our world wonderful?**	**Who's the king of the castle?**	**Who rules the oceans?**
English Texts	Once Upon an Ordinary School Day Boris Starts School – linked to History topic – 'How was school different in the past?'	Anna Hibiscus – linked to Geography topic – 'Would you prefer to live in a hot or cold place?'	Ocean Meets Sky – linked to History topic – 'How did we learn to fly?'	Paddington Bear in London – linked to learning about landmarks in the UK	The Boy Who Grew Dragons	The Lighthouse Keeper's Lunch (and other books in the series) Lucy & Tom at the Seaside – linked to Geography topic – 'What is it like to live by the coast?'
Science	Animals: Life cycles and health	Living Things and their Habitats	Materials: Uses of everyday materials	Living things: Microhabitats	Plants: Plant growth (Plants in palace gardens)	Making connections: Plant-based materials (reduce, reuse, recycle – protecting our oceans)
Science Objectives	Pupils who are secure will be able to: • Identify stages in the life cycles of different animals, including humans. • Describe the basic survival needs of animals. • Explain how to take care of personal hygiene.	Pupils who are secure will be able to: • Ask questions to further their knowledge. • Recall some life processes, giving examples of how they apply to plants and animals. • Classify objects into alive, never been alive and was once alive,	Pupils who are secure will be able to: • Name objects with the same use that are made from different materials. • Name materials that are used to make objects with different uses.	Pupils who are secure will be able to: • Identify and name a variety of plants and animals. • Recall that minibeasts live in microhabitats. • Describe microhabitats and their conditions.	Pupils who are secure will be able to: • Recall that seeds have all the necessary parts inside for plants to grow. • Recall that seeds need water and warmth to germinate. • Recognise that light is required	Pupils who are secure will be able to: • Explain the terms reduce, reuse and recycle. • Describe how paper is made. • Select suitable materials for a plant pot.

	• Describe some positive effects of exercise. • Identify foods in different food groups. When working scientifically, pupils who are secure will be able to: Measure using simple equipment. Record results in a table. Use data to answer a simple question. Research using secondary sources.	giving reasons for their choices. • Match different plants and animals to their habitats. • Give examples of how animals use their habitat for food and shelter. • Recall that plants produce their own food for energy. • Name living things that are producers and place a producer at the beginning of a food chain. • Use arrows to show the order in a food chain.	• Recognise that stretching, twisting, bending and squashing can cause some solid objects to change shape. • Name properties that make materials suitable for their use. • When working scientifically, pupils who are secure will be able to: • Measure using non-standard units. • Recording results in a table. • Use data to answer a simple question. • Record results in a block graph.	• Describe how microhabitats provide for the basic needs of animals and plants. • Describe the job role of a botanist. • • When working scientifically, pupils who are secure will be able to: • Group minibeasts and create simple classification keys. • Ask questions and recognise that they can be answered in different ways. • Gather and record data and use it to answer questions. • Plan what observations to make in an experiment. • Order the steps of a method. • Describe the appearance of flowering plants.	for healthy plant growth. • Sequence the stages of a plant's life cycle. • Recognise the importance of healthy plant growth. • Describe the influences humans have on plants in the environment. • When working scientifically, pupils who are secure will be able to: • Set up comparative tests. • Plan observations and measurements. • Use rulers to measure and record stem height. • Record plant growth data in a table. • Compare plant growth in different test conditions.	• Describe good growth conditions for seeds. • Make a plant pot from eco-friendly materials. • Identify non-living materials to decorate a plant pot. • When working scientifically, pupils who are secure will be able to: • Use an online source to find answers to questions. • Identify and classify different types of material. • Classify natural and human-made materials. • Carry out tests to assess the properties of different materials. • Use observations

				• Use an identification chart to name flowering plants.	• Use a magnifying glass to observe and compare plants. • Draw diagrams to represent stages of a plant's life cycle.	to answer questions. • Draw conclusions about the suitability of materials.
Science Vocabulary	adult air baby basic needs butterfly child carbohydrates caterpillar dairy egg exercise fitness food frog froglet fruit germs growth health height hygiene lamb life cycle live young measure offspring	alive analyse camouflage carnivore classify coastal dead depend diet energy excretion food chain growth habitat herbivore life process mammal movement nutrition ocean omnivore predator prey producer rainforest reproduction	bend block graph elastic fabric flexible glass material metal object plastic property pull push record rock squash stretch suitable twist wood	botanist camouflage characteristics classification key classify comparative/fair test conclusion criteria data food chain identify invertebrate method microhabitat minibeast research results species survey tally test	bulb comparative test conclusion condition diagram energy flower germinate growth leaf life cycle measure nutrient observe plant shoot seed seedling seed coat stem wilt	alive bubble wrap eco-friendly dead excretion fabric flexible germinate growth human-made life process material movement natural nutrition paper plastic property recycle reduce reproduction reuse seed sensitivity soil strong

	oils	sensitivity shelter woodland				suitable sunlight tin foil warmth water waterproof wood
History / Geography	How was school (village) different in the past?	Would you prefer to live in a hot or cold place?	How did we learn to fly?	Why is our world wonderful?	What is a monarch?	What is it like to live by the coast? Trip to Southend and Sea Life Centre
History / Geography Objectives	Pupils with **secure** understanding will be able to: • Correctly order and date four photographs on a timeline and add some dates. • Ask one question about schools in the past. • Make one comparison between schools in the past and present. • Use sources to research and develop an understanding of what schools were like 100 years ago. • Identify three features of a	Pupils who are **secure** will be able to: • Name and locate the seven continents on a world map. • Locate the North and the South Poles on a world map. • Locate the Equator on a world map. • Describe some similarities and differences between the UK and Kenya. • Investigate the weather, writing about it using key vocabulary and explaining whether	Pupils who are **secure** will be able to: • Identify important events surrounding the history of flight. • Explain how a significant event has changed the lives of others. • Ask questions about people and events in the past. • Use primary sources to find out about people and events in the past.	Pupils who are **secure** will be able to: • Identify and locate characteristics of the UK on a map. • Identify human and physical features. • Locate human and physical features on a world map. • Explain the difference between oceans and seas. • Name and locate the five oceans on a world map. • Use an aerial photograph to	Pupils who are **secure** will be able to: • Recall that a monarch is a king or queen. • Explain that recent monarchs in the UK do not have the power to make decisions alone. • Identify some of the monarch's role. • Explain that a king or queen is crowned in a special ceremony called a coronation.	Pupils who are **secure** will be able to: • Name and locate the seas and oceans surrounding the UK in an atlas. • Label these on a map of the UK. • Describe the location of the seas and oceans surrounding the UK using compass points. • Define what the coast is.

	classroom now and a classroom 100 years ago, identifying some similarities and differences. • Recognise two similarities and two differences between schools now and schools in the past. • State whether they would have preferred to go to school in the past or not and explain why.	they live in a hot or cold place. • Recognise the features of hot and cold places. • Locate some countries with hot or cold climates on a world map.	• Correctly order five events on a timeline.	draw a simple sketch map. • Collect data by sketching findings on a map and completing a tally chart. • Present their findings in a bar chart.	• Name some of the main steps in the coronation ceremony. • Explain the use of special objects in the coronation. • Use sources to explain how William the Conqueror became King of England. • Know that monarchs in the past had all the power to make decisions. • Explain how William the Conqueror kept order and conquered England. • Identify the two different types of castle built by the Normans. • Compare the similarities and differences between	• Locate coasts in the UK. • Name some of the physical features of coasts. • Explain the location of UK coasts using the four compass directions. • Name features of coasts and label these on a photograph. • Identify human features in a coastal town. • Describe how people use the coast. • Follow a prepared route on a map. • Identify human features on the local coast. • Record data using a tally chart.

					Norman castles. • Identify features of Norman castles. • Explain how castles have changed over time. • Recognise that we still have castles today. • Sequence castles on a timeline. • Describe characteristics of the monarchy in the past. • Identify that the monarchy has changed over time. • Make comparisons between past and present monarchy	• Represent data in a pictogram. • Describe how the local coast has been used.
History / Geography Vocabulary	• past • timeline • date • different • decade	• arid • climate • compass • continent • country	• beyond living memory • decade • evidence • eyewitness	• aerial photograph • capital city • continent • country	• absolute monarchy • Anglo-Saxon • anointing	• aerial photograph • capital city • city • cliff

	• present • important • similar • modern • living memory • evidence • source • decade • beyond living memory • preferred	• desert • Equator • globe • grasslands • human feature • ice sheet • land • locate • map • mild • ocean • pack ice • physical feature • polar • rain gauge • rainforest • rural • savannah • sea • temperate • temperature • thermometer • tropical • urban • vegetation • weather	• flight • historic • historically significant • inventor • living memory • past • present • primary source • source	• data collection • fieldwork • human feature • key • lake • land • landmark • locate • location • map • north • physical feature • ocean • OS map • river • sample • sea • scale • symbol • tally chart • vegetation	• Archbishop of Canterbury • armed forces • attack • bailey • battle • battlements • Bayeux Tapestry • ceremony • concentric castle • constitutional monarchy • conquer • coronation • crowning • defend • earl • Edward the Confessor • fortified manor house • gatehouse • government • Harold Godwinson, Earl of Wessex • Harald Hardrada • Head of State • invade • investing • keep • moat • monarch • motte	• coast • coastline • continent • country • data collection • fieldwork • island • harbour • human feature • lake • landmark • location • locate • ocean • physical feature • pictogram • pier • river • sand dunes • sea • tally chart • tourist • town • village

					• motte-and-bailey • nobility • Normandy • Normans • oath • orb • parliament • portcullis • power • procession • rule • sceptre • stone keep • tower • walls • William of Normandy • Witan	
Art / DT	Structures – Baby Bear's chair (links with classroom chairs)	Mixed Media; Collage – Life around them (Year 2)	Textiles – Pouches (making a travel bag)	Painting and mixed media: Life in colour	Drawing: Tell a story	Cooking – A Balanced Diet (linked to English – The Lighthouse Keeper's Lunch)
Art / Dt Objectives	Pupils who are **secure** will be able to: • Identify man-made and natural structures. • Identify stable and unstable structural shapes. • Contribute to discussions.	Pupils who are **secure** will be able to: • Name the primary and secondary colours. • Talk about the colour changes they notice and make predictions about what will happen when two colours mix.	Pupils who are **secure** will be able to: • Sew a running stitch with regular-sized stitches and understand that both ends must be knotted.	Pupils who are **secure** will be able to: • Name the primary and secondary colours. • Talk about the colour changes they notice and make predictions	Pupils who are **secure** will be able to: • Suggest ways to draw a word through marks. • Use relevant language to describe how an object feels.	Pupils who are **secure** will be able to: • Name the main food groups and identify foods that belong to each group. • Describe the taste, feel and

	• Identify features that make a chair stable. • Work independently to make a stable structure, following a demonstration. • Explain how their ideas would be suitable for Baby Bear. • Produce a model that supports a teddy, using the appropriate materials and construction techniques. • Explain how they made their model strong, stiff and stable.	• Describe the colours and textures they see. • Try different tools to recreate a texture and decide which tool works best. • Show they can identify different textures in a collaged artwork. • Apply their knowledge of colour mixing to match colours effectively. • Choose collage materials based on colour and texture. • Talk about their ideas for an overall collage. • Try different arrangements of materials, including overlapping shapes. • Give likes and dislikes about their work and others'. • Describe ideas for developing their collages.	• Prepare and cut fabric to make a pouch from a template. • Use a running stitch to join the two pieces of fabric together. • Decorate their pouch using the materials provided.	about what will happen when two colours mix. • Describe the colours and textures they see. • Try different tools to recreate a texture and decide which tool works best. • Show they can identify different textures in a collaged artwork. • Apply their knowledge of colour mixing to match colours effectively. • Choose collage materials based on colour and texture. • Talk about their ideas for an overall collage. • Try different arrangements of materials, including overlapping shapes. • Give likes and dislikes about their work and others'.	• Suggest ways to create different textures through drawn marks. • Freely experiment with different tools, receiving encouragement when needed. • Describe and then draw shapes that make up an object. • Use good observational skills to add details to their drawing. • Use an interesting range of marks that show an understanding of how to draw different textures. • Make sketches, which may be of basic stick-like figures or may imply more shapes. • Develop sketches into a	smell of a given food. • Think of three different wrap ideas, considering flavour combinations. • Construct a wrap that meets the design brief and their plan.

		• Choose materials and tools after trying them out. •		• Describe ideas for developing their collages. • Choose materials and tools after trying them out.	character, with some support, adding details to enhance their character. • Demonstrate an understanding of how drawing facial features in different ways conveys expressions. • Recount a story and select key events to draw. • Create scenes from their own imagination, with some support.	
Art / DT Vocabulary	• design criteria • man-made • natural • properties • structure • stable • shape • model • test	• collage • detail • mixing • overlap • primary colour • secondary colour • surface • texture	• decorate • fabric • fabric glue • knot • needle • needle threader • running stitch • sew • template • thread	• collage • detail • mixing • overlap • primary colour • secondary colour • surface • texture	• blending • charcoal • concertina • cross hatching • emoji • emotion • expression • frame • hatching • illustrations • illustrator • lines • mark-making	• appearance • balanced • carbohydrates • chopping board • combination • cut • dairy • design • design brief • diet • evaluate • feel

					• re-tell • scribbling • sketch • stippling • storyboard • texture • thick • thin	• fruit • grate • grater • ingredients • menu • oils • proteins • review • scissors • smell • snip • spread • spreads • table knife • taste • vegetables
Music	Orchestral instruments (Theme: Traditional Western stories) (linked to Baby bear in DT and fairytales)		Dynamics, timbre, tempo and motif - Theme Space rockets			On this Island -British Songs and sounds
Music Objectives	Pupils who are **secure** will be able to: • Make plausible descriptions of the music. • Identify a few instruments and the sounds of different sections of the orchestra. • Explain what is happening in the music using		Pupils who are **secure** will be able to: • Use their voice to create a variety of sounds. • Use dynamics to create atmosphere. • Correctly identify some			Pupils who are **secure** will be able to: • Sing, play and follow instructions to perform as a group. • Describe music using simple musical vocabulary.

	language relating to emotion. • Create a piece of music with some appropriate tempo, dynamic and timbre changes. • Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. • Perform confidently using appropriate instrumental sounds.		instruments and changes in dynamics in a piece. • Explain how the same instrument can have many different sounds. • Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. • Successfully create and play a motif. • Notate and write down their motif in some form.			• Explore multiple ways of making the same sound. • Represent the same sound in different ways. • Describe how they have adapted a sound using musical vocabulary. • Contribute musically to a final performance. • Create a piece that clearly represents a particular environment. • Extend a piece of music so that it represents three distinct environments.
Music Vocabulary	• orchestra • instruments • strings • woodwind • brass		• soundscape • timbre • dynamics • tempo • motif	1.		• composition • duration • dynamics • inspiration • pitch

	• percussion • vocals • sound effect • timbre • dynamics • tempo					• structure • tempo • texture • timbre
Computing	Online safety (3 safety rules) 1.	Data handling: International Space Station		Programming 2: ScratchJr	Creating media: Stop motion (links to a London soldier / King's guard)	
Computing Objectives	Pupils who are **secure** will be able to: • Explain what is meant by online information. • Recognise what information is safe to be shared online. • Explain why we need passwords and what makes a strong password. • Understand that they need to ask permission before sharing content online and explain why. • Understand that they have the right to deny their permission to information about	Pupils who are secure will be able to: • Describe and explain how astronauts' survival needs are met aboard the ISS. • Identify and digitally draw items which fulfil basic human needs when aboard the ISS. • Read the correct temperature on a thermometer. • Design a display showing everything that needs to be monitored by sensors on the ISS. • Create an algorithm that		Pupils who are **secure** will be able to: • Explore a new application independently. • Explain what the blocks on ScratchJr do and use them for a purpose. • Recognise a loop in coding and why it is useful. • Use a code to create an animation of an animal moving. • Use code to follow *and* create an algorithm. • Program code to run 'on tap'. • Explain the role of the blocks in a	Pupils who are **secure** will be able to: • Create a flip book animation. • Decompose a story into smaller parts to plan a stop motion animation. • Create stop motion animations with small changes between images.	

	them being shared online. • Say who they can ask for help with online worries. • Use some strategies to work out if online information is reliable or not.	addresses all plants' needs. • Explain how space exploration can benefit life on Earth. • Read data to identify whether a planet might be habitable.		program they have created.		
Computing Vocabulary	Contact Conduct Content Safe Report	• algorithm • astronaut • column • data • digital content • essential • experiment • Goldilocks zone • interactive map • International Space Station • input • monitor • row • satellite • sensor • space • spreadsheet • survival • temperature • thermometer		Code Instructions Forward Backward Right Left Undo Repeat	Flip book Animation. Stop motion Images	
PSHE - Jigsaw	Being me in My world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me

PE – Complete PE	Hands 1	Explorers	Linking	Health and Wellbeing	Racket, Bats and Balls	Games for understanding