


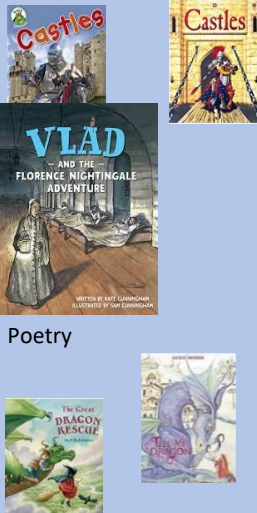






# Believe ~ Learn ~ Grow

## Ridgeway Farm CE Academy Curriculum Map

### Year 2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Value (2 year cycle)	Thankfulness Generosity	Trust Compassion	Perseverance Courage	Justice Forgiveness	Friendship Service	Truthfulness Respect
	Inspirational Theme	Community	Leadership	Diversity	Explorers	Creation	Children
		Local Area (G)	Significant Individuals (H)	Animals and Habitats (S)	Africa (G)	Plants (S)	Victorians (H)
	Big Question	What is special about where I live? (Brunel)	How have Florence Nightingale and Mary Seacole changed our world?	Where do animals live?	How is Nairobi different to Swindon?	Is a seed the same as a bulb?	How did children's lives change because of Queen Victoria?
	Experiences and Impact	Walk around the local area Local business visitor	Visit from Nurse or Doctor about working in hospital in these day	Visit to the farm	African Drumming session	Grow plants	Trip to Sevington
	Texts & Film						
	Writing Focus	<b>Alternative ending</b> The children come up with a new plan to save the tree <b>Writing to Inform: Letters</b>	<b>Alternative Version</b> Little Red and the... <b>Writing to Argue: Persuasion</b>	<b>Alternative viewpoint</b> The Polar Bear's Story <b>Writing to Explain: Instructions</b>	<b>Different version:</b> Lila and the Secret of the Sun <b>Writing to Inform: Recount</b>	<b>Film</b> Treasure <b>Writing to Argue: persuasive letters</b>	<b>Sequel</b> What do Tom and Dad do next? <b>Writing to Inform: Reports</b>

	Letter from the children to the adults saying why the last tree is important	Wanted poster for the lion	How to get a polar bear back home	Lila's diary before and after the rain	Letter from the old man persuading people to recycle	NCR about the inventions
Whole Class Reading	<p><b>Riddle, story, diary, letter, postcard</b></p> 	<p><b>Remembrance Day Inform</b></p> 	<p><b>Entertain</b></p> 	<p><b>Inform</b></p> 	<p><b>Entertain</b></p> 	<p><b>Entertain</b></p> 
Maths	Place Value Addition & Subtraction	Addition & Subtraction Shape	Money Multiplication & division	Multiplication & division Length & Height Mass, capacity & temperature	Statistics Fractions Position & direction	Problem solving Times
Times tables	Recap number bonds	X2/ number bonds	X5	X10	X2,5,10	X2,5,10
Theme	Learn about the local area and the significance of Isambard Kingdom Brunel.	Understanding the lives of significant people and how they have impacted on our life today.	Pupils will learn that all living things have certain characteristics that are essential for keeping them alive and healthy.	Children will learn that there are seven continents, including Africa and Europe, and five oceans.	Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should	Pupils will explore the life of Queen Victoria and her reign.

		<p>Identify some basic information about Victorian Britain to set the context of what the world was like during the Crimean war.</p> <p>Identify where Crimea is on the map – discuss the continent it is in. Identify where it is in comparison to the UK. Introduce the idea that in 1854-1856 there was a war in Crimea – identify who may be needed to help people during a war.</p> <p>Introduce Florence Nightingale and Mary Seacole – Who were they? What did they do?</p> <p>What did Florence Nightingale &amp; Mary Seacole do to improve medical care around the world?</p>	<p>The will know the terms ‘habitat’ (a natural environment or home of a variety of plants and animals) and ‘micro-habitat’ (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</p>	<p>They will know that the town they live in is called Swindon. The village is called Purton.</p> <p>They will be able to relate that Swindon is in England, which is in the UK. The UK is in the continent of Europe.</p> <p>Children will learn that Kenya is an example of a country that can be found in the continent of Africa.</p> <p>They will compare and understand that both the UK and Kenya are made up of villages, towns and cities. But that Kenya is much larger than the UK.</p> <p>Comparing Kenya and the UK they will learn they have different climates. This means that the weather is generally different.</p> <p>They will know that Nairobi is the capital city of Kenya.</p> <p>Kenya is a country in the east of Africa. The capital city of Kenya is Nairobi.</p> <ul style="list-style-type: none"> <li>• The climate is warm and temperate in Nairobi but there is a significant amount of rainfall during the year.</li> </ul>	<p>be introduced to the requirements of plants for germination, growth and survival, as well as the process of reproduction and growth in plants.</p>	<p>Pupils will place significant events from her life on a timeline.</p> <p>Use sources of evidence to find out what things were like for the lives of children.</p> <p>Pupils will learn about Queen Victoria’s legacy for education.</p>
--	--	---	---	--	---	--

				<ul style="list-style-type: none"> <li>• Nairobi has many hills. There is a national park in Nairobi, the largest national park in Kenya is called the Maasai Mara.</li> <li>• In Nairobi, people live in houses and apartments.</li> <li>• There are tall buildings, which are called skyscrapers. The Times Tower is the most famous skyscraper in Nairobi. There are lots of offices in the Times Tower.</li> <li>• Many tourists visit Nairobi. This means that there are lot of hotels for them to stay in.</li> </ul>		
RE	1.2 Who is a Muslim and what do they believe?	UC 1.3 Why does Christmas matter to Christians?	1.2 Who is a Muslim and what do they believe? part 2	UC 1.5 Why does Easter matter to Christians?	UC 1.4 What is the 'good news' Christians believe Jesus brings?	1.5 What makes some places sacred? (C,M)
Working Scientifically	<p>During years 2 pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>▪ asking simple questions and recognising that they can be answered in different ways</li> <li>▪ observing closely, using simple equipment</li> <li>▪ performing simple tests</li> <li>▪ identifying and classifying</li> <li>▪ using their observations and ideas to suggest answers to questions</li> <li>▪ gathering and recording data to help in answering questions.</li> </ul>					
Science	<p>Wildlife &amp; Sustainability</p> <p>Working scientifically – Using their observations and ideas to suggest answers to questions.</p>	<p>Growing Up - Humans</p> <ul style="list-style-type: none"> <li>▪ Notice that humans, have offspring which grow into adults.</li> <li>▪ Find out about and describe the basic needs of humans, for</li> </ul>	<p>Living things and their habitats.</p> <ul style="list-style-type: none"> <li>▪ Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> </ul>	<p>Animals needs for survival</p> <p>Humans</p> <p>Animals including humans.</p> <ul style="list-style-type: none"> <li>▪ Notice that animals, have offspring which grow into adults.</li> <li>▪ Find out about and describe the basic needs</li> </ul>	<p>Plants</p> <ul style="list-style-type: none"> <li>▪ Observe and describe how seeds and bulbs grow into mature plants</li> <li>▪ Find out and describe how plants need water,</li> </ul>	<p>Uses of everyday material</p> <p>Plastic - Sustainability</p> <ul style="list-style-type: none"> <li>▪ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper</li> </ul>

		<p>survival (water, food and air).</p> <ul style="list-style-type: none"> <li>▪ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>▪ Medicines can be useful when we are ill.</li> <li>▪ Medicines can be harmful if not used properly.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>▪ Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>▪ Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>▪ Different kinds of plants and animals live in different kinds of places.</li> <li>▪ There are different kinds of habitat near school which need to be cared for</li> <li>▪ Habitats provide the preferred conditions for the animals/plants that live there (compare local habitats and less familiar examples).</li> </ul>	<p>of animals, for survival (water, food and air).</p>	<p>light and a suitable temperature to grow and stay healthy.</p> <ul style="list-style-type: none"> <li>▪ Plants are living and eventually die</li> </ul>	<p>and cardboard for particular uses</p> <ul style="list-style-type: none"> <li>▪ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>▪ Some materials can be found naturally; others have to be made</li> </ul>
Geography	<ul style="list-style-type: none"> <li>- Know that we live in a village called Purton</li> <li>- Know the features Purton has.</li> <li>- Know their own address</li> <li>- Know how to use directional language</li> </ul>			<ul style="list-style-type: none"> <li>- Know the names of some countries that are in hot and cold places in the world.</li> <li>- Know the differences of living in a hot place (housing, weather, wildlife)</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to use a tally chart</li> <li>- Know what an aerial photograph is</li> <li>- Know what public transport is</li> </ul>	

	<p>such as near, far, left and right</p> <ul style="list-style-type: none"> <li>- Know how the area has changed, especially the location of the school as a farm</li> <li>- Understand how Swindon has changed over time due to the increase in population and the industrial revolution</li> </ul>			<ul style="list-style-type: none"> <li>- Know that Swindon is our nearest town and that is changed during the industrial revolution</li> <li>- Know the difference between a village, town and city and what facilities they might have.</li> <li>- Know Nairobi is in Kenya and Kenya is in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>- Know what North, South, East and West mean</li> <li>- Know why a symbol is used on a map</li> </ul>	
History		<ul style="list-style-type: none"> <li>- Know that Florence Nightingale lived from 1820-1910 and was from Italy.</li> <li>- Know that Florence Nightingale was a nurse who reformed modern nursing.</li> <li>- Know that the Crimean War was 1853-1856.</li> <li>- Know that Mary Seacole lived from 1805-1881 and was from Jamaica.</li> <li>- Know how Mary Seacole helped during the war, despite not being a trained nurse.</li> <li>- Know and compare facts about Mary Seacole and Florence Nightingale.</li> </ul>				<ul style="list-style-type: none"> <li>- To know when the Victorian period was and to place the Victorian period in relation to other periods.</li> <li>- To know who reigned during this period and that Queen Victoria was the longest reigning monarch until Elizabeth II.</li> <li>- To know what everyday life was like for Victorian children.</li> <li>- To understand that life differed greatly across Victorian society.</li> <li>- To know that individuals can change aspects of society (e.g. Dr Barnardo).</li> <li>- To compare modern and Victorian schooling (Sevington School).</li> <li>- To understand how attitudes to children and childhood changed over time.</li> </ul>

Art and Design	<p>Craft and design Map it out</p> <p><i>Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. Their ideas are developed through the creative techniques of stained glass style, basic printing, and either felt making or creating art in relief.</i></p>		<p>Sculpture and 3D: Clay houses</p> <p><i>Developing their ability to work with clay, children learn how to create simple thumb pots. They explore the work of sculptor Rachel Whiteread and apply her ideas using techniques such as cutting, shaping, joining and impressing into clay.</i></p>	<p>Drawing: Tell me a story</p> <p><i>Developing their ability to tell a story through drawing. It includes lessons on creating textures, observational drawing, character expression, and storytelling through illustrations, enhancing pupils' mark-making techniques, observational skills, and imagination in art.</i></p>		<p>Painting and Mixed Media: Life in Colour</p> <p><i>Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They make their own painted paper in the style of Bearden and then use it in the creation of a collage.</i></p>
DT	<p>Structures: Baby Bear's Chair</p> <p><i>Using the tale of Goldilocks and the Three Bears as inspiration, pupils help Baby Bear by making him a brand new chair, exploring different shapes and materials. When designing the chair, they consider his needs and what he likes.</i></p>	<p>Cooking and Nutrition: Balanced Diet</p> <p><i>Exploring and learning what forms a balanced diet, pupils taste test ingredient combinations from different food groups to inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy</i></p>	<p>Textiles: Pouches</p> <p><i>An introduction to sewing, pupils learn to sew a basic running stitch and then use and create templates to then make their own pouches, designing, cutting, sewing and decorating them.</i></p>	<p>Mechanisms: Making a moving monster</p> <p><i>Learning the terms: pivot, lever and linkage, pupils then design a monster that will move using a linkage mechanism. Pupils practise making linkages and experiment with various materials to bring their monsters to life.</i></p>		<p>Mechanisms: Fairground Wheel</p> <p><i>Designing and creating a functional fairground wheel, children consider how the different components fit together so that the wheel rotates and the structure stands freely. They select appropriate material properties and develop their cutting and joining skills. Research existing structures and survey to further inform the design.</i></p>
Computing	- Coding	<p>Online Safety (Online Reputation, Managing Online Information, Privacy and Security and Copyright and Ownership) Spreadsheets</p>	- Questioning	- Effective Searching	- Creating Pictures	<p>-Making music - Presenting Ideas</p>
PSHE	<p>Being me in my world</p> <p><i>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions</i></p>	<p>Healthy Me</p> <p><i>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing</i></p>	<p>Dreams and Goals</p> <p><i>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</i></p>	<p>Celebrating Differences</p> <p><i>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating</i></p>	<p>Relationships</p> <p><i>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation</i></p>	<p>Changing Me</p> <p><i>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology)</i></p>

	<i>Choices Recognising feelings</i>	<i>food</i>		<i>difference and remaining friends</i>	<i>Expressing appreciation for special relationships</i>	<i>Assertiveness Preparing for transition</i>
PE	<p><b>Multi-Skills</b></p> <p><i>I can explore static balancing I can move the body in a variety of ways I know how to throw a ball at the right speed and strength I can travel in different ways, showing clear transitions between movements I can explore different ways of twisting and turning I can use skills learned in a game</i></p> <p><i>Vocabulary: agility, balance, co- ordination, base, accuracy, timing, aim, target, rotate, movement pattern</i></p>	<p><b>Ugly Bug Ball Dance</b></p> <p><i>I can explore different levels and speeds of movement I can compose and perform simple dance phrases I can show contrasts in simple dances with good body shape and position I can develop a range of dance movements and improve timing I can work to music, creating movements that show rhythm and control</i></p> <p><i>Vocabulary: travel, movements, methods, beat, Medieval, Movements, dance, greetings, beat, partner, Independent, flow</i></p>	<p><b>Groovy Gymnastics</b></p> <p><i>I can remember and repeat simple gymnastic actions with control I can balance on isolated parts of the body using the floor and hold balance I can develop a range of gymnastic moves, particularly balancing I can link together a number of gymnastic actions into a sequence I can explore ways of travelling around on large apparatus I can choose and use a variety of gymnastic actions to make a sequence</i></p> <p><i>Vocabulary: balance, tension, point, patches, shoulder stand, shapes, travelling, apparatus</i></p>	<p><b>Cool Core (Strength)</b></p> <p><i>I can maintain a good bridge using core strength I can improve my plank technique I can maintain a wheelbarrow walk I can perform a small crunch and understand what it does I can perform a squat and diagonal body twist, and understand why they are valuable exercises to do I can transfer weight from one foot to two feet I can jump with accuracy using core strength to maintain balance</i></p> <p><b>Vocabulary:</b> core strength, bridge, agility,</p>	<p><b>Skip to the Beat</b></p> <p><i>I can perform skipping moves with agility, balance and co- ordination I can explore different ways of jumping/hopping with balance and accuracy I can skip with control and balance I can demonstrate good technique while skipping I can observe and comment on others' performances</i></p> <p><i>Vocabulary: hopping, skipping, jumping, skipping technique and step-hoe, trap</i></p>	<p><b>Mighty Movers (Running)</b></p> <p><i>I can run efficiently using my arms I can demonstrate running with balance and co-ordination I can understand the purpose of a circuit and how it can improve fitness I can develop a good technique for running circuit, value of a circuit I can complete a running circuit</i></p> <p><i>Vocabulary: relay, running, overtake, circuit</i></p>
	<p><b>Boot Camp</b></p> <p><i>I understand how to prepare the body for exercise I can complete a range of circuit-based activities and understand the reason for doing them I can complete a circuit that includes activities practised in Lessons 1 and 2 I can complete a circuit that includes activities practised in Lessons 1–3 with balance and coordination I can complete a circuit that includes activities practised in</i></p>	<p><b>Fitness Frenzy</b></p> <p><i>I can complete a circuit of activities I can complete a running circuit I can skip with control and balance I can evaluate my performance of gymnastic moves within a circuit I can improve my core strength, balance and agility</i></p> <p><b>Vocabulary:</b> basic circuit moves, running, jumping</p>	<p><b>Gymfit circuits</b></p> <p><i>I can identify techniques to improve balance I can practise a range of gymnastic skills through a series of circuits I can develop my agility I can develop my coordination I can perform using simple movement patterns</i></p> <p><i>Vocabulary: travelling, spotting, extend,</i></p>	<p><b>Brilliant Ball Skills</b></p> <p><i>I can move a ball using my hands and feet I know how to catch different objects I can target the receiver's hands when throwing I can watch the ball or object when trying to catch it I know how to throw overarm, underarm and bounce pass I understand techniques for dribbling and passing a football I can pass with accuracy and dribble with</i></p>	<p><b>Throwing and Catching</b></p> <p><i>I know how to throw a ball underarm with accuracy I know the correct technique for striking a ball from a tee I know the best technique for catching I know the overarm throw technique and when to use it I can practise throwing skills in circuit I can play a game fairly and in a sporting</i></p>	<p><b>Active Athletics</b></p> <p><i>I can run with a change of speed I can use my arms when jumping I know how to throw safely I can hurdle an obstacle and maintain effective running style I can run for distance I can complete an obstacle course with control and agility</i></p> <p><i>Vocabulary: direction, speed, balance, swing, balance, power, speed, hurdle, relay, obstacle course</i></p>



	<p>lessons 1-4 with balance and coordination</p> <p><i>I can complete a circuit that includes activities practised in lessons 1-5 with balance and coordination</i></p>	<p>jacks, ball pass, jumping from side to side, circuit, travelling, spotting, extend, flexible, stretch, reach,</p>		<p>control</p> <p><i>I can participate in a mini sports festival, understanding the rules and demonstrating good techniques and sporting behaviour</i></p> <p>Vocabulary: Send, receive, control, react, target, dribble, trap, kick, festival</p>	<p>manner</p> <p>Vocabulary: underarm, bounce, sideways, overarm throw, circuit</p>	
Music	<p>On this island: British songs and sounds</p> <p><i>Learning songs and creating sounds to represent three contrasting landscapes—seaside, countryside, and city—children explore how music can evoke different environments. They sing folk songs to reflect the different environments and use instruments and body percussion to create soundscapes representing one of the environments.</i></p>	<p>Orchestral instruments (Theme: Traditional Western stories)</p> <p><i>Exploring longer pieces of music, children look at how music can tell a story through the use of different instruments. They think creatively, considering how sounds can represent characters, actions, and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.</i></p>	<p>Dynamics, timbre, tempo and motifs (Theme: Space)</p> <p><i>Developing knowledge and understanding of contrasting dynamics, children listen to different pieces of music that represent planets and use these musical examples to inspire their own compositions. They explore how varying loud and soft sounds can capture the unique characteristics of two different planets.</i></p>	<p>African call and response song (Theme: Animals)</p> <p><i>Chanting different call and response sound patterns, children progress to creating their own call and response patterns using untuned percussion instruments. They practise rhythm and pulse as they echo and respond to each other's chants, building a strong sense of musical communication.</i></p>	<p>Musical me</p> <p><i>Learning to sing and play the song 'Once a Man Fell in a Well,' children learn to connect the melody to specific pitches. They explore how different notes correspond to different parts of the song, using their instruments to recreate the tune accurately. Additionally, they begin to recognise how simple symbols can represent pitch, developing their ability to read and interpret musical notation.</i></p>	<p>Myths and legends</p> <p><i>Exploring structure through listening, analysing, and performing, children engage with a song about a well-known myth to understand its composition. They listen to identify sections, analyse simple sound patterns, and see how these elements tell the story of the myth. Pupils then perform short sound patterns in a simple structure using instruments and voices.</i></p>
Spanish	<p>Shapes (E)</p> <p><i>Pupils will learn 10 common shapes and also the numbers 1-5. By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten shape nouns with their indefinite article.</i></p>	<p>Seasons (E)</p> <p><i>Pupils will learn the four seasons of the year, highlighting a key feature for each season in the foreign language. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season.</i></p>	<p>Animals (E)</p> <p><i>Pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten animals with their indefinite article. This is one of the first sentence</i></p>	<p>Instruments (E)</p> <p><i>Pupils will learn 10 familiar instruments and be introduced to the 1st person singular high frequency verb 'I play' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten instruments with their definite article. This is one of the first sentence</i></p>	<p>I am able I know how (E)</p> <p><i>Pupils will learn 10 familiar activities that they know how or do not know how to do in Spanish. This is one of the first units introducing the negative form, allowing the children to build</i></p>	<p>Little Red Riding Hood (E)</p> <p><i>Pupils will learn to listen carefully so as to be able to understand a familiar fairy tale recounted in the foreign language using picture and word cards. Pupils will be exposed to more language and be encouraged to use mind-mapping activities to support their learning. This</i></p>

			<i>building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.</i>	<i>building units where pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners.</i>	<i>more interesting and complex sentences including the option of using conjunctions.</i>	<i>unit links strongly to literacy skills.</i>
--	--	--	---	---	---	--