Updated 2.9.2019

AVANTI HOUSE
EXCELLENCE · VIRTUE · DEVOTION

Avanti House Primary School Curriculum Map 2019-2020

Year 2 Themes:	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Location, Location Our Local Areas	Let's Celebrate	Fire, Fire!	Dreams and Goals!	Story Land	The Scented Garden
KEY QUESTIONS	What will I find in our local area?	What are the similarities and differences between animals?	Why did the Great Fire of London cause so much damage?	What is it like to be Rohld Dahl(famous)?	How are the stories told?	What do plants need to grow and stay healthy?
Learning to learn skills and attitudes	Questioning	Cooperation	Resilience	Independence	Creativity	Imagination
Real life experiences	Local area walk for habitats, African drumming workshop, trip for minibeasts habitat, drama related to Great Fire of London,cooking bread, Drama workshop,use of Beebots, shape recognition in outside environment					
Avanti Values/British Values	Empathy	Self discipline	Respect	Integrtity	Courage	Gratitude
Enrichment links ,class specific	Provide opportunity to delve deeper into current issues around the world. Sports Day					
World Festivals/days	Diwali	Black History Month and Chirstmas celebrations	Chinese New Year Book Week	Easter Science Week	Maths Week	Ratha Yatra Day
Educational Visits inc. in house workshops	African Drumming (depending on costs)	Sea Life Aquarium	Visitor - Crew Company	Roald Dahl Museum	LEGO WORKSHOP in house - story settings	Kew Garden
Core Texts	Lila and the Secret of Rain	Meerkat Mail	Toby and the GFL	James and the Giant Peach by Roald Dahl	Jack and Beanstalk Jim and Beanstalk	

English	Narrative – character and setting description, drama, rewriting of a story Poetry -Call and Response Poems based on our text Grammar: Use expanded noun phrases Use co-ordinating conjunctions Use of paragraphs Use of capital letters and full stops Past tense: to know the difference between past and present	Letter & Postcard Writing based on our core text (Value: courage of and empathy for Sunny) Recount – on our trip to Sea Life (Value: Self discipline on our trip) Grammar: Use time conjunctions A range of sentence forms, i.e. statement, question, exclamation and command Use subordinating conjunctions Use commas for subordination Use a range of punctuation including ? and ! Develop use of speech and accurately punctuate suffixes	Diary Writing –based Mr Peppy, Toby –based on our core text Poetry -London's Burning –repeated pattern (Value: Resilience after the Great Fire in making a new London City Grammar: Use a range of punctuation including ? and ! Use co-ordinating conjunctions. Use tense accurately apostrophes for omission. apostrophes for possession	Review writing – books by R.D. Newspaper Report- incident based on James and the Giant Peach Grammar: Use adventurous vocabulary Use a variety of sentence openers Use subordinating conjunctions Use of commas in a list accurately Develop use of speech and accurately punctuate suffixes Past tense: to know the difference between past and present	Narrative –changing characters, settings to create their own version of story SATs Preparation and tests in May Grammar: Use adventurous vocabulary Apostrophe for contraction and attempts at possession Begin to punctuate speech with some accuracy Paragraphs Use a comma for subordination Use commas in lists. Time openers	Instructions –cooking using vegetables, how to plant a seed (Value: Gratitude for the food we get) Information leaflet about a plant Grammar: Use vocabulary for effect Use varied sentence openers (including some adverbs) Use a range of coordinating and subordinating conjunctions Use of literary devices including similes and alliteration Use of adverbs to add detail to verbs Use of paragraphs Use a range of punctuation including ? and !
Guided Reading	Sequencing Retelling Fluency	Retrieval Expressions Taking turns and listening to others	Prediction Recurring language Poetry recital	Inference Questioning Discussions	Explaination of events Retrieval Inference	Linking different books Inferencing Retrievel
Maths *(Please note, topics could be*	<u>Number: Place Value</u> - count in steps of 2, 3, and 5 from 0, and in	Addition & Subtraction (Continue) <u>Multiplication &</u>	Multiplication & Division (Continue) <u>Statistics</u>	<u>Properties of Shape</u> - identify and describe the properties of 2-D	<u>Position & Direction</u> - order and arrange combinations of	Consolidation of topics based on each class's gap analysis on Target

taught earlier/later depending on continuous Assessment for Learning.)	tens from any number, forward and backward - recognise the place value of each digit in a two-digit number (tens, ones) - identify, represent and estimate numbers using different representations, including the number line - compare and order numbers from 0 up to 100; use and = signs - read and write numbers to at least 100 in numerals and in words - use place value and number facts to solve problems. <u>Addition & Subtraction</u> - solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written	<u>Division</u> - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs - show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts <u>Money</u> - recognise and use	- interpret and construct simple pictograms, tally charts, block diagrams and simple tables - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity - ask and answer questions about totalling and comparing categorical data. <u>Measurement: Time</u> - compare and sequence intervals of time - tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times - know the number of minutes in an hour and the number of hours in a day	shapes, including the number of sides and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] - compare and sort common 2-D and 3-D shapes and everyday objects <u>Fractions</u> - recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity - write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 <u>Measurement</u> - choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g);	mathematical objects in patterns and sequences - use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)	Tracker - Problem Solving and Efficient Methods - Investigations

	methods - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - add and subtract numbers using concrete objects, pictorial representations, and mentally - show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	symbols for pounds (£) and pence (p); combine amounts to make a particular value - find different combinations of coins that equal the same amounts of money - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change		temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - compare and order lengths, mass, volume/capacity and record the results using >, < and =		
Science	Animals Including Humans Healthy Living/Eating How do humans grow and change? Science (Animals, including humans – exercise, food, hygiene) PSHE Pupils should be taught	Living Things and Their Habitat Pupils should be taught to: ♣ explore and compare the differences between things that are living, dead, and things that have never been alive (Plants) ♣ identify that most	Living Things and Their Habitat continued… ♣ 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.	Materials continued… ♣ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Scientists and Inventors continued.. ♣ Famous scentists and inventors linked to the year 2 curriculum ♣Learn about how germs are spread and the work of Louise Pastuer	Plants Pupils should be taught to: ♣ observe and describe how seeds and bulbs grow into mature plants ♣ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

	to: ♣ notice that animals, including humans, have offspring which grow into adults (Spring) ♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Healthy eating poster/journal	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 (Plants and Summer) ♣ identify and name a variety of plants and animals in their habitats, including micro-habitats (Plants and Summer) Non Chronological report 'Meerkat'	Materials Pupils should be taught to: ♣ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Letter writing (in a role of a material)	Scientists and Inventors ♣ Children will learn about the invention of the waterproof coat and Charles Mackintosh (linked to materials) Create a fact file	Writing Investigations KS1 SATs	♣ explore and compare the differences between things that are living, dead, and things that have never been alive ♣ 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 ♣ identify and name a variety of plants and animals in their habitats, including micro-habitats Instructions
PSHE	**How can we help?** Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment Pupils learn • about group and class rules and why they are important	**What is the same and different about us?** Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups	**What is bullying?** Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens Pupils learn: • about the importance of not keeping secrets that make them feel	**How can we be healthy?** Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices Pupils learn: • about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)	**How do we show our feelings?** Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings Pupils learn: • about different kinds of feelings • simple strategies to	**How can we keep safe in different places?** Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency rules for and ways of keeping physically and emotionally safe including responsible

	• about respecting the needs of ourselves and others • about looking after the local environment • about privacy in different contexts	Pupils learn: • to recognise what they are good at and set simple goals • about growing, changing and becoming more independent • the correct names for the main parts of the body of boys and girls • about the importance of respect for differences and similarities between people • about groups and communities that they belong to	uncomfortable, anxious or afraid • about appropriate and inappropriate touch • that hurtful teasing and bullying is wrong • what to do if teasing and bullying is happening	• about making healthy choices • about basic personal hygiene routines and why these are important	manage feelings • about how it feels when there is change or loss • about recognising how other people are feeling • about sharing feelings their own feelings with others	ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety about people who look after them, their family networks, who to go to if they are worried and how to attract their attention Pupils learn: • about rules for keeping safe (in familiar and unfamiliar situations)
History		Link to Black History Month (over Oct – Nov)	The Great Fire of London (Events beyond living memory) Why did the Great Fire of London cause so much damage? In this unit children are going back to 1666 and the era of the Stuarts to find out about the Great Fire of London and the effect it had on the people of the time. This unit will teach children	Roald Dahl (Lives of significant individuals) What is it like to be Rohld Dahl? To know about the lives of significant individuals in Britain's past who have contributed to our nation's achievements – Writer Roald Dahl. Find out about him and significant events in his		

			when, where, how and why the Great Fire happened, as well as exploring how we know about it through the diary of Samuel Pepys and other sources. *EXTENDED WRITING:* *Diary entry on GFL*	life. Order events in the correct order using appropriate vocabulary. *EXTENDED WRITING:* *Biography*		
Geography	Around the World In this unit, we are taking children on a whistle-stop tour of the seven continents of the world. Children will learn where the seven continents are on a map and undertake a variety of fun activities to help them learn more about each one. (comparison of Marlow village to a Massai village). How is the climate in Africa different to the climate in the UK? Why is it different? (Value: Gratitude-for things we have compare to other countiries) *EXTENDED WRITING:* *Comparison of an African and an England*				My World and Me (Value:Law of the land) In this unit children will understand where the seven continents of the world are and how their proximity to the equator or the poles affects their climate. They will visit different countries and explore their climate and land features. They will undertake a variety of fun activities to help them learn more about each one. *EXTENDED WRITING:* *Tourist leaflet*	Map Makers In this unit children will get an opportunity to learn all about maps and the geography of their surrounding area with these 'Map Makers'. They will find out why we use maps and how to read maps, as well as having the opportunity to draw their own maps and plan perspectives. This unit provides opportunities for children to perfect their map reading skills and put them into practise in school and the surrounding local area. (Value: respect – community) *EXTENDED WRITING:* *Non-chronological report*

	village *EXTENDED WRITING:* *Compare and contrast 2 countries*					
Art	African Art Explore the colours and patterns of the African landscape and native tribes with this unit, 'African Art'. In this unit children are going to learn how to create African patterns, explore the Maasai culture and their amazing homemade jewellery, and teach children how to make and decorate tribal masks and water jars, admire the beautiful African sunsets and so much more! Key skills / techniques: Maasai Jewellery making, beads, craft materials, crafts people, mask making		Great Fire of London Build or create scenes of the Great Fire of London using everyday materials. 3D models of Stuart houses to show why the Grewat Fire started. Key Skills: collage, investigating materials, texture, 3D sculpture		Earth Art – Andy Goldsworthy This hands-on art unit 'Earth Art' will provide opportunities to create unique artwork using natural materials. Rocks, leaves, twigs and acorns found in the playground offer a world of imagination and artistic potential. Artist: Andy Goldsworthy EXTENDED WRITING: Biography or non-chronological OR (below)	
DT			**Investigating Materials (link with Art above)** This tactile and creative 'Investigating Materials' art unit is a great way to teach children to explore different materials and how they can be used artistically. They will feel and describe a host of different materials as well as learn creative ways to join them together, before looking at weaving using a variety of different materials. 3D Models - Building 3D models of houses in Stuart times to show why the Great fire started OR **Baking** Great Year 2 Bake Off (Links to Great Fire of London) Bread/Biscuits Key Skills: baking, instructions, measure		**3D Map Making** (Link with Geography) Set as whole class project, creating 3D maps of familiar places or even the school. Key skills: measurement, using materials	
Computing	<u>iSafe (self discipline)</u> This unit of work introduces the children to the concept of staying safe online. Using the excellent	<u>iProgram</u> This unit of work introduces the children to a visual programming language Scratch. Using the	<u>iSearch</u> In this unit the children will learn how to use the internet to find out answers to questions relating to space and the	<u>iCompute/ iPub</u> In this unit the children embark on journey through the history of computing by researching the	<u>iAlogrithms</u> This unit reinforces the concept of alogrithms being set of instructions that can be followed in order to complete a task.	Year 2 are using this term to catch up or fill in gaps for computing from the year, particular due to KS1 SATS preparation and

	teaching and learning resources available at Thinkuknow, it uses the context of imaginary characters set in imaginary worlds to help children understand the risks associated with sharing personal information online and how to make informed choices. Project: To create group posters, which reflect some of the key vocabulary, phrases and terms, you have used when talking about internet safety.	context of art and drawing, the children will be engaged in creativity developing simple animations. Project: Children are to create an animation which shows a sprite moving in one direction. They must also add a background drawn by them using the tools. This could be an animation with a theme that links to a subject area such as science, art etc. Children are expected to make one mistake on purpose. Finally, children will swap animations and have to show that they can find the mistake and correct it. Final piece to be screenshot.	solar system. They will also learn the importance of verifying the accuracy of information given on the internet and how to check multiple sources before answering questions. Project: Produce a poster on tips to searching effectively. Children should add how they find information accurately and effectively. Or children are to complete an internet scavenger hunt. Teachers to generate questions where children need to find information, can even ask questions about a website where children have to navigate the website and find the answers to it.	remarkable advances computing and technology has made throughout time.The children will present their findings and develop their digital literacy skills by producing multi-media interactive eBooks Project: Children are to create and complete their own eBook. Lessons in advance will build them up to this. By the end of the unit, children should be able to show how to combine text, images and audio onto their eBooks as well as show how they edit and improve them. The theme of their eBook should link to another subject area such as science, history/geography or an artist they are exploring in art. eBooks should then be printed or saved.	Activities are, predominately, 'off – computer' to support the children's understanding. The unit extends iProgram where alogrithms are used to create, test and debug computer programs. Project: Children will have a go at creating instructions on how to design/make something. They will first spend time writing out the instructions. They will then in another lesson get their peers to try their instructions (children will debug the instructions here to see where the errors are). They will then video their tutorials and upload on to student drive. GD children can do this using scratch to create an animation/game.	tests in May. Also, use this term as an opportunity to use devices for cross curricular links with other subjects, or to aid in the themed weeks in this term. Update assessment sheets when the children have improved/filled in gaps within certain units.
Music & Performing Arts	Music Express: Our Land	Music Express: Weather	Music Express: Stories	Music Express: Animals	Music Express: Ourselves	Music Express: Our Bodies

PE/health and wellbeing.	Games 2 The aim is for children to improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. Through participating in team games children will learn simple tactics for defending and attacking. Pg 201 LCP	Dance – Life Cycles Children will be expected to perform basic body actions e.g. jumping and turning with control and coordination. They will use different parts of their body to make movement. They create and perform short dance sequences that communicate different moods, feelings and ideas. Children will begin to describe how dancing affects their bodies and to know why it is important to be active. Pg 69 LCP	Dance – Great Fire of London Children will be expected to perform basic body actions e.g. jumping and turning with control and coordination. They will use different parts of their body to make movement. They create and perform short dance sequences that communicate different moods, feelings and ideas. Children will begin to describe how dancing affects their bodies and to know why it is important to be active. Pg 97 LCP	Gymnastics 2 Children will focus on increasing their range of basic gymnastics skills. They will continue to develop their gross motor skills, becoming increasingly confident and competent. They will have access to a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Pg 259 LCP	Games 2 The aim is for children to improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. Through participating in team games children will learn simple tactics for defending and attacking. Pg 201 LCP	Athletics & Sports Day Children will explore and development fundamental movement skills, becoming increasingly competent and confident with their own motor skills. They will have the opportunity to engage in a range of competitive and co-operative physical activities, in a range of challenging situations. Children will get the opportunity to explore running, jumping and throwing activities in preparation for sports day. Pg 325 LCP
PRE	Theme: Teachings for Life Children will take part in activities which help build a sense of community and togetherness, centred around Krishna. They will hear about how Krishna is present everywhere and how all living beings are part of Krishna and so	Theme: II Food Glorious Food Children will investigate food in different cultures. They will develop their understanding of choice and healthy living through the topic of food and eating habits. There will be some emphasis on their development of good	Theme: Our best friend Building on the Year 1 unit on friends, children will develop their understanding of friendship through exploring stories and using drama. They will learn to value and understand how to create good friendships and understand how Krishna is our best friend.	Theme: Courage - Learning to make mistakes Children will extend their confidence in self-expression, especially through identifying situations in which courage is needed in order to speak out. Children will differentiate between courage and recklessness, and understand how to respond to fearful situations through (1) positive action, and (2) development of inner strength, through prayer, kirtan, and stories about divine protection, including the story of Dhruva and revisiting the story of Prahlad.		Theme: Feelings Children will learn to identify different feelings, using more complex and varied language to talk about feelings. Through the use of engaging drama and arts activities and with the use of stories from secular and religious texts, they should be guided into

	deserving of respect. They will take part in a practical activity which practices the ability to work together for a shared goal (this should be designed in collaboration with the pupils and not purely by the class teacher).	eating practices within the school. They will also have opportunity to discuss why the School serves only vegetarian meals.				recognizing situations, which give rise to different feelings and that humans have different feelings in the same situation. Children should have the opportunity to talk about their own real life situations before exploring situations in stories.
Sanskrit	**Reading and Writing** Learing to read , write and transliterate Consonants in the A family **Conversation** Identify names of common items **Story Time**: The Greatest Treasure. **Song / Verse** Gita:9.22	**Reading and Writing** Learing to read , write and transliterate Consonants in the I family **Conversation** Resond to simple questions **Story Time**: Tucket the Bucket **Song / Verse** Gita: 18.65	**Reading and Writing** Learing to read, write and transliterate Consonants in the R family **Conversation** Classify nouns according to gender **Story Time**: The Thirsy Crow **Song / Verse** Upanishad Verse: Shanau Mitra 1	**Reading and Writing** Learing to read , write and transliterate Consonants in the Lr family **Conversation** Practicing to use M,F and N pronouns and corresponding question marker. **Story Time**: The 4 Friends **Song / Verse** Upanishad Verse: Shanau Mitra 2	**Reading and Writing** Learing to read , write and transliterate Consonants in the U family **Conversation** Explaining that there is no rule for why words have genders. **Story Time**: The first well **Song / Verse** Gita: 2.13	**Reading and Writing** Practicing to read , write and transliterate all Devanagri Consonants **Conversation** Polite forms of referring to M and F persons. **Story Time**: Rosa Goes to the City **Song / Verse** Gita: 15.7
Yoga	All children re visit core sitting postures: Sukhasana, vajrasana. Re-limbering - mobilising after the summer break.	Children to now focus on breath work. Ujjayi (audible breath with throat constrictions. Asanas: Bhadrasana,	Kapalbatti – using various techniques and games to help develop a forcful abdominal exhalation. Spinal asana: ustrasana and halasana	Explore variation in breathing techniques (pranayama) such as bhramari (bee breath) and cooling breaths such as sitali and sitkari.	Partner work and posture mirroring. Children will work in pairs practise asana and also create their own yoga sequence.	Introduce nadi Shodhana or Nadi shudhi Chandra and surya nadi. What was Patanjali?

	Working on spine. Pelvis and leg musles. Children should be able to perform sun salutation	Sukhasana, Konasana	Mudra: Chinmaya		Mudra: chinmaya. Mantra: Sarve bhavantu sukhinaha. : explaining the meaning: May all be happy, may all be health, let us see the good in each other, may no one suffer from pain or misery - discuss	Mantra: Sarve bhavantu sukhinaha. : explaining the meaning: May all be happy, may all be health, let us see the good in each other, may no one suffer from pain or misery - discuss

Key notes:

- Key skills, values and attitudes must be apparent throughout the curriculum. This must be reflected in the weekly planning.
- There will be 6 key themes which encompass the key text and sum up the curriculum with an engaging big question or phrase eg: 'Are we al equal?'
- Enrichment links are class specific, World Festival days are whole school and will be provided.
- British Values: Democracy, Rule of Law, Individual Liberty, Mutual resepcts and tolerance for those with different faiths.
- Educational Visits must be planed and confirmed in advance for the year ahead.
- PSHE will be planned together following the staff INSET as well as Music and PA.
- Artis planning information must be more specific and lined to English/Topic, please provide this information.
- History and Geography must taught at least 3 units of each, however this can be at your discretion following discussioms with SLT. There must be more enquiry based and developing key skills rather than the emphasis on fact finding.
- Computing/Sanskrit and PRE planning will be provided and agreed by the Computing Lead.
- Science, please see National Curriculum for guidance, there shouls be links with Mathemeatics such as collecting, analysing and presenting data.
- P.E, Health and Wellbeing will be provided and agreed by the PE Lead and Yoga Teacher.