

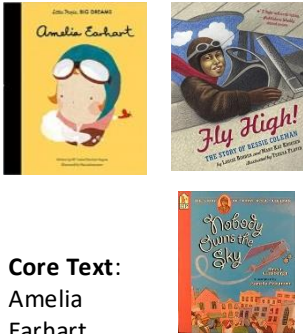
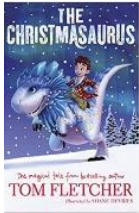

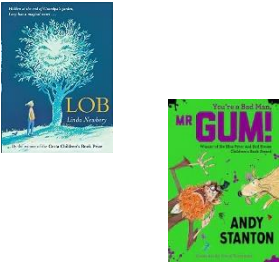





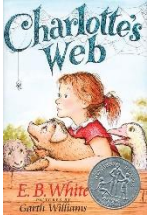






# John Hampden Primary School Curriculum Map

## Year 2 Long Term Overview

Autumn Term		Spring Term		Summer Term	
PSHE Theme		PSHE Theme		PSHE Theme	
BEING ME IN MY WORLD		DREAMS & GOALS	HEALTHY ME	RELATIONSHIPS	CHANGING ME
CELEBRATING DIFFERENCE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fire Fire!	Flying High	Down in the Jungle	Scrumdidlyumptious	Sand, Sea and Sun	Incredible Me
 <p><b>Core Text:</b> Great Fire of London Toby and the Great Fire of London Vlad and the Great Fire of London</p> <p><b>Class Book:</b> The Baker's Boy and the Great Fire of London. The Worst Witch.</p> 	 <p><b>Core Text:</b> Amelia Earhart Fly High! Nobody Owns the Sky This is Our World</p> <p><b>Class Book:</b> The Christmasaurus</p> 	 <p><b>Core Text:</b> Greta and the Giants Molly McDrew – An adventure around the World.</p> <p><b>Class Book:</b> Lob Linda Newbery</p> 	 <p><b>Core Text:</b> Lunch at 10 Pomegranate Street Chef Academy</p> <p><b>Class Book:</b> James and the Giant Peach Roald Dahl</p> 	 <p><b>Core Text:</b> Light house keeper's lunch Katie Morag Stories</p> <p><b>Class Book:</b> The day I fell into a fairy-tale</p> 	 <p><b>Core Text:</b> A Super Sticky Mistake – The invention of Superglue. Izzy Gizmo – Pip Jones</p> <p><b>Class Book:</b> Charlotte's Web E.B White</p> 

<p><b>PSHE Outcomes:</b> We shall look at:</p> <ul style="list-style-type: none"> <li>• Hopes and fears for the year</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• Safe and fair learning environment</li> <li>• Valuing contributions</li> <li>• Choices</li> <li>• Recognising feelings</li> </ul>	<p><b>PSHE Outcomes:</b> We shall look at:</p> <ul style="list-style-type: none"> <li>• Assumptions and Stereotypes about gender</li> <li>• Understanding bullying</li> <li>• Standing up for self and others</li> <li>• Making new friends</li> <li>• Gender diversity</li> <li>• Celebrating difference and Remaining friends</li> </ul>	<p><b>PSHE Outcomes:</b> We shall look at:</p> <ul style="list-style-type: none"> <li>• Achieving realistic goals</li> <li>• Perseverance</li> <li>• Learning strengths</li> <li>• Learning with others</li> <li>• Group co-operation</li> <li>• Contributing to and sharing</li> <li>• Success</li> </ul>	<p><b>PSHE Outcomes:</b> We shall look at:</p> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Healthier choices</li> <li>• Relaxation</li> <li>• Healthy eating and nutrition</li> <li>• Healthier snacks and sharing</li> <li>• Food</li> </ul>	<p><b>PSHE Outcomes:</b> We shall look at:</p> <ul style="list-style-type: none"> <li>• Different types of family</li> <li>• Physical contact boundaries</li> <li>• Friendship and conflict</li> <li>• Secrets</li> <li>• Trust and appreciation</li> <li>• Expressing appreciation for special</li> <li>• Relationships</li> </ul>	<p><b>PSHE Outcomes:</b> We shall look at:</p> <ul style="list-style-type: none"> <li>• Life cycles in nature</li> <li>• Growing from young to old</li> <li>• Increasing independence</li> <li>• Differences in female and male bodies (correct terminology)</li> <li>• Assertiveness</li> <li>• Preparing for transition</li> </ul>
<p><b>Writing Opportunities:</b></p> <p><b>Historical Fiction:</b> Setting description the Great Fire of London</p> <p><b>Non Fiction – Diary</b> account of the Great Fire of London.</p>	<p><b>Writing Opportunities:</b></p> <p><b>Non-Fiction – Fact file -</b> Ameila Earheart Bessie and Coleman</p> <p><b>Poetry –</b> Christmas Poems</p> <p><b>Playscripts –</b> Christmas play</p>	<p><b>Writing Opportunities:</b></p> <p><b>Fiction – Narrative -</b> Greta and the Giants.</p> <p><b>Non Fiction –</b> Recount The Living Rainforest Trip</p>	<p><b>Writing Opportunities:</b></p> <p><b>Non-Fiction – Instructions</b> text for a recipe</p> <p><b>Poetry -</b> Food</p>	<p><b>Writing Opportunities:</b></p> <p><b>Fiction – Narrative –</b> Island adventure</p> <p><b>Fiction – Letter or a postcard.</b> The Lighthouse Keeper’s Lunch.</p>	<p><b>Writing Opportunities:</b></p> <p><b>Non-Fiction –Information Text –</b> Scientific Inventions.</p> <p><b>Poetry –</b> The day I went to the woods.</p>
<p><b>Science:</b> <b>Materials:</b> As scientists, we will:</p> <ul style="list-style-type: none"> <li>• Identify different everyday materials</li> <li>• Explain what different everyday materials can be used for (wood, plastic, metal, water, rock, paper)</li> <li>• Compare the suitability of everyday materials for a range of purposes</li> <li>• Classify materials</li> <li>• Set up a fair test to observe the suitability of everyday materials for a particular use</li> </ul>	<p><b>Science: What is a scientist?</b></p>  <p><b>As Scientists we will:</b> <b>Explore The John Hampden Science charter. We shall learn that science is built on:</b></p> <ul style="list-style-type: none"> <li>• Knowledge – Develop and build scientific knowledge.</li> <li>• Investigate – Hands on practical investigation.</li> </ul>	<p><b>Science: Living things and their habitats.</b> As scientists, we will:</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 living or dead and can classify appropriately</li> <li>• Know that living things live in habitats to which they are suited</li> <li>• Know what a micro-habitat is and investigate what lives in one (e.g. woodlice under logs)</li> </ul>	<p><b>Science: Animals including humans</b> As scientists, we will:</p> <ul style="list-style-type: none"> <li>• Learn that animals, including humans, have offspring which grow into adults</li> <li>• Describe how a baby grows into an adult (stages of life – baby, toddler, child, teenager, adult)</li> <li>• Find out about and describe the basic needs that humans and animals need to survive (water, food and air)</li> </ul>	<p><b>Science: Plants</b> As scientists, we will:</p> <ul style="list-style-type: none"> <li>• Understand the parts of plants and trees and why they are important to keep the organism living</li> <li>• Observe and describe how seeds grow into plants</li> <li>• Research and describe our findings to show why plants need water, light and a suitable temperature to grow (scientific enquiry)</li> </ul>	<p><b>Science: Super scientists</b> As scientists, we will:</p> <ul style="list-style-type: none"> <li>• Explore a range of scientists and inventions.</li> <li>• Use scientific enquiry to prove their theories.</li> </ul> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Gravity and Light – Isaac Newton</li> <li>• Investigating Wind Power - Maggie Aderin-Pocock</li> <li>• Investigating sound - Alexander Graham Bell</li> </ul>

<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> </ul>	<ul style="list-style-type: none"> <li>Challenge – Ask and answer questions that challenge our thinking.</li> <li>Our World – Understanding how the science we learn links to the real world.</li> <li>Curiosity – Being Curious about the unknown and the unexpected.</li> </ul> 	<ul style="list-style-type: none"> <li>Name and describe different habitats and know why they are suited to living things (e.g. woodland, pond, grassland)</li> <li>Know that habitats provide living things with what they need to survive</li> <li>Know what a simple food chain looks like and how it works, constructing our own food chain</li> </ul>	<ul style="list-style-type: none"> <li>Describe the importance of a healthy diet</li> <li>Describe the lifecycle of another species (e.g. chick or butterfly)</li> <li>Describe the importance of exercise and how this helps us</li> </ul>	<ul style="list-style-type: none"> <li>Set up a fair test to observe how a seed may grow</li> <li>Record observations and make simple conclusions to show our learning</li> </ul>	<ul style="list-style-type: none"> <li>Investigating our senses and reflexes.</li> <li>Investigating bugs and germs – Louis Pasteur</li> <li>Investigating electricity – Thomas Edison</li> <li>Plan their own investigation.</li> </ul>
<p><b>History: The Great Fire of London.</b> - A significant event beyond living history. As historians, we will:</p> <ul style="list-style-type: none"> <li>Recount facts about the Great Fire of London through writing reports and answering questions</li> <li>Ask questions about the fire: how, where, when and why did it start?</li> <li>Explain the cause of the Great Fire of London</li> <li>Use secondary sources of information to find out about the devastation that the fire caused when it spread (Samuel Pepys)</li> <li>Research the technology that fire fighters used in the 17<sup>th</sup> C to tackle the fire</li> <li>Retell the narrative of the GFOL in the form of a diary entry</li> <li>Explore using sources of information what homes and buildings were made of and how this contributed to the fire</li> </ul>	<p><b>History: The History of Flight</b> - The lives of significant individuals in the past who have contributed to national and international achievements. As historians, we will:</p> <ul style="list-style-type: none"> <li>Compare and contrast the lives two aviatrixes: Bessie Coleman and Amelia Earhart.</li> <li>Explore how two women were nationally and internationally significant in helping to defeat gender and racial prejudice to further women’s rights in a world dominated by men.</li> <li>Look at similarities and differences in flight – comparing the Wright Brother’s glider to a modern aircraft.</li> </ul>	<p><b>Geography: Amazon Rainforest and British Woodlands</b> Explore a contrasting locality. As geographers, we will:</p> <ul style="list-style-type: none"> <li>Locate and describe jungles around the world.</li> <li>Identify features and weather of the: <ul style="list-style-type: none"> <li>Indian tropical seasonal rainforest</li> <li>Mangroves</li> <li>Cloud forests</li> </ul> </li> <li>Compare British Woodland to a Tropical jungle.</li> <li>Use geographical vocabulary including forest, hill, mountain, river, soil, valley, vegetation, season and weather,</li> </ul>	<p><b>History / Geography – Thame Market</b> - Looking at people and places in their own locality. As historians we will:</p> <ul style="list-style-type: none"> <li>Look at how Thame Market has changed.</li> <li>Identify similarities and differences between markets in the past and present.</li> </ul> <p>As Geographers we will:</p> <ul style="list-style-type: none"> <li>Develop knowledge about our locality.</li> <li>Use first hand observation.</li> <li>Use geographical vocabulary including city, town, village, house, shop, market.</li> <li>Use arial photographs to recognise landmarks and features of Thame.</li> </ul>	<p><b>History / Geography: The seaside</b> - Coastal towns. As geographers, we will:</p> <ul style="list-style-type: none"> <li>Use maps and atlases to locate seaside resorts and coastal towns in the UK</li> <li>Note differences between coastal areas. – sandy and rocky beaches.</li> <li>Learn about the types of work that are popular in coastal regions (e.g. tourism, fishing)</li> <li>Use geographical vocabulary including: beach, cliff, coast, hill, sea, ocean, season, weather.</li> </ul> <p>As Historians we will:</p> <ul style="list-style-type: none"> <li>identify similarities and differences between the seaside in the past and present.</li> </ul>	<p><b>Geography: Map Makers</b> As geographers, we will:</p> <ul style="list-style-type: none"> <li>Compare different types of maps.</li> <li>Using compass points.</li> <li>Plan and follow a route.</li> <li>Learn how to read a map – map symbols.</li> <li>Look at ariel views – how do maps look on the ground and from up above.</li> <li>Sort features into human and physical.</li> <li>Designing and making 3D maps.</li> </ul>

<p><b>Art: - Explore and Draw</b> Exploring the world around them and creating compositions from natural materials.</p> <p>Artists: Rosie James, Alice Fox</p>	<p><b>DT: Textiles – Templated and joining techniques.</b> Explore and evaluate different joining techniques. Join fabrics by sewing and apply decorations to a Christmas tree decoration.</p>	<p><b>Art: – Expressive Painting</b> Explore how painters use paint in expressive and gestural ways.</p> <p>Explore colour mixing and experimental mark marking to create abstract still life.</p>	<p><b>DT:– Preparing Fruit and vegetables.</b> Exploring food’s texture appearance, taste and smell.</p> <p>Planning, making and evaluating their own fruit salad.</p>	<p><b>Art - Music and Art</b> Explore how we can make art inspired by the sounds we hear.</p> <p>Draw, collage, paint and make.</p>	<p><b>DT – wheels and axels</b> To find different ways to fix wheels. Design, make and evaluate inventions.</p>
<p><b>Experiential Learning:</b> Fire Engine visit Great Fire of London Experience Day</p>	<p><b>Experiential Learning:</b> Christmas Production</p>	<p><b>Experiential Learning:</b> Trip to The Living Rainforest centre</p>	<p><b>Experiential Learning:</b> Walk to Thame Market</p>	<p><b>Experiential Learning:</b> Beach Day at School</p>	<p><b>Experiential Learning:</b> Visit to Wendover Woods</p>
<p><b>RE: Being Kind</b> What did Jesus teach?</p>	<p><b>RE: Love in the world</b> Christmas – Jesus is a gift from God.</p>	<p><b>RE: Prayer and routine</b> Islam: Prayer at home Does praying at regular intervals help a Muslim in his/her everyday life?</p>	<p><b>RE: Remembering special people</b> Easter – Resurrection – How important is it to Christians that Jesus came back to life after his crucifixion?</p>	<p><b>RE: Belonging</b> Islam: Community and Belonging – Does going to a Mosque give Muslims a sense of belonging?</p>	<p><b>RE: Special Journeys</b> Islam: Hajj – Does completing Hajj make a person a better Muslim?</p>
<p><b>PE:</b> <b>Personal:</b> Following instructions, practise safely and work on simple tasks. Perceiving and asking for help when appropriate. <b>Team Building</b></p>	<p><b>PE:</b> <b>Social:</b> Working sensibly with others taking turns and sharing. Praise encourage and help others in their learning. <b>Ball Skills</b></p>	<p><b>PE:</b> <b>Cognitive:</b> Understand and follow simple rules. Ordering instructions, movement and skills. <b>Yoga</b></p>	<p><b>PE:</b> <b>Creative:</b> Explore and describe different movements. Select and link movements together. <b>Dance</b></p>	<p><b>PE:</b> <b>Applying Physical:</b> Performing skills and movements with control. Move with some change in level, direction or speed. <b>Gymnastics</b></p>	<p><b>PE:</b> <b>Health and fitness:</b> Awareness of why exercise is important for good health. Use equipment appropriately. <b>Athletics</b></p>
<p><b>ICT/Computing:</b> Making Music</p>	<p><b>ICT/Computing:</b> Effective searching Creating Pictures</p>	<p><b>ICT/Computing:</b> On-line safety Questioning</p>	<p><b>ICT/Computing:</b> Spreadsheets</p>	<p><b>ICT/Computing:</b> Coding – moving and turning</p>	<p><b>ICT/Computing:</b> Presenting ideas</p>
<p><b>Music:</b> Compose songs around a variety of themes. Consider how a group of instruments work well together.</p>	<p><b>Music:</b> Singing as individuals, a group and whole class. Christmas Production songs.</p>	<p><b>Music:</b> Use of tempo, rhythm, dynamics, note values, duration, pitch and texture. Identify these musical dimensions in a variety of musical genre.</p>	<p><b>Music:</b> Identify and keep a steady beat using instruments. Explore sounds on instruments and how they can be varied.</p>	<p><b>Music:</b> Creating sounds using our bodies – clapping hands, tapping feet, clicking fingers. Create their own body percussion compositions.</p>	<p><b>Music:</b> Listen, review and evaluate music, including the works of the great composers. Understanding how music can tell a story</p>
<p><b>Emotional Literacy</b> <b>Empathy</b> Show an understanding of people’s experience in the Great fire of London.</p>	<p><b>Emotional Literacy</b> <b>Diversity</b> To explore the achievements of men and</p>	<p><b>Emotional Literacy</b> <b>Resilience and determination</b> To understand the importance of habitats around the world.</p>	<p><b>Emotional Literacy</b> <b>Wellbeing</b> To understand how to keep ourselves healthy.</p>	<p><b>Emotional Literacy</b> <b>Respect and unity</b> To explore our roles within our family and how these compare to others.</p>	<p><b>Emotional Literacy</b> <b>Managing change</b> To explore how we feel about change.</p>

<p>Consider their home life and share opinions on what is important to them.</p>	<p>women from around the world.          To know that from failure comes success.           To respect the success and achievements of others.</p>	<p>To be aware of how it feels to lose a habitat.          To explore how we can voice our opinion to create change.</p>	<p>To know our well-being comes from what we eat, how we exercise and how we behave.          To explore ways to handle our emotions.</p>	<p>To understand that where we live will impact our responsibilities and lifestyle.          To show respect to others in their roles and choices.          To know how it feels to be part of a team.</p>	<p>To understand why change is important.          To be proud of our successes.          To create strategies to manage change.</p>
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