

Gordon Primary School Curriculum Map – Year 2, Autumn 2024-2025

	Autumn 1	Autumn 2
TOPIC	Make Your Mark!	
KEY TEXTS	<i>The Dot</i> by Peter H. Reynolds	<i>The Wonder</i> by Faye Hanson
ENGLISH <i>Convention on the Rights of the Child (CRC)</i> <i>Articles 12, 13, 19, 5, 37, 29</i>	Philosophical Thinking: • What motivates us? • How do we achieve our goals? • Why do people not like something? • Why is it important to make mistakes? • How can we encourage each other? • How do you express yourself? • Who influences you? What input do they make? • How can your mindset affect your mood? After exploring and empathising with the characters in "The Dot," the children will engage in writing activities, including crafting invitations and internal monologues. These exercises will help them gain a deeper understanding of the text. Drama activities will further enhance their comprehension and vocabulary. With this enriched vocabulary and insight, the children will then create their own narratives.	Philosophical Thinking: • What does wonder mean? • What is imagination? • Do you think everyone sees the world in the same way? • Is day dreaming a good thing? • Is it ever ok to not pay attention? • What/who influences your thinking? • How does being told off for what you think affect you? • Where can your imagination take you? • Is being curious a good thing? • What does creativity mean? The children will begin their learning journey by exploring the concept of "wonder," using all five senses to support their understanding. They will observe their surroundings, smell their environment, touch elements of nature, taste new things, and listen attentively to the world around them. This sensory exploration will provide them with a rich understanding of what it truly means to be a "wonderer." By viewing the world from different perspectives, they will enhance their creative thinking and imagination. Through discussions, debates, and written work, the children will develop a key persuasive text addressing the question, "Should children be told off for daydreaming?"
MATHS <i>CRC Articles 12, 29</i>	Numbers to 100: Counting, place value, comparing numbers, number bonds and number patterns Addition and Subtraction: Simple adding and subtracting, adding and subtracting with renaming and adding three single-digit numbers Multiplication of 2, 5 and 10: Times tables, multiplying by each group and solving word problems Division of 2, 5 and 10: Dividing by each group, solving word problems and linking knowledge to odd and even numbers Length: Measuring and comparing length in metres and centimetres and solving word problems	

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	Time: Telling the time to the nearest 15 minutes - O'clock, Half Past, Quarter to, Quarter Past	
SCIENCE <i>CRC Articles</i> 12, 13, 29	Uses of Everyday Materials This term, the children will learn about materials and their properties. They will identify and compare the suitability of everyday materials like wood, metal, plastic, glass, brick, rock, paper and cardboard. They will also explore how solid objects made from some materials can be changed by squashing, bending, twisting, and stretching them. During experiments, they will ask questions, measure, create tables and use scientific vocabulary to explain outcomes. Additionally, they will create kites and discuss the best materials for this purpose, with reasons.	
COMPUTING <i>CRC Articles</i> 16, 29	Online Safety The children will learn about how to stay safe online. They will learn about safe browsing and to not talk to strangers.	Computer Science The children will learn about how to stay safe online and how to use computer software and hardware, responsibly. They will then begin to discuss and write simple algorithms and learn how to debug. They will start by doing this practically with verbal instructions with a partner to draw a character and will then move onto coding software on laptops.
HISTORY <i>CRC Articles</i> 12, 13, 17, 29	British History - Notable Victorians The children will study influential figures from around the world, exploring their achievements and trying projects related to their expertise. Inspired by these role models, they will dream about their own future potential and consider how they can become future changemakers.	
GEOGRAPHY <i>CRC Articles</i> 12, 13, 17, 29		Local Area - Our Immediate School Surroundings, South Park and Routes to School The children will explore their local area, Ilford, in detail. They will study their school grounds, the surroundings, including South Park, and their route to school. Additionally, they will have the opportunity to map out their journey to school, gaining a deeper understanding of their community and its layout.

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ART <i>CRC Articles</i> 12, 16, 21	Portraits The children will learn about the famous artist Picasso. They will explore his work, engaging in debates about what they like and dislike. The children will also recreate some of Picasso's key pieces, adding their own unique spin to his art.	
DT <i>CRC Articles</i> 16, 29		Mechanisms - Wheels and Axles The children will evaluate various wheeled products, such as toys and everyday objects, using questioning and observation techniques to understand how wheels move, how they are fixed, why they are round, and why different products have a specific number of wheels. They will read a book about wheeled products and draw and label their own designs. Following this, they will create a product that moves, experimenting with making axle holders. Throughout this process, they will develop skills in marking out, holding, cutting, and joining materials and components.
MUSIC <i>CRC Articles</i> 12	Notation This term children in Year 2 will be exploring simple patterns in rhythm and they will start to recognise their first musical notes. They will be learning the correct terminology for rhythmic notes, such as Crotchets, Rests, Quavers and they will be introduced to the C Major scale as well as the 4/4 Time signature. They will study songs on the Glockenspiel, learning to read them and play them from the scores.	
PE <i>CRC Articles</i> 3, 6, 29, 31	Outdoor PE - Hit, Catch and Run -Catching ready position -Underarm pass -Bounce pass -Overhead pass Indoor PE - Dance -Body language -Movement -Different emotions linked to topic book in English	Outdoor PE - Hit, Catch and Run -Running -Throwing -Catching -Team Games Indoor PE - Gymnastics -Rolling -Balancing -Points of contact

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RE <i>CRC Articles</i> 12, 13, 29, 14	<i>How do stories of Jesus inspire Christians today?</i> • Talk about feelings associated with making and creating things • Respond sensitively to ideas and feelings of other children about creating • Talk about how I think the world was made • Decide upon three interesting questions to ask the creator • Retell a creation story • Recognise a Christian/Muslim belief about God • Identify reasons why Christians and Muslims think it is important to look after our world • Use some religious vocabulary to explain why Muslims and Christians might look after the Earth • Recognise that some ways of behaving might spoil the Earth • Show awareness of similarities in the beliefs of Christians and Muslims	<i>Who influences our lives?</i> • Ask a Christian three questions about why stories of Jesus are important to them • Recognise why stories of Jesus are important for Christians today • Retell at least one story about Jesus • Recall parts of at least one story about Jesus • Name the Christian holy book and recall parts of a story of Jesus, found within it • Express some 'big questions' about the calming of the storm/feeding of the 5 000 • Give thoughtful responses to 'big questions' about the calming of the storm • Suggest meanings behind stories that Jesus told • Identify what stories of Jesus' actions might teach a Christian about how to act • Collect ideas about how the stories inspire acts of charity • Recognise values in stories of Jesus that I think are important
PSHE & RHE <i>CRC Articles</i> 16, 12, 15, 19, 29, 23, 14	<i>Being Me in My World</i> • I can identify some of my hopes and fears for this year • I recognise when I feel worried and know who to ask for help • I understand the rights and responsibilities for being a member of my class and school • I recognise when I feel worried and know who to ask for help • I understand the rights and responsibilities of being a member of my class • I can help to make my class a safe and fair place • I can listen to other people and contribute my own ideas about rewards and consequences • I can help make my class a safe and fair place	<i>Celebrating Differences</i> • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand some ways in which boys and girls are similar and feel good about this • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand that boys and girls can have similar aspirations for life and career choices • I understand that bullying is sometimes about difference • I can tell you how someone who is bullied feels • I can be kind to children who are bullied

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	• I understand how following the Learning Charter will help me and others learn • I can work cooperatively • I can recognise the choices I make and understand the consequences • I am choosing to follow the Learning Charter	• I can recognise what is right and wrong and know how to look after myself • I know when and how to stand up for myself and others • I know how to get help if I am being bullied • I can tell you some ways I am different from my friends • I understand these differences make us all special and unique
MFL - SPANISH <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	Superheroes In this unit, the pupils will learn all about 6 superheroes in the foreign language via colourful and immersive lessons. The pupils will be introduced to a series of colours and high frequency verbs to help describe each superhero character (I am called, I have, I live, I am and I am able to). Each lesson will be accompanied by a song that the pupils will be encouraged to actively participate in.	In my town In this unit the pupils will learn the vocabulary for 7 key places in a town. The pupils will have the opportunity to also learn a key phrase for each location in the foreign language. Each lesson will be accompanied by a song that the pupils will be encouraged to actively participate in.
Safeguarding <i>CRC Articles</i> 16, 12, 19, 29, 14	The children will begin by recapping ways to stay safe both online and in the real world through class discussions. In our Art and DT lessons, they will learn to use equipment safely and responsibly. Additionally, we will explore topics such as bullying, friendships and emotional management. These lessons will be supplemented with role-playing scenarios, group activities and reflective exercises to help children apply what they learn in real-life situations.	