

Year Group Topic Curriculum Map 2023-2024 Year Two

Autumn Term 1

TOPIC	The Boot and Shoe Industry of Northamptonshire		Driver subject(Driver subject(s)		History	
Values (s)	Ambition						
Learning Links	Past – What were shoes like in the past? What materials were they made from? How are they different/similar to today? Why is Northamptonshire an important part of the shoe industry? Present – all about modern day shoes and how/where they are		Global Themes	Citiz Sust		Citizenship – Working together as a community Sustainability Environmental	
	Future – How can shoes be more sus like in the future? What materials wil	•					
Opening Wow	Shoe WOW day		End of topic showcase		Double page spread about topic, act out the		
/Immersive classroom	Visit the immersive classroom - factor Immersive Area	ories				g unit and share shoes made in DT See. Flashback Fridays.	
Classicolli	Artefacts from Northampton museur	n			Conne and	See. Flashback Filldays.	
Trips/Visitors	Shoe museum visit						
What do the	Why are shoes so important?						
children want	What are shoes made from? And why?						
to learn?	How many different types of shoes are there?						
English Text	Humanities (Geography & History)			Science		RE/PSHE/RSE	
Inc. Genre/Text Type		(Art/DT/Music/Computing)					
The Night Pirates Fiction Overcoming the monster	History Order shoes/ images of shoes from earliest to latest on simple timelines Use words and phrases such as: old, oldest, new, newest, earliest, latest, past, present, future, century, modern, before, after to show the passing of time. Observe and use pictures, photographs and artefacts to find out about the past. Begin to use stories or accounts to distinguish between fact and fiction. Explain that there are different types of evidence and sources that can be used to help represent the past.	Art Sculpture: I know how to cut, roll and coil material know how to make a clay pot. I understand the safety and basic care materials and tools. I can explain the differences and simila within the work of artists / craftspeop designers in different times and cultured I can manipulate clay in a variety of way rolling, kneading and shaping. I can use clay tools to make marks in colling to create a surface. I can mould clay to make a simple poor I can describe how artists have used con pattern and shape. I can annotate work in sketch books and them to plan and design final pieces of the safety part of the safety in the safety part of the safety in the safety part of the safety	als. Materials revise work List the use around sche Recognise le / occurring al Name some s, e.g. Describe in of materials know the co flat by John Boy planning), C t. lour, Yr 2 Materi Find out ho from some	Uses of everyday materials Materials (Everyday materials) revise work on materials from Year 1 List the uses of a particular material in and around school Recognise that some materials are naturally occurring and some are not Name some naturally occurring materials Describe in simple terms how and why the use of materials has changed know the contribution made to materials science by John Boyd Dunlop (engaging science planning), Charles Macintosh or John McAdam. Yr 2 Materials (Everyday materials) Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		RE — Christianity Is it possible to be kind to everyone all off the time?	



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Observe or handle evidence to ask simple questions about the past on the basis of simple observations.

Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.

Choose and select evidence and say how it can be used to find out about the past.

Talk, write and draw about things from the past.

Use historical vocabulary to retell simple stories about the past

Use drama/role play to communicate their knowledge about the past.

Describe memories and changes that have happened in their own lives

Know about an event or events that happened long ago, even before their grandparents were horn

Know what we use today instead of a number of older given artefacts

Know that children's lives today are different to those of children a long time ago.

Know how the local area is different to the way it used to be a long time ago

. Differentiate between things that were here 100 years ago and things that were not.

I can discuss my work, including the stimulus for my ideas and the processes I have used.
I can record and explore ideas from first hand observation, experience and imagination.
I can identify what I might change in my current work or develop in my future work.

I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales

COMPUTING

I can explain an algorithm is a set of instructions to complete a task. (2.1) I know I need to carefully plan my algorithm so it will work when I make it into code. (2.1)

I can find and correct some errors in my program. (2.1)

I can say what will happen in a program. (2.1) I can spot something in a program that has an action or effect (does something).(2.1)

EXPLORING MUSIC

Unit	1
Title	Hands, Feet, Heart
Style of main song	Afropop, South African
Unit theme	South African music

Compare and contrast the advantages of using different materials for the same object Compare the range and use of materials in a different time period with their use nowadays Ask simple questions and recognise that they can be answered in different ways performing simple tests

gather and record data to help in answering questions.

Plan an investigation into material properties investigate the best paper for a food bag (engaging science planning) or plan the best material for a new pair of shoes that need to be worn in the rain etc.

 Know and retell Bible Stories (New Testament) that show kindness.

• The Good Samaritan

• The Paralysed Man

 Understand how these stories help Christians to behave towards other people.

 Know and give examples of some of the ways Jesus showed kindness.

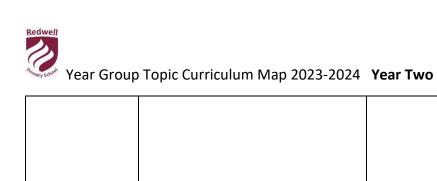
PSHCE: Citizenship

Rights, Rules and Responsibilities.

(Rights, Rules & Responsibilities)

How do rules and conventions help me to feel happy & safe? How do I take part in making rules? What jobs and responsibilities do I have in school and at home? How do rules make me feel happy and safe?

I can follow the classroom rules. I can take part in discussions and decisions



in the classroom. I can take turns.

RSE:

- Why might people fall out with their friends? CF
- Can I describe what bullying is? RR
- Do I understand some of the reasons people bully others? RR
- Why is bullying never acceptable or respectful? RR
- How might people feel if they are being bullied? MW
- Who can I talk to if I have worries about friendship difficulties or bullying? RR
- How can I be assertive? RR
- Do I know what to do if I think someone is being bullied? RR
 How do people halp me to build positive and sofe.
- How do people help me to build positive and safe relationships? CF
- What does my school do to stop bullying? RR

Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying

- Be starting to understand that sometimes people are bullied because they may be different in some
- way from others
- Be able to describe how it feels to be bullied or see someone else being bullied
- Be starting to demonstrate simple ways of responding to bullying including by being assertive
- Be able to demonstrate how to be kind to children who are being bullied
- Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to help the school feel a safer place where bullying is less likely to occur.