



Year Group Topic Curriculum Map 2023-2024 **Year Two**

Autumn Term 1

TOPIC	The Boot and Shoe Industry of Northamptonshire		Driver subject(s)	History
Values (s)	Ambition			
Learning Links	<p>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?</p> <p>Present – all about modern day shoes and how/where they are manufactured and why.</p> <p>Future – How can shoes be more sustainable? What will they look like in the future? What materials will be used?</p>	Global Themes	Citizenship – Working together as a community Sustainability Environmental	
Opening Wow /Immersive classroom	Shoe WOW day Visit the immersive classroom - factories Immersive Area Artefacts from Northampton museum	End of topic showcase	Double page spread about topic, act out the storytelling unit and share shoes made in DT Come and See. Flashback Fridays.	
Trips/Visitors	Shoe museum visit			
What do the children want to learn?	Why are shoes so important? What are shoes made from? And why? How many different types of shoes are there?			
English Text Inc. Genre/Text Type	Humanities (Geography & History)	Creative (Art/DT/Music/Computing)	Science	RE/PSHE/RSE
The Night Pirates Fiction Overcoming the monster	<p>History</p> <p>Order shoes/ images of shoes from earliest to latest on simple timelines</p> <p>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.</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Begin to use stories or accounts to distinguish between fact and fiction.</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p>	<p>Art Sculpture:</p> <p>I know how to cut, roll and coil materials. I know how to make a clay pot. I understand the safety and basic care of materials and tools.</p> <p>I can explain the differences and similarities within the work of artists / craftspeople / designers in different times and cultures.</p> <p>I can manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>I can use clay tools to make marks in clay. I can roll out a piece of clay to create a flat surface.</p> <p>I can mould clay to make a simple pot. I can describe how artists have used colour, pattern and shape.</p> <p>I can annotate work in sketch books and use them to plan and design final pieces of work.</p>	<p>Uses of everyday materials</p> <p>Materials (Everyday materials)</p> <p>revise work on materials from Year 1</p> <p>List the uses of a particular material in and around school</p> <p>Recognise that some materials are naturally occurring and some are not</p> <p>Name some naturally occurring materials</p> <p>Describe in simple terms how and why the use of materials has changed</p> <p>know the contribution made to materials science by John Boyd Dunlop (engaging science planning), Charles Macintosh or John McAdam.</p> <p>Yr 2 Materials (Everyday materials)</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>RE – Christianity</p> <p>Is it possible to be kind to everyone all off the time?</p>

Maths, PSHCE, Spanish and PE will run in conjunction with the National curriculum expectations

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 born
 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 Paralyse 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



				<p>in the classroom. I can take turns.</p> <p>RSE:</p> <ul style="list-style-type: none">• 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 help me to build positive and safe relationships? CF• What does my school do to stop bullying? RR <p>Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying</p> <ul style="list-style-type: none">• 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.
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