

**Curriculum map KS1 & KS2  
2021.2022**

Year group 2		Half Term 1 Autumn 1 1/9/21 - 22/10/20 7 weeks	Half Term 2 Autumn 2 1/11/21 - 17/12/20 6 weeks	Half Term 3 Spring 1 4/1/22 - 11/2/22 6 weeks	Half Term 4 Spring 2 21/2/22 - 1/4/22 6 weeks	Half Term 5 Summer 1 19/4/22 - 28/5/22 6 weeks	Half Term 6 Summer 2 6/6/22 – 22/7/22 7 weeks
<b>Whole Academy Theme and subject focus</b>		Being me in my world PSHE/Geography Science	Celebrating Differences PSHE/RE/History	Time Travellers History	The nature of life Science Science week WBD	The world we live in Geography Curriculum week Queen's platinum jubilee	Eat well, move more  Science
<b>Our project title and key question 'hook'</b>		Leading Question –  Where in the world do I live?	Leading Question –  What makes us different?	Leading Question –  What was life like as a child during the Victorian era?	Leading Question –  Can you explain the life cycle of living things?	Leading Question –  Where do animals live and why?	Leading Question –  How can you live a healthy life?
<b>Curious questions (learning objectives)</b>				What were Victorian schools like? Who is Queen Victoria? Why is Queen Victoria important?			
<b>Community</b>	<b>Experience</b>  <i>Beyond the classroom First hand experiences</i>	Sheffield City Centre – Use and follow a map to find the different landmarks in Sheffield.  Weston Park Sheffield Art Trip	Boxing coach	The Victorian Classroom	Cleethorpes	Yorkshire Wildlife Park	EIS Visit
	<b>Parental engagement event/session/exhibition</b>  <i>Academy community Local community National citizenship Global citizenship</i>	Showcase of landmarks of Sheffield from the DT project.  National fitness day	Children PPT to parents- What makes me special?  Christmas Play  Boxing coach experience	Victorian classroom experience with parents	Art-work exhibition with parents  World book day – Parents to read favourite stories to pupils	Parents and children to create shoebox Habitats  National earth day parent and children workshop	Fitness circuit  Sports day
<b>Personal Development</b>	Children will learn in PSE/Jigsaw  9 habits	<b>Being me in my world</b>  <i>September – Who am I? October – Who am I becoming?</i>  Identifying hopes and fears of moving to Year 2.	<b>Celebrating difference</b>  <i>November – Being hopeful December – Being joyful</i>  Recognising differences between friends and families.	<b>Dreams and goals</b>  <i>January – Being patient and preserving February – Compassionate</i>  Working together to create a product, Identifying our group goals.	<b>Relationships</b>  <i>March – Forgiving April – Considerate</i>  Identifying good relationships between me and my friends. Discussing how to deal with conflicts.	<b>Changing me</b>  <i>May – self control</i>  *Recognising the physical differences between boys and girls. Knowing that some parts of my body are private.	<b>Healthy Me</b>  <i>June – Humble/humility July - Honesty</i>  Making healthy snacks and knowing why they are good for us.

	Safeguarding curriculum	-Recognising worries and being able to ask for help. -Understand safety and fairness in class.	-Boys and girls stereotypes -Bullying – What it is and how to prevent it. -How to ask for help when we need it.	(Not within Jigsaw) Water safety	Physical contact – how to greet a friend and how to share my feelings if I don't like physical contact. -People who can help – who to talk to if you are upset or worried.	Recognising the physical differences between boys and girls. Knowing that some parts of my body are private.	-Healthy Eating – Knowing what foods are healthy. -Substance misuse – substances (such as cleaning products) that we should avoid in school and at home.
	Key Text	A seed is sleepy Paddington	Little people Big Dreams: Mohammed Ali Rosie Revere, Engineer	Queen Victoria Major Glad, Major Dizzy	Tadpoles Promise Flotsam	Meerkat Mail	Fairy tales gone wrong:  Get Some Rest, Sleeping Beauty Eat your Greens, Goldilocks Keep Running, Gingerbread Man
	Vocabulary Tier 2 & 3	photosynthesis, germination, requirements, suitability, observation, continent, grades, landmark,	Classification, material, content, manipulate, melody, accompaniments	Internet, navigating, Victorian. Charcoal, prayer,	Habitat, adaptation, food source, life cycle, classification, celebration, communication, features, facilities, difference	Habitat, provide, religious leader, instructions, programming, precise, algorithm, directional, location, geographical, components, textiles	Survive, exercise, inspiration, internet, research, ingredients, notations,
English	Reading	The Billy Goats Gruff Little Red Riding Hood The Tee Little Pigs	Perfectly Norman Ravi's Roar Meesha makes friends	Hoorah for Mary Seacole The Spider and the Fly	Manfish Sharklady Dougal's Deep-Sea Diary	Dear Greenpeace Here we are Lost and found Stuck The incredible book eating boy	George's Marvellous Medicine
	Reading National Curriculum	<p>Word Reading</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.</p> <p>Comprehension</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases</p>					

	<p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear  understand both the books that they can already read accurately and fluently and those that they listen to by:  drawing on what they already know or on background information and vocabulary provided by the teacher  checking that the text makes sense to them as they read and correcting inaccurate reading  making inferences on the basis of what is being said and done  answering and asking questions  predicting what might happen on the basis of what has been read so far  participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say  explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>					
<b>Phonics/SPaG</b>	<p>Phase 5 Phonics</p> <p>Use of capital letters, full stops, question marks and I can describe the ingredients I am using.</p> <p>exclamation marks</p> <p>Conjunctions</p> <p>Present and past tense</p>	<p>Phase 5 Phonics</p> <p>Commas in a list</p> <p>Contracted forms</p> <p>Formation of nouns using suffixes such as -ness, -er and by compounding</p>	<p>Phase 6 Phonics</p> <p>Dictation</p> <p>Formation of adjectives using suffixes such as -ful, -less.</p> <p>Types of words (adjective, noun, verb)</p>	<p>Phase 6 Phonics</p> <p>Possessive apostrophe</p> <p>Use of the suffixes -er, -est in adjectives and -ly to turn adjectives</p> <p>Expanded noun phrases for description</p>	<p>Phase 6 Phonics</p> <p>Subordination and coordination</p> <p>Expanded noun phrases for description and specification</p> <p>Homophones and near homophones</p>	<p>Phase 6 Phonics</p> <p>Types of sentences</p> <p>Progressive form of verbs</p> <p>Compound words</p>
<b>Writing</b>	<p>Poem</p> <p>Narrative</p> <p>Innovate a narrative</p>	<p>Character description</p> <p>Diary entry</p> <p>Instructions</p>	<p>Biography</p> <p>Poem</p> <p>Innovate a poem</p>	<p>Letter</p> <p>Recount</p>	<p>Postcard</p> <p>Setting description</p>	<p>Non-chronological report about Healthy Living</p> <p>Innovate a narrative</p>
<b>Mathematics</b>	<p>Numbers within 100</p> <p>Add and subtract 2 digit numbers</p> <p>Addition and subtraction word problems</p>	<p>Measuring length</p> <p>Graphs</p> <p>Multiplication and division by 2, 5 and 10</p> <p>Time</p>	<p>Fractions</p> <p>Addition and subtractions 2 digit numbers (regrouping and adjusting)</p> <p>Money</p>	<p>Faces, shapes and patterns; lines and turns</p> <p>Numbers within 1000</p> <p>Measuring capacity and volume</p>	<p>Mass</p> <p>Exploring calculation strategies</p> <p>Multiplication and division by 3 and 4</p> <p>Time</p>	<p>Addition and subtractions 2 digit numbers (regrouping and adjusting)</p> <p>Addition and subtraction word problems</p> <p>Multiplication and division</p>
<b>Science</b>	<p><u>Plants</u></p> <ul style="list-style-type: none"> <li>I know how seeds and bulbs grow into plants.</li> <li>I know what plants need in order to grow and stay healthy (water, light &amp; suitable temperature).</li> </ul> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>I know how to ask simple scientific questions.</li> <li>I know how to use simple equipment to make observations.</li> </ul>	<p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> <li>I identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</li> <li>I know why a material might or might not be used for a specific job.</li> </ul> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>I know how to identify and classify things.</li> </ul>	<p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> <li>I know how materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>I know how to ask simple scientific questions.</li> <li>I know how to use simple equipment to make observations.</li> </ul>	<p><u>Living Things</u></p> <ul style="list-style-type: none"> <li>I identify things that are living, dead and never lived.</li> <li>I know how animals find their food.</li> <li>I name some different sources of food for animals.</li> <li>I know and can explain a simple food chain.</li> </ul> <p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> <li>I know the basic stages in a life cycle for animals,</li> </ul>	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>I know how a specific habitat provides for the basic needs of things living there (plants and animals).</li> <li>I identify and name plants and animals in a range of habitats.</li> <li>I match living things to their habitat.</li> </ul>	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>I know what animals and humans need to survive.</li> <li>I know why exercise, a balanced diet and good hygiene are important for humans.</li> </ul>

	<ul style="list-style-type: none"> <li>• I know how to carry out simple tests.</li> <li>• I know how to identify and classify things.</li> <li>• I know how to explain to others what I have found out.</li> <li>• I know how to use simple data to answer questions</li> </ul>	•	<ul style="list-style-type: none"> <li>• I know how to carry out simple tests.</li> <li>• I know how to explain to others what I have found out.</li> <li>• I know how to use simple data to answer questions</li> </ul>	<p>including humans.</p> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>• I know how to identify and classify things.</li> </ul>		
<b>RE</b>	<p><b>RE</b></p> <p>Who am I? Where do I belong?</p> <p>I know what it means to belong I know links between belonging and the parable of the lost sheep I can compare the Christian harvest festival and Islamic zakat I know links between being thankful and generous and charity work</p>	<p><b>RE</b></p> <p>What does it mean to belong? Who celebrates what and why? What is it like to be a Muslim in Sheffield today? I know King Herod's role in the nativity I know what it is like to be a Muslim at Christmas time I know different emotions linked to belonging (jealousy, happiness etc.)</p>	<p><b>RE</b></p> <p>How and why do people pray?</p> <p>I know who God is and where He is I know what it means to be a wise leader I know what makes different prayers wise</p>	<p><b>RE</b></p> <p>Who celebrates what and why?</p> <p>I can compare Ramadan and Lent I know what happens on Shrove Tuesday and why I know and can re-enact the Easter story I know the importance of the cross on Good Friday</p>	<p><b>RE</b></p> <p>What is a religious leader?</p> <p>I know different religious leaders I understand the roles and importance of religious leaders in Christianity and Islam</p>	<p><b>RE</b></p> <p>What makes some people inspiring to others?</p> <p>I know how leaders can be inspirational I know how Noah was a leader in the 'Noah's Ark' bible story I know how Moses was a leader when saving the Israelites I can compare different leaders (Martin Luther King, Moses and Noah)</p>
<b>Computing</b>	<p><b>Computing</b></p> <p>I know the difference between email, blogs and wikis. I use technology respectfully. I know where to go for help if I am concerned. I know how technology is used in school and outside of school. I can send an receive an email as a class. I can use a password to access the secure network.</p>	<p><b>Computing</b></p> <p>I can organise digital content. I can retrieve and manipulate digital content.  I can navigate the web to complete simple searches. I have begun to evaluate websites and know that everything on the internet is not true. I know that it is not always possible to copy some texts and pictures from the internet. I follow the school's safer internet rules. I can use the search engines agreed by the school.</p>	<p><b>Computing</b></p> <p>I have begun to evaluate websites and know that everything on the internet is not true. I know that it is not always possible to copy some texts and pictures from the internet. I follow the school's safer internet rules. I can use the search engines agreed by the school. I know what to do if I find something inappropriate online or something, I'm unsure of. I can use the internet for learning and communicating with others, making choices</p>	<p><b>Computing</b></p> <p>I understand the different methods of communication. I know that websites sometime include pop-ups that take me away from the main site. I know bookmarking is a way to find information quickly.</p>	<p><b>Computing</b></p> <p>I can use a range of instructions (e.g. direction, angles, turns). I can test and amend a set of instructions. I can find errors and amend. (debug) • I can write a simple program and test it. I can predict what the outcome of a simple program will be (logical reasoning). I understand that algorithms are used on digital devices. I understand that programs require precise instructions.</p>	<p><b>Computing</b></p> <p>I know you should only open emails from a known source. I know that personal information should not be shared online. I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.</p>

		I know what to do if I find something inappropriate online or something I'm unsure of.	when navigating through sites.			
History	<p><u>How has Sheffield changed? Look at the physical and human changes.</u></p> <ul style="list-style-type: none"> <li>• I know how to find out things about the past by talking to an older person.</li> <li>• I know about how things were different when my grandparents were children.</li> </ul>		<p><u>The Victorians</u></p> <ul style="list-style-type: none"> <li>• I know what certain objects from the past might have been used for.</li> <li>• I know about the life of a famous person from the past because I know how to research.</li> <li>• I know how to use books and the internet to find out more information about the past.</li> <li>• I recount the life of someone famous from Britain who lived in the past.</li> </ul>			<p><u>Florence Nightingale</u></p> <ul style="list-style-type: none"> <li>• I know how some people have helped us to have better lives.</li> <li>• I recount the life of someone famous from Britain who lived in the past. I know about what they did to make the world a better place.</li> <li>• I know about the life of a famous person from the past because I know how to research.</li> </ul>
Geography	<p><u>Sheffield Study</u></p> <ul style="list-style-type: none"> <li>• I name the capital cities of England, Wales, Scotland and Northern Ireland.</li> </ul> <p>I can find where I live on a map of the United Kingdom. I know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.</p> <ul style="list-style-type: none"> <li>• I use the directional vocabulary: near; far; left; right to explain where a location is.</li> </ul>			<p><u>Local seaside study</u></p> <ul style="list-style-type: none"> <li>• I know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.</li> <li>• I know about the facilities that a village, town and city may need and give reasons.</li> <li>• I use the directional vocabulary: near; far; left; right to explain where a location is.</li> <li>• I know how jobs may be different in other locations.</li> <li>• I compare what I like and do not like about a place where I live and that is</li> </ul>	<p><u>Study Africa (Agadir in Morocco) and compare to Sheffield</u></p> <ul style="list-style-type: none"> <li>• I name the continents of the world and locate them on a map.</li> <li>• I know about the facilities that a village, town and city may need and give reasons.</li> <li>• I use the directional vocabulary: near; far; left; right to explain where a location is.</li> <li>• I know how jobs may be different in other locations.</li> <li>• I compare what I like and do not like about a place where I live and that is</li> </ul>	

				different to the one, I live in.	different to the one, I live in. • I describe a place outside Europe using geographical words.	
Art	<u>Sketching of Sheffield building</u> <ul style="list-style-type: none"> <li>• I choose and use three different grades of pencil when drawing.</li> </ul>		<u>William Morris study</u> <ul style="list-style-type: none"> <li>• I know how to use charcoal, pencil and pastel to create art.</li> <li>• I know how to use a viewfinder to focus on a specific part of an artefact before drawing it.</li> <li>• I know how to create a printed piece of art by pressing, rolling, rubbing and stamping.</li> <li>• I suggest how artists have used colour, pattern and shape.</li> <li>• I know how to create a piece of art in response to the work of another artist.</li> </ul>	<u>Painting</u> <ul style="list-style-type: none"> <li>• I know how to mix paint to create all the secondary colours.</li> <li>• I know how to create brown with paint.</li> <li>• I know how to create tints with paint by adding white.</li> <li>• I know how to create tones with paint by adding black</li> <li>• I know how to use different effects within an IT paint package.</li> </ul>		<u>Clay</u> <ul style="list-style-type: none"> <li>• I know how to make a clay pot.</li> <li>• I know how to join two clay finger pots together.</li> </ul>
DT	<u>Landmarks of Sheffield</u> <ul style="list-style-type: none"> <li>• I join materials and components in different ways.</li> <li>• I think of an idea and plan what to do next.</li> <li>• I explain what went well with my work.</li> <li>• I measure materials to use in a model or structure.</li> </ul>				<u>Meerkat puppets</u> <ul style="list-style-type: none"> <li>• I think of an idea and plan what to do next. <ul style="list-style-type: none"> <li>• I join materials and components in different ways.</li> <li>• I explain what went well with my work.</li> <li>• I measure materials to use in a model or structure.</li> </ul> </li> <li>• I explain why I have chosen specific textiles.</li> </ul>	<u>Balanced pizza</u> <ul style="list-style-type: none"> <li>• I describe the ingredients I am using.</li> <li>• I think of an idea and plan what to do next.</li> </ul>

Music		<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• I know how to sing and follow a melody.</li> <li>• I know how to perform simple patterns and accompaniments keeping a steady pulse.</li> </ul>		<p><b>Music</b> <b>Study saint-sanens (music about creatures)</b></p> <ul style="list-style-type: none"> <li>• I know how to play simple rhythmic patterns on an instrument.</li> <li>• I know how to sing or clap increasing and decreasing tempo.</li> </ul>	<p><b>Music</b> <b>Study saint-sanens (music about creatures)</b></p> <ul style="list-style-type: none"> <li>• I know how to order sounds to create a beginning, middle and an end.</li> <li>• I know how to create music in response to different starting points.</li> <li>• I know how to choose sounds which create an effect.</li> <li>• I know how to use symbols to represent sounds.</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• I know how to make connections between notations and musical sounds.</li> <li>• I know how to listen out for particular things when listening to music.</li> <li>• I know how to improve my own work.</li> </ul>
PE	<p><b>Games: Kwik Cricket</b> Lesson 1: to develop balance and coordination when using a cricket bat Lesson 2: to develop overarm throwing and catching skills Lesson 3: to develop underarm bowling technique Lesson 4: to develop basic fielding techniques Lesson 5 begin to understand the rules of a game of kwik cricket Lesson 6: apply skills and knowledge in a game of kwik cricket</p>	<p><b>Dance Toys</b> Lesson 1: Playdough Lesson 2: Sticky, Stretchy man. Lesson 3: The ball Lesson 4: Clockwork toys Lesson 5: Jack in the box Lesson 6: Toy soldiers Lesson 7: create a dance by linking parts from previous weeks together. 'The March of The Toys'</p>	<p><b>Gymnastics</b> Lesson 1: Shapes Lesson 2: Shapes using apparatus Lesson 3: Travel Lesson 4: Travel using apparatus Lesson 5: Balance Lesson 6: Dynamic Balance</p>	<p><b>Gymnastics</b> Lesson 7: Rolling Lesson 8: Rolling Lesson 9: Jumping Lesson 10: Jumping using apparatus Lesson 11: Large apparatus Lesson 12: Rhythmic apparatus</p>	<p><b>Benchball</b> Lesson 1: ball familiarisation Lesson 2: travelling with the ball Lesson 3: movement skills Lesson 4: attacking skills Lesson 5: defending skills Lesson 6: play a game using a set of rules Lesson 7: competitive game situation Lesson 8: competitive game situation tournament</p>	<p><b>Uni hoc</b> Lesson 1: I can pass the ball in the direction that I am aiming and also use my feet and stick to switch the direction of my pass to another player Lesson 2: I can dribble with the ball keeping it close to my stick and under control so that the ball doesn't touch cones set out to dribble through Lesson 3: I can shoot at a target I am aiming for, using the correct techniques that have been shown</p>

						Lesson 4: I can make correct decisions as to when I should tackle Lesson 5: I can use the correct techniques I have learnt to hit targets with some level of consistency. Lesson 6: to play a game of uni-hoc using various skills
Festivals and celebrations	-Recycle week (20 <sup>th</sup> Sept – 26 <sup>th</sup> Sept) -Black History Month (Oct) - World Space week (4 <sup>th</sup> -10 <sup>th</sup> October) -Halloween (31 <sup>st</sup> Oct)	Diwali (4 <sup>th</sup> Nov) Bonfire night (5 <sup>th</sup> Nov) World Science Day (10 <sup>th</sup> Nov) Remembrance Day (11 <sup>th</sup> Nov) Hanukkah (29 <sup>th</sup> Nov) Christmas Jumper Day (10 <sup>th</sup> Dec) Christmas (25 <sup>th</sup> Dec)	Chinese New Year (1 <sup>st</sup> Feb) Pancake day (2 <sup>nd</sup> Feb) Valentines day (14 <sup>th</sup> Feb)	World Book Day (3 <sup>rd</sup> March) International Women’s Day (8 <sup>th</sup> March) Mothers Day Science Week (11-20 <sup>th</sup> March) Ramadan begins (early April tbc) Vaisakhi (13 <sup>th</sup> April) Easter (17 <sup>th</sup> April)	Queens platinum jubilee Earth Day (22 <sup>nd</sup> April) Eid (May 2 <sup>nd</sup> tbc) Father’s Day	
Whole Academy events	Parent talks	Christmas production/performance		National Day of reflection Science week World book day	Curriculum week Queen’s platinum jubilee	Sheffield World Book Day Sports day