Tarleton Whole School Curriculum Map 2024-2025

Year 2	Aut 1 History + Geography	Aut 2 Science	Spr 1 History + Geography	Spr 2 Science	Sum 1 Science+ Geography	Sum 2 Science + History
Theme	The Great Fire of London (Fire Fire)	Fighting Fit	Antarctica	Farm shop	Aladdin	Minibeasts/ The Place where I live
Read aloud texts	**Class novel Fire! Fire! By Stuart Hill** **Non-Fiction- London's Burning by Pauline Francis** **Start-up History The Great Fire of London** **Poems The Great Fire of London by Paul Perro, The Magic London Bus**	**Prince Cinders by Babette Cole** **The Three Little Wolves and the Big Bad Pig by Eugene Trivizas** **Jack and the Baked Beanstalk** **Rapunzel and her ever so shiny locks** **The Jolly Christmas Postman (rhyming story)**	**Class novel The Penguin who wanted to find out by Jill Tomlinson** **The Emperor's Egg by Martin Jenkins** **Solo by Paul Geraghty** **Non- fiction -I'm excited to learn about Penguins by Ruby Oritz** **Exploring Antarctica by Shalini Vallepur**	**Mudpuddle Farm series 6 stories by Michael Morpurgo** **Poems I SPY Fun House A picture book of Riddles Walking the bridge of your nose-Riddle-Me-Ree** **Non-fiction-Growing, Growing, Grown eBook**	**Aladdin**	**Wind in the Willows by Graham Greene** **Non-fiction-Bees are brilliant-Rhino Readers Essential Text** **The National Trust Out and About Minibeast Explorer by Robyn Swift and Hannah Alice** **Performance Poetry- The Owl and the Pussycat**
Literacy	**Narrative text-** **Toby and the Great Fire of London by Margaret Nash and Jane Cope** Diary pages in role **Non-fiction** texts – **The Great Fire of London** by Emma Adams Learn to skim and scan. Literal retrieval of specific information in texts. **Poetry – Descriptive poetry various, The Great Fire of London by Paul Perro , The Magic London Bus**	**Narrative text- traditional tale with a twist** of character/s and setting. **Prince Cinders+ The Three Little Wolves and the Big Bad Pig** **Non- Fiction text- write a set of instructions (1 week)** recognise the structure and language features of an instructional text. **Letters written in role as a character from a story- Jolly Christmas Postman** **Enhancement** **Christmas Pantomime +**	**Non-fiction text – Exploring Antarctica by Shalini Vallepur Geography +History** Non-chronological reports based on real events **Narrative text – The Penguin who wanted to find** Sequence and discuss the main events in stories.	**Narrative text - Stories by the Same author with a farm setting. Mudpuddle Farm series by Michael Morpurgo** Write about fictional events. **Non-fiction – Persuasive poster**. to write for a range of audiences and purposes, e.g. to persuade **Poetry – Riddles** Write simple poems based on models. **Enhancement-Reading**	Revision Unit Narrative text- **Aladdin (5 weeks)** Outcomes may include: • Setting description • Diary entries in role • Poetry • Persuasive letter • Persuasive poster • Narrative – an additional chapter in the story.	**Narrative text- Innovated narrative/part of narrative, based on a film or picture book, Wind in the Willows.** write for a range of audiences and purposes, e.g. to entertain. **Non-fiction text Science Information –Minibeasts** Write information texts with simple text type features. **Enhancement- Live Bees** **Classic Poetry- The Owl and the Pussycat** Own

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	understand what a poem is about and join in.	**Nativity Production** (speaking and listening)		**Week+ World Book Day events**		verse based on a classic poem that they have learnt by heart.
Maths	**Number and Place value Addition and subtraction**	**Addition and subtraction** **2D and 3D shapes** (3	**Measurement- money** **Multiplication and division**	**Length and Height** **Capacity and volume and temperature**	**Fractions** **Time**	**Revision + consolidation** **Statistics** **Measurement- Position and Direction**
Science		**Survival and Growth (Humans)** Notice that humans have offspring which grow into adults. **Health – How we Grow and Stay Healthy** Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**Animal Survival and Growth** Notice that animals have offspring which grow into adults. Life cycle of a penguin	**Plants: Plant Growth** Observe and describe how seeds and bulbs grow into mature plants.	**Materials- Changing Materials** Find out how the shapes of solid objects made from some materials can be changed **Material Properties – Uses of Materials** Identify and compare the suitability of a variety of everyday materials,	**Living Things and Their Habitats** Identify and name a variety of plants and animals in their habitats, including microhabitats- minibeasts
Science/ nature journal	Know some plants grow from bulbs. Plant spring bulbs		Enhancement- Incubate + hatch eggs **if available** Observe closely, using simple equipment. (doing)	Signs of spring Observe + record growth of our bulbs Plant edible seeds.		Enhancement-Beekeeper Visit
IT/Computing KAPOW	**Computing systems and networks 1: What is a computer?**	**Programming 1: Algorithms and debugging**	**Computing systems and networks 2: Word processing**	**Online Safety**	**Programming 2: ScratchJr**	**Data handling: International Space Station**
Incidental ICT with MR P		**The UK**		**Creating media: Stop motion** motion of plant growth (Science link) | STEM	DARES project year 2 presentation -speech bubble using Balloon stickies + App	

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History	**Chronology -** Compare pictures or photographs of people or events in the past (eye witness accounts, photos, artefacts) Discuss the effectiveness of sources **Events, People and Changes** Find out about Samuel Pepys and how we know what happened during The Great Fire. **Communication** To show what they know and understand about the past in different ways *(speaking, role-play, drawing and writing)*. Find out why the fire spread so quickly. **Enhancement-Fire Service Visit-**		**Life of a significant person-** Captain Robert Scott Demonstrate knowledge of significant individuals in the past **Compare aspects of life in different periods -** Ranulph Fiennes **Chronology-** what part of history did this happen? **Using sources-**Significant people- Scott of the Antarctic. Use a source – why, what, who, how, where -to ask questions and find answers. **Communication +Using Sources**- Compare pictures or photographs of people or events in the past (eye witness accounts, photos, artefacts) Scott Polar Research Institute, Cambridge » Learning Resources			**Enquiry, Interpretation and Using Sources** What is the name of the place where I live? What is the name of the school that I go to? Recognise that their own lives are different from the lives of people in the past What games did children play in school playgrounds in the past? Did children use playground equipment like us a long time ago? Did my home/school always look like it does today? What might my area/home/school have been like a long time ago? How can we find out about what our area/home/school was like in the past? What does this tell us about what life might have been like in the past?

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Geography	**Contrasting locality in UK** – London **Mapping-** To be able to read a map of the UK to identify its countries, capital cities and surrounding seas. **Locational Knowledge** name, locate and identify characteristics of the capital cities of the United Kingdom (London) **Geographical skills-** Use maps + photographs to recognise London landmarks. Follow a given route on a map using N, S, E, W. Follow a route on a map using directional language such as near/far, left/right		**Locational Knowledge-** Name + locate the world's seven continents and five oceans. Use internet as sources of information **Physical Geography-** Landscape and weather conditions in Antarctica **Human and physical geography-** the location of cold areas of the world in relation to the Equator and the North and South Poles.	**Specific to Tarleton-** **Locational Knowledge-** Tarleton Farming **Fieldwork-** Local companies/ farms **Use ICT-** google maps **Mapping-** Draw a map of an imaginary place (Mudpuddle Farm) add detail to a sketch map Enhancement Lavinia Plant producers	**Place Knowledge-** **Fieldwork-** use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment. **Human + Physical** use basic geographical vocabulary **Mapping-** To be able to follow a simple map of the school ground and understand how to use a key	
Art	Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills		Expressive Painting Explore how painters use paint in expressive and gestural ways. Explore colour mixing and experimental mark making to create abstract still life **Disciplines:** **Painting, Sketchbooks** Artists: **Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne**			Inspired by Flora & Fauna Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork
DT		**Textiles**- Christmas tree decoration using a paper template design, chosen by the children, simple		**Food + Nutrition** Create a basic recipe, using drawings and labels.	**Construction** Experiment with, construct and join recycled, natural and manmade materials.	

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		joining, choice of stiches.			• Join wood and other materials using a variety of basic methods such as gluing, taping, clipping, tying. Experiment with ways to make a structure stiffer/more stable as they work. Wacky windmills	

PE	**Dance** explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance West Lancs Sports Partnership Dance	**Fitness for children (Science link)**To understand what you are capable of achieving with your body by gaining a baseline level of fitness. West Lancs Sports Partnership Dance	**Gymnastics** remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision West Lancs Sports Partnership- Striking and Fielding	**Gymnastics** improve their work using information they have gained by watching, listening and investigating West Lancs Sports Partnership Striking and Fielding	**Games** improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills West Lancs Sports Partnership Athletics	**Athletics** remember, repeat and link combinations of actions. use their bodies and a variety of equipment with greater control and coordination West Lancs Sports Partnership Athletics

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Music	Kapow **West African call and response song (Theme: Animals)**	**Kapow Orchestral instruments (Theme: Fairytales)** **Nativity** Sing +perform	**Kapow Musical Me**	**Kapow On this island (British folk songs and sounds)**	**Kapow Myths and Legends**	**Dynamics, timbre, tempo and motifs (Theme: Space)**
RE And Class Value	The Bible	Christmas-Good News	Jesus is a friend to everyone	Symbols of Easter	Ascension + Pentecost	The Church
Multicultural links	Other Religious books					Other Special Places
PSHE/ Mental Health and Well being	Jigsaw- Being Me in my world	Jigsaw- Celebrating Difference	Jigsaw- Dreams and Goals	Jigsaw- Healthy Me	Jigsaw- Relationships (RSE)	Jigsaw- Changing Me (RSE)
Fairtrade/Eco/ World links	Harvest	Children in Need Poppy Appeal		Fairtrade Fortnight Red Nose Day		
Curriculum Enhancement opportunities	**Fire Fighter Talk**	**Tarleton Fieldwork** **Christmas Pantomime** **Nativity Production**	**Incubate eggs**	**Reading Week+ World Book Day events** **Farm/ Food producer visit**	**Fire Service Safety Talk**	**Live Bees + Beekeeper talk** **Church visit** **KS1 Science Trip**