

Forest Lodge Academy Curriculum Map LTP Year 2 ● ● ●

	Autumn		Spring		Summer	
Theme	Amazing Nature	Fantastic Festivals	Wonder World	Blast Off	Knights and Castles	Game Over
Time allocation	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (5 weeks)
Class Visit/ Visitor		Fun Trip		Speaker from space centre	Visit to Bosworth Battlefield	Science workshop
‘Hook / Wow’	Sensory room – dark woodland (the owl who was afraid of the dark)	Picking a pumpkin (peace garden) and carving it	Where in the world? Children to show and tell pictures and objects from places they have visited around the world.	Sensory room – set up with different parts of astronauts journey (get in rocket, blast off, float in space, land on moon)	Go outside – Knights quest. In groups role play a day in the life of a Knight. Have a banquet , practice sword fighting, save a Princess using Red Monkey playground	Have a gaming carousel with children playing on different platforms and reviewing the Games/systems used. (Old and new)
End of theme celebration	‘Really wild show’ where children dress up as their favourite animals and present info on habitat, food etc.	Christmas party with Traditional games/food.	Turn classroom into a fantasy world e.g chocolate fountain, unicorn area, dancefloor, gaming station, cuddly toy zoo.	Astronaut skype link (TBC)	Children are Knighted and receive scrolls for achievements e.g Sir Talkalot. They then have an imaginary battle on the field.	Have a gaming contest between classes where children try to beat the other classes score.
Book Study	Billy’s Bucket The Owl Who Was Afraid Of The Dark Animal fact files	Pick a pumpkin Snow Halloween/Bonfire poetry	The Fantastic Flying Books of Morris Lessmore Paper Dolls When Granny went to Market	The Man on the Moon, Night Out.	Non-Fiction Texts related to Knights and Castles. St Georges Day Texts. The Paperbag Princess. The day the dragons came .	Minecraft Pac Man Story Digital Gamers The Magic bus gets programmed.
Speaking and Listening	I ask questions to get more information and clarify meaning. I talk in complete sentences. I decide when I need to use specific vocabulary.		I ask question to get more information and clarify meaning. I talk in complete sentences. I decide when I need to use specific vocabulary.		I talk in complete sentences I decide when I need to use specific vocabulary I can communicate 1-1 or in small groups	
Reading	Guided reading focus on fiction/non-fiction texts on animals Reading with fluency Getting the gist Locating information VIPERS Skills		Guided reading focus on predictions and inference Shared reading focus on making predictions Comprehension Visualisation Working memory VIPERS Skills		Guided reading focus on comprehension and inference. Shared reading focus on comprehension and inference and making links with different texts. Visualisation. Working memory. Non-fiction texts (index page, contents page, retrieving information) VIPERS Skills	
Writing (From Focus)	Inform – Description of habitats and animals (fact file) Narrative – Recount, innovation, diary entry Poetry Instructions – How to pick a pumpkin		Narrative, Descriptive Writing, Recount, Instructions, Inform (Character Descriptions and Setting), Persuade (letter).		Inform-Non fiction writing about knights and castles. Inform-Newspaper writing Narrative-recount, innovate text, descriptive writing Instructions-Making a castle Persuade-letter	
Spelling (from Focus Document)	I segment spoken words into phonemes and record these as graphemes. (Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling. E.g. yesterday, exsighting, speshal, diffrent)		Focus on use of suffixes (ment, ness, ful, less, ly) in writing. Focus on CEW. Common spelling Patterns from the phonic phases. Using spelling strategies from Spelling Shed such as pyramids.		Focus on use of common exception word spelling and familiar spelling Patterns. Spelling shed strategies. Suffixes (ment, ness, ful, less, ly, ed, er) in writing Editing of spelling	
Handwriting	I use some of the diagonal and horizontal strokes needed to join letters. I understand which letters, when adjacent to one another, are best left unjoined.		I use some of the diagonal and horizontal strokes needed to join letters. I understand which letters, when adjacent to one another, are best left unjoined. I write capital letters (and digits) of the correct size/ orientation to one another.		I use some of the diagonal and horizontal strokes needed to join letters. I understand which letters, when adjacent to one another, are best left unjoined.	

	I write capital letters (and digits) of the correct size/ orientation to one another.		I write capital letters (and digits) of the correct size/ orientation to one another.
Maths	<p><u>Place Value</u> Count objects to 100 and read and write numbers in numerals and words. Represent numbers to 100. Represent tens and ones with a part-whole model. Show tens and ones using addition. Use a place value chart. Compare objects. Compare numbers. Order objects and numbers. Count in 2s, 5s and 10s. Count in 3s.</p> <p><u>Statistics (SCIENCE)</u> Make tally charts Draw pictograms (1-1, 2 , 5, 10)</p> <p><u>Addition and Subtraction</u> Fact families – addition and subtraction bonds to 20. Check calculations. Compare number sentences – related facts. Bonds to 100. Add and subtract 1s. 10 more and 10 less. Add and subtract 10s. Add 2-digit and 1-digit number – crossing 10. Subtract 1-digit number from a 2 digit number – crossing 10. Add two 2-digit numbers – not crossing ten Add two 2-digit numbers – crossing ten Subtract 2-digit number from 2-digit number – not crossing ten Subtract 2-digit number from a 2-digit number – crossing ten Add 3 – one digit numbers Bonds to 100 Odd and even numbers Fact families</p> <p><u>Properties of a shape</u> Recognise and sort 2d and 3d shapes Count sides, vertices on 2d shapes and faces, edges and vertices on 3d shapes Draw 2d shapes Lines of symmetry</p>	<p><u>Measure (Money)</u> Recognise coins and notes Make amounts Make amounts in different ways Find total Compare money Find change</p> <p><u>Multiplication and Division</u> Recognise equal groups Make equal groups Add equal groups Multiplication sentences using x symbol Multiplication sentences from pictures Using arrays 2 times table 5 times table 10 times table Make equal groups – sharing Make equal groups – grouping Divide by 2 Divide by 5 Divide by 10</p> <p><u>Statistics (SCIENCE)</u> Interpret pictograms (1-1, 2 , 5, 10) Block diagrams</p> <p><u>Measure (Length and Height)</u> Measure length (cm) /(m) Compare / order lengths Four operations with lengths</p> <p><u>Measure (Mass, Capacity, Temperature)</u> Compare /measure volume and mass in grams/ kilograms Millilitres/ Litres Temperature</p>	<p><u>Fractions</u> Make equal parts Recognise and find a half, quarter, third, three quarters Unit fractions / Non-unit fractions Equivalence of ½ and 2/4 Count in fractions</p> <p><u>Measure (Time)</u> O'clock / half past /Quarter past /quarter to Telling time to 5 minutes Hours and days Find/compare durations of time</p> <p><u>Position and Direction</u> Describing movement / turns Making patterns with shapes</p> <p><u>Statistics (SCIENCE)</u> Interpret pictograms (1-1, 2 , 5, 10) Block diagrams</p>
Science	<p>Amazing Nature (Living things and their habitats and Plants) Are all things alive? Identify and classifying – Identify and classify living, non-living and never lived Pattern seeking – which are made of metal, wood, plastic etc?</p> <p>Do all animals live in the same places? Pattern seeking - Gather and record data of what mini-beast we find and where. Record tally and pictograms (maths) Animals and their suitability to their habitat. Design and make bug hotel.</p> <p>Food chains</p> <p>What are the best conditions to grow a plant? Observations over time - Use observations to ask and answer questions – plant growing in classroom and observe changes.</p>	<p>Animals including humans Are all our hands the same size? Performing comparative test - Ask simple questions and suggest answers – see PSTT hand span Gather and record data – use cubes to create concrete resource bar chart (maths)</p> <p>What offspring belongs to which animal? Pattern seeking – make observation and suggest answers to match offspring to parent and discuss similarities of characteristics. Life cycles.</p> <p>How does a tadpole change over time? Observations over time – Gather and record data - life cycles – frogspawn/ tadpoles in class</p> <p>What do animals need to survive? Identify and classify – Identify and classify needs and wants for desert island.</p>	<p>Uses of Everyday Materials Can a knight's flag be made of paper? Observations over time – make a paper flag on a straw and get wet, watch what happens to paper and plastic. Discuss what happened and why. Observe closely with equipment - Use magnifying glass to observe closely.</p> <p>Which is the most suitable material for a knight's arrow? Performing comparative test - see PSTT rocket mice but twist to call it arrows not mice. Gather simple data in table.</p>

		<p>What do humans need to stay healthy? Research - Use research to suggest answers to questions – find out what humans need and suggest answers. Eatwell plate.</p> <p>What should an astronaut take to the moon? Gather and record data – record tally and bar chart Discuss learning and consolidate.</p>		
Computing	<p>Organise/retrieve/manipulate/digital content –Create Halloween hunt (cut/paste) Use a range of instructions directions, angles, turns to program a beebot to get to navigate the trick or treat trail. Children to access Spelling shed, Reading eggs and Mathletics in school and at home throughout half term. Go over SMART rules for internet safety and use ICT to create a poster.</p>		<p>Create own Kahoot quiz on games. Children to access Spelling shed, Reading eggs and Mathletics in school and at home throughout half term Pupils continue to use online searching using Smartie the penguin and Digi Duck. Play typing games on Room recess to familiarize where keys are. Create digital content on word eg get pictures of different places games and review them. Carry out a home survey of where information technology is used in the home.</p>	
History	<p>Recount the life of significant British people – Mary Seacole and Pauline Cafferkey. Great Fire of London artefact discovery session. Samuel Pepys and his significant cheese investigation.</p>	<p>Look at why explorers Christopher Columbus and Guion Bluford were significant? Compare aspects of life in different periods they lived and create a poster about them. Put Columbus and Bluford and other significant figures on a historical timeline. Use historical terms before/after, discovery, explorers, past present, then/now. Identify different ways that the past is presented fictional accounts, pictures, maps, artefacts.</p>	<p>Research how technology has changed over the years by using old/new devices and assessing them. Look at Knight, castles and other events from this time and be able to compare aspects of life with other period we have looked at. Local history day visit to from Bosworth battle field expert to teach about this and help understand some ways we find out about the past. Look at artefacts, pictures, maps.</p>	
Geography	<p>Continents and oceans – Billy’s bucket to name and locate different continents. Billy’s bucket to know the key features of a beach/sea/sky. Science habitats to know the key features of a forest, ocean, valley, mountain. Map work to find where animals/plants are found on different continents.</p>	<p>Continents and oceans – When Granny went to market to name and locate different continents and oceans Field trip around New Parks to collect data on physical/human features such as shops, parks, woods, schools. Collect data and record on Pro forma. Carry out a small survey of New Parks area. Say what they like or dislike. Draw simple features based on this field trip. Follow a route on a map to move around FLA. Add labels onto a sketch map of FOREST lodge academy Draw basic aerial map including symbols and pictures of local area. Ask Mr Creed pre prepared questions about school.</p>	<p>Identify continents and oceans of the world. Create a technology map of the world looking at where the games and consoles used were developed. Look at basic human and physical features around where castles were built. Draw a map of Bosworth battlefield and label this using basic symbols in a key.</p>	
PSHE/SMSC/ British Values	<p>Think about themselves, learn from their experiences and recognise what they are good at. How to set challenging goals. Well being and mindfulness. Rules for keeping safe including basic road safety, staying safe online and about people which can keep them safe. What is meant by mental health and how to stay mentally healthy?</p>	<p>What is meant by the British Value Individual Liberty and how can we achieve individual liberty. That there are different types of teasing and bullying that bullying is wrong, how to get help to deal with bullying. To understand what bullying is and the STOP message. To judge what kind of physical contact is acceptable, comfortable, uncomfortable and how to respond. That peoples bodies and feelings can be hurt.</p>	<p>Jigsaw Programme-Healthy me. Motivation, Healthier choices, relaxation, healthy eating and nutrition, healthier snacks and sharing food. See SMSC Overview Map in relation to coverage for PSHE, Mental Health and Wellbeing, Anti-Bullying and Safeguarding British Values-Mutual Respect.</p>	<p>Jigsaw Programme-Relationships- Different types of family, physical contact boundaries, friendship and conflict, secrets, trust and appreciation, expressing appreciation for special relationships. Changing me-Life cycles in nature, growing from young to old, increasing independence, difference in female and male bodies, assertiveness, preparing for transition. See SMSC Overview Map in relation to coverage for PSHE, Mental Health and Wellbeing, Anti-Bullying and safeguarding British Values-Democracy and The Rule of Law</p>

	Identify and respect different and similarities between people.	To recognise different types of teasing and bullying. Strategies to resist teasing or bullying and where to go for help.		
RE	Can we find the meaning of symbols? Can we find the meaning of symbols? Who is a Sikh and what do they believe? The beginning of the world. What can we learn from the stories Christmas tell?	What do different people believe God is like? The beginning of the world. What can we learn from stories Christians tell?		What makes some places special? Who is an inspiring person? Who inspires me?
Music	Listen for particular sounds during mindful time (chanting, different rhythms) Music from around the world looking at instruments and types of music from different countries /continents.	Play rhythmic patterns and accompaniments keeping a steady pulse (Play along to the Greatest Showman) using an instrument.		Create a fanfare to introduce their Knight by playing simple rhythmic patterns on an instrument. Make connections between notations and musical sounds.
Art & DT	<u>ART</u> Look at the work of Group of 7 to create a landscape collage. Design a microhabitat for a mini-beast (bug hotel). Work of artist Van Gogh (Sunflowers). Use a range of materials such as chalk and pastel to recreate create firework art. Landscape artwork using pencil grades <u>DT</u> Create a fire engine with a working wheel and axle and go through entire design process. DESIGN-CREATE-EVALUATE.	<u>ART</u> Use printing techniques to create a building picture Begin to think what materials best suit the task and have an art carousel with different materials to use. Make marks using paint with a variety of tools work with different materials Explore the relationship between mood and colour. <u>DT</u> Create a healthy smoothie using food hygiene and cutting techniques (links to Science) DESIGN-CREATE-EVALUATE.		<u>ART</u> Create a medieval shield looking at Heraldry and the meaning of the designs Create simple sculptures of a Knight helmet using everyday materials <u>DT</u> Create a glove puppet of a Knight using materials and fixing techniques. DESIGN-CREATE-EVALUATE.
PE	LM/Jordan- games (FMS) Teacher- games (FMS)	LM/Jordan - games (FMS) Teacher-gymnastics	LM/Jordan-Dance (linked to weather and nature) Teacher- games (FMS)	LM/Jordan-- team work Teacher- games (FMS)
				LM/Jordan- games (striking and fielding) Teacher-tri golf
				LM/Jordan- athletics Teacher- games (FMS)