

Gordon Primary School Curriculum Map – Year 2, Spring Term 2025

	Spring 1	Spring 2
TOPIC	<i>A Treasured Friendship</i>	
KEY TEXTS	<i>Winter's Child</i> by Grahame Baker-Smith <i>The Fox and The Star</i> by Coralie Bickford-Smith	
ENGLISH <i>Convention on the Rights of the Child (CRC)</i> <i>Articles</i> 2, 4, 6, 15, 19, 20, 23, 26, 27, 37	<u>Philosophical thinking:</u> • Can sacrifice be a good thing? • Should good things last forever? • What does kindness mean? • Can friendship span generations? • What is home? • What is friendship? • What do you need to survive? • How do we prepare for Winter? Why is it important that we do this? • Should you always put yourself first? When should others come before you? • What does kindness mean? • Do gifts always need to be wrapped? Do they need to be expensive? • Should children be responsible for adults? • Why should we respect the elderly? • When is it ok not to listen? When should you be obedient? • When should you follow rules/ when should you question rules? • What is sacrifice? • How do you deal with loss? • Do you have to see someone every day to be friends? • What is loyalty? The children will embark on an imaginative journey, starting by exploring the front cover of <i>Winter's Child</i> and reflecting on their own Winter memories to connect with the frosty setting. They will meet unique characters and uncover how each of them feel about Winter, delving into themes of loneliness, friendship and the joy of forming new connections. Inspired by the boy's resourcefulness, they will learn how to solve problems creatively while experimenting with various writing styles, including poems, monologues, fact files and narratives. Along the way, they will explore relationships, the meaning of home, the balance between the responsibilities of children and adults and thought-provoking themes like obedience, loss and growth.	

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MATHS <i>CRC Articles</i> 2, 3, 12, 13, 14, 17, 28, 29,	<u>Place Value, Addition and Subtraction</u> The children will learn to recognise the place value of each digit in a two-digit number and partition a two-digit number in different ways (e.g. $73 = 70 + 3$, $60 + 13$, $50 + 23$, $40 + 33$, $30 + 43$, $20 + 53$ and $10 + 63$). They will use place value and number facts to solve problems, while also solving addition and subtraction problems using concrete and pictorial representations to help them increase their knowledge of mental and written methods. This will involve them adding a two-digit number and ones, a two-digit number and tens, two-two digit numbers and three one-digit numbers. They will also learn how to use the inverse relationship between addition and subtraction to check their calculations and solve missing number problems.	
	<u>Multiplication and Division</u> Within this topic, the children will calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equal signs. They will also solve problems involving multiplication and division, using arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.	
	<u>Geometry – Shapes</u> This term, the children of Year 2 will identify and describe the properties of 2 – D (number of sides and line of symmetry in a vertical line) and 3 – D shapes (number of edges, vertices and faces). They will also identify 2D shapes on the surface of 3D shapes before progressing to compare and sorting 2-D and 3-D shapes and everyday objects. The pupils will learn how to order and arrange combinations of mathematical objects in patterns and sequences and use mathematical vocabulary to describe position, direction and movement, including movement in a straight line. Finally, they will distinguish between rotation as a turn and in terms of right angles for a quarter, half and three-quarter turns.	
	<u>Money</u> Within the money topic, the children will learn to recognise and use symbols for pounds and pence. They will then learn to combine amounts to make a particular value and find different combinations of coins that equal the same amount of money.	
	<u>Time</u>	

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	The children will compare and sequence intervals of time, tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. They will know the number of minutes in an hour and the number of hours in a day.	
SCIENCE <i>CRC Articles</i> 2, 3, 6, 12, 13, 14, 17, 18, 24, 27, 28, 29, 31, 32, 33	<u>Living Things and their Habitats</u> This term, the children will be consolidating their prior learning around <i>Living Things</i> and focusing specifically on the seven life processes. They will then be able to apply this knowledge to identify if something is living, non-living or has never been alive. The children will also learn about the different food groups and which plants and animals living in different (micro) habitats. They will be going out into the local area in order to discover plants, animals and mini-beasts.	
COMPUTING <i>CRC Articles</i> 17	<u>Communication</u> The children will be creating an animation using Super story. This will involve them using technology purposefully to create digital content, while comparing the benefits of different programs.	<u>Computer Science</u> The children will be developing a range of skills when using Bee Bots, this term. This will include use of logical reasoning to predict the behaviour of simple programs and then creating their own simple programs. When an error occurs, they will learn how to debug simple programs using logical reasoning to predict the actions instructed by the code.
HISTORY <i>CRC Articles</i> 13, 19, 24, 26	<u>The Great Fire of London</u> The children will begin the topic by building on facts they know about the city of London. They will compare life and architecture from 1666 to that of today. Additional activities will include arranging a timeline of the main events, learning facts about the life and involvement of Samuel Pepys and comparing how fire in London is extinguished today, to how the famous fire was stopped in 1666.	

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GEOGRAPHY <i>CRC Articles</i> <i>13, 14, 37</i>		<u>Extreme Weather</u> The children will identify seasonal and daily weather patterns in the Antarctic, comparing them to the weather patterns in the USA. They will use basic geographical vocabulary to refer to key physical and human features. This will include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (physical features) and town, village, factory, farm, house, office, port, harbour and shop (human features).
ART <i>CRC Articles</i> <i>29, 31</i>		<u>Sculptures</u> The children will be focusing their art work around the Great Fire of London. They will analyse and look at the work of Sir Christopher Wren, including the design of significant building structures which were affected by the Great Fire, including Parliament, St Paul's Cathedral and houses. The children will understand the key features of architecture from 1666 and recreate it using mud rock and paint.
DT <i>CRC Articles</i> <i>29, 31</i>	<u>Food</u> The children will be learning about healthy eating this half term and will be tasting and creating their own version of a healthy wrap. They will discuss the amount of ingredients needed and what makes the wrap healthy. They will be food critiques and	

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	review each other’s wraps. They will be making wraps bespoke to their culture and heritage, as part of sharing their identity with their class and peers.		
MUSIC <i>CRC Articles 29, 31</i>	<u>Patterns in Rhythm</u> This term, the children in Year 2 will continue to explore simple patterns in rhythm and they will learn songs supported by musical notation. They will be introduced to the C Major scale as well as the 4/4 Time signature. They will study songs on the Glockenspiel. Alongside this, they will learn aspects of Music Theory and Music History. In Spring 2, Year 2 will focus on Composition. They will create their own class piece inspired by their topic.		
PE <i>CRC Articles 29, 31</i>	<u>Outdoor PE Handball</u> • Throwing & catching • Body position • Communication • Teamwork	<u>Indoor PE - Dance</u> • Develop different moves • Teamwork	<u>Outdoor PE - Racket skills</u> • Hand Eye coordination • Catching • Throwing • Grip Technique (Tennis Racket) <u>Indoor PE - Apparatus</u> • Travelling in a variety of different ways: (running, jogging, skipping, leaping, galloping, hopping, crawling and tiptoeing) • Agility • Balance • Coordination
RE <i>CRC Articles 2, 14</i>	<u>Who is a Muslim and what do they believe?</u> The children will retell a story about Allah and Prophet Muhammed. They will identify some ways a Muslim might describe God. The children will choose some of the 99 names of Allah and say what they symbolise about Allah. They will also identify ways in which Muslim people mark Ramadan and celebrate Eid.	<u>What do Christians do at Easter and why is it important to them?</u> The children will retell the story of Easter from the Bible, prepare questions for a Christian leader at the Church and discuss why Christians celebrate Easter today. They will explain what Christians do during Holy Week and its significance, suggest what	

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		Easter means to Christians and name items related to the celebration of Easter.
PSHE <i>CRC Articles</i> 29 3, 5, 6	<u>Dreams and Goals</u> • I can choose a realistic goal and think about how to achieve it • I can tell you things I have achieved and say how that makes me feel • I carry on trying (persevering) even when I find things difficult • I can tell you some of my strengths as a learner • I can recognise who I work well with and who it is more difficult for me to work with • I can tell you how working with other people helps me learn • I can work well in a group • I can work with others in a group to solve problems • I can tell you some ways I worked well with my group • I can tell you how I felt about working in my group • I know how to share success with other people • I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest	<u>Healthy Me</u> • I know what I need to keep my body healthy • I am motivated to make healthy lifestyle choices • I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed • I can tell you when a feeling is weak and when a feeling is strong • I understand how medicines work in my body and how important it is to use them safely • I feel positive about caring for my body and keeping it healthy • I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy • I have a healthy relationship with food and know which foods I enjoy the most • I can make some healthy snacks and explain why they are good for my body • I can express how it feels to share healthy food with my friends • I can decide which foods to eat to give my body energy • I have a healthy relationship with food and I know which foods are most nutritious for my body
SPANISH <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	<u>In my town (Mi Casa)</u> In this unit, the Year 2 children will be learning how to communicate information about their home town, in Spanish.	

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	By the end of the unit they will be able to tell someone where they live, provide information about their house and their local area. Some of the words and phrases they will use are: <i>casa, piso, dormitorio, cocina, cuarto de baño, lavadero, Jardín, garaje, despacho, sótano.</i>	
Safeguarding <i>CRC Articles 29 3, 5, 6,</i>	Throughout the Curriculum, we will be incorporating and discussing the following big questions or topics to ensure that the children understand what being safe means and how to keep themselves safe. • Stranger Danger: Do we trust people we don't know? (PSHE and English) • Friendship: How do you know whether to trust someone? (English) • How to stay healthy and how to manage relationships (PSHE) • How to use tools safely and appropriately (DT)	