



Victory Heights Primary School

Y2 Curriculum Map 2019-20

Subject	Sources
English	National Curriculum of England, Chris Quigley Essentials curriculum
Mathematics	National Curriculum of England, Chris Quigley Essentials curriculum
Science	National Curriculum of England, Chris Quigley Essentials curriculum
Computing	National Curriculum of England, Chris Quigley Essentials curriculum
Arabic A	UAE Ministry of Education
Arabic B	UAE Ministry of Education, Chris Quigley Essentials curriculum
Moral Education/Values/ELLI	UAE Moral Education Programme
Humanities	Chris Quigley Essentials, National Curriculum of England and Wales,
Music	Music specialists, National Curriculum of England and Wales, Chris Quigley Essentials curriculum
P.E.	PE. specialists, National Curriculum of England and Wales, Chris Quigley Essentials curriculum
Spanish	MFL specialist, Chris Quigley Essentials curriculum
EYFS	Early Years Foundation Stage Curriculum
Islamic	UAE Ministry of Education

TOPICS OVERVIEW - WHOLE SCHOOL - 2019-20

YEAR GROUP	AUTUMN TERM 1a	AUTUMN TERM 1b	SPRING TERM 2a	SPRING TERM 2b World Book Day- 1st March	SUMMER TERM 3a	SUMMER TERM 3b
FS1	Knock Knock	A Wonderful World	Once Upon a...	Little Explorers	Splat! Art day- come in messy clothes	Me, Myself and I
FS2	Our Dubai	The Animal Kingdom Animal dress up day - come as an animal	In the Garden	Oceans	Back to the Future!	Through the drawbridge Dress up day - come as a queen, king, prince or princess
Y1	My Family Tree Occupations Dress Up Day - What will you be when you grow up?		Here we are		Out of this world Space Dress Up Day - Aliens and Astronauts	
Y2	People Who Have Shaped Our World		Fire Fire		Pale Blue Dot Habitat dress up day - come as an animal	
Y3	Egyptians (Egyptian Cinderella) Egyptian dress up day	Natural Disasters (The Firework Maker's Daughter/ Escape from Pompeii)	South America (The Great Kapok Tree, The Explorer)		Aztecs (Charlie & The Chocolate Factory)	
Y4	Tudors (Shakespeare for Children)	Biomes (The Explorer)	Electricity and Sustainability		Ancient Greece (Who Let the Gods Out) Greek dress up day	
Y5	Stone Age (Wolf Brother, Stig of The Dump, Stone age Boy)	Victorians (Street Child/ Oliver Twist) Victorian dress up day	Africa (The Butterfly Lion)		World War II (Boy in the Stripes Pjamas/ Anne Frank/ Letters from The Lighthouse)	
Y6	Romans (Pig Heart Boy) Dress-up Day	Ghengis Khan (Holes)	Asia (Boy In The Tower/ The Wheel of Surya/ The Girl of Ink and Stars) The Hobbit/ I Am Malala/ T		20th Century Conflict (Goodnight Mr Tom/ The Wall/ Catch a Tiger by the Toe)	

YEAR 2

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
	People Who Have Shaped Our World	People Who Have Shaped Our World	Fire Fire	Fire Fire	Pale Blue Dot	Pale Blue Dot
English	Instructions (Wanted Perfect Pet text) Narrative (Wanted Perfect Pet text)	Poetry (acrostic) Explanation text (science link)	Diary writing (Samuel Pepys) Newspaper report (Fire of London)	Poetry (Fire- free verse/ rhyming)	Narrative (adventure story of alien landing) Recount (trip/ holiday)	Persuasive letter writing (environmental issues)
Maths	Number -Place value -addition -subtraction	Number -addition -subtraction -multiplication -division Measurement -money	Number -multiplication -division Statistics Geometry -properties of shape	Geometry -properties of shape Number -fractions Measurement -length -height <i>Consolidation</i>	Position and Direction Problem solving Measurement -time -mass -capacity -temperature	Measurement -time -mass -capacity -temperature Investigations
Science	Animals and Humans Identifying that humans and animals grow from babies to adults	Scientists that changed the world / working scientifically	Materials and their uses - classifying, squashing, bending, twisting, pulling and investigating how materials change	Plants What conditions do plants need to live. How seeds grow - Recap different parts	Living things and their habitats identifying that most living things live in places to which they are suited and how	Food chains / working scientifically Discuss where animals get their food from and key



	Healthy living - exercise Survival		their shapes.	of a plant	different habitats provide for the different needs of the animals and plants that live there.	vocab
History	Communicate historically - show an understanding of a nation's history including learning about Sheik Zayed - trip to Etihad Museum Understand what makes a significant person	Understand significant people around the world and what they did to become significant	Investigate and interpret the past - use artefacts/evidence To build an overview of world history Understand chronology - timelines	Investigate and interpret the past - use artefacts/evidence To build an overview of world history		
Geography		Communicate geographically - comparison of Dubai to somewhere else in the world.			Physical vs human geography Map skills Continents and oceans	Investigate places Environmental issues
Social Studies	Being part of a community Identifying heritage, traditions, cultural background Comparing and	Importance of national identity Roles of different professional services in UAE Biography of Sheikh	The relationship between human societies and their physical environment. My Emirate,	The earth, its features and how they relate to human interactions. My Emirate, communities in the	Knowledge of basic economic principles and systems.	Role of government in the development of national and global economy.

	contrasting the above. Me, my family, families in UAE, past/present, my school.	Zayed. Me, my family, families in UAE, past/present, my school.	communities in the UAE	UAE.		
Moral Education	Fairness and affection Understanding fair and unfair situations, knowing when to say sorry, understanding affection	Me and My family Strengths, weaknesses, likes, dislikes, relationships, feelings, caring for others	Discovering UAE heritage through storytelling Storytelling, understanding significance for handing down stories, create and exchange own stories	Caring and honesty Understand what caring means, how we care for people, who cares for us, caring for the environment. Understanding honesty	Friendship Importance of friendship, difference in friends, respecting difference	Intangible Heritage Understand and discuss examples
STEAM	Robots on Mars	Robots on Mars	Architects of Dubai	Architects of Dubai	Plastics	Plastics
Arabic A	<p>المستوى الأول: قِصَّة مَسْعُودَة وَالسُّلْحَفَاء (فهم واستيعاب - تحليل القِصَّة - اللام القَمَرِيَّة - كِتَابَة جُمْل بَسِيطَة عَنِ السُّلْحَفَاء - نَشِيد ما أَطِيبَ النِّقَاح) / قِصَّة بَيْت وَسَطِ الْعَاصِفَة (تفسير معاني المُفْرَدَات - فهم واستيعاب - تحليل القِصَّة - كِتَابَة جُمْل - نَشِيد ما أَطِيبَ النِّقَاح)</p> <p>المستوى الثاني:</p> <p>قِصَّة مَسْعُودَة السُّلْحَفَاء (تحليل القِصَّة إلى عناصرها - اللام الشَّمْسِيَّة وَاللام القَمَرِيَّة - نص معلوماتي عن السُّلْحَفَاء - كِتَابَة فِقْرَة - كِتَابَة قِصَّة - نَشِيد ما أَطِيبَ النِّقَاح) / قِصَّة بَيْت وَسَطِ الْعَاصِفَة (تفسير المفردات - نص معلوماتي عن العواصف - حروف العطف - كِتَابَة فِقْرَة - كِتَابَة القِصَّة - نَشِيد</p>		<p>المستوى الأول:</p> <p>قِصَّة بِلَا قِيعَة (تحليل القِصَّة إلى عناصرها - ظرف المكان - نص معلوماتي دعوة للتفكير خارج الصندوق - نَشِيد أنا أَبْتَكِر)</p> <p>قِصَّة خَالِد وَالعَصْفُور (فهم واستيعاب - تفسير المُفْرَدَات - نص معلوماتي عن عالم الطيران - اللام الشَّمْسِيَّة - ظَرْف الزَّمَان - كِتَابَة فِقْرَة - نَشِيد الطِفْل وَالعَصْفُور)</p> <p>قِصَّة مَلِكِ الْحَكَايَات (تحليل القِصَّة إلى عَنَاصِرِهَا - نص معلوماتي : عالم الحشرات من حولنا - نَشِيد أَحَبَ الْخَيْرِ)</p> <p>المستوى الثاني:</p> <p>قِصَّة بِلَا قِيعَة (تحليل القِصَّة إلى عناصرها -</p>		<p>المستوى الأول:</p> <p>قِصَّة مِثْلَث وَ دَائِرَة (تتبع دور الرسم في توضيح المعنى- إعادة سرد القِصَّة - كِتَابَة فِقْرَة- أسلوب النهي - نص معلوماتي: الدرس الأول - نَشِيد عَلِمْتَنِي نَمْلَة)</p> <p>قِصَّة المَخْلُوقَاتِ الفَضَائِيَّةِ تَحِبُّ المَلُوكِيَّة (طرح الأسئلة باستخدام ماذا ، لماذا. - نص معلوماتي عن مجموعتنا الشمسية التي تسبح في الفضاء - نَشِيد سَفِينَة.)</p> <p>قِصَّة الدِّجَاج لَا يَرَى فِي الظَّلَام (فهم الشخصية- التحليل - نص معلوماتي : الحواس الخمس - نَشِيد الحَوَاسِ الْخَمْس)</p> <p>المستوى الثاني:</p> <p>قِصَّة مِثْلَث وَ دَائِرَة (تتبع دور الرسم في توضيح المعنى- إعادة</p>	

	<p>سرد القصة - كتابة جمل إرشادية - أسلوب النهي - نص معلوماتي: الدرس الأول - نشيد علمتني نملة // قصة المخلوقات الفضائية تحب الملوخية (طرح الأسئلة - نص معلوماتي عن مجموعتنا الشمسية التي تسبح في الفضاء - مطابقة الخبر للمبتدأ- تتبع الأحداث - التلخيص - نشيد سفينة الفضاء) // قصة الدجاج لا يرى في الظلام (فهم الشخصية - التحليل - التقييم - نص معلوماتي : الحواس الخمس - نشيد الحواس الخمس)</p>		<p>- ظرف المكان وظرف الزمان - نص معلوماتي دعوة للتفكير خارج الصندوق - نشيد أنا أبكر // قصة خالد و العصفور (طرح الأسئلة - نص معلوماتي عن عالم الطيران - أدوات الاستفهام - كتابة فقرة - كتابة القصة - نشيد الطفل و العصفور) قصة ملك الحكايات (يقترح المتعلم نهايات لقصة قرأها - نص معلوماتي : عالم الحشرات من حولنا - نشيد أحب الخير)</p>		<p>مطر // قصة خويلد و البطاطا (يقترح المتعلم نهايات للقصة - نص معلوماتي : هل تعرفني - نشيد أسأل أسأل)</p>	
Arabic B	<p>My little Body</p> <p>My Body Parts, The five senses, My proper mental, The colors, My cloth, Arabic Alphabet</p> <p>(د - م - س - ج - ر - ن ص - ي - ض)</p> <p>- Big Writing</p>		<p>My little world</p> <p>My family and I, My friends and I, My neighbors and, Classroom, School Subjects, My home, My pets, Arabic Alphabet</p> <p>(ب - ف - ت - ك - ز - ع - ه - ل - ح - ط)</p> <p>- Big Writing</p>		<p>The seven Emirates</p> <p>The seven Emirates, Roles of UAE, Days of the week, The Weather in UAE, The Weather in your country, Arabic Alphabet</p> <p>(خ - غ - ث - ش - أ - و - ذ - ظ - ق)</p> <p>- Big Writing</p>	
Islamic A	إيماني يهديني	أنا مسلم طاهر	العبادة تهذبني	القرآن كتابي	الله معنا	بيئتنا مسؤوليتنا
Islamic B	My Faith Guides Me	I am a Clean and Pure Muslim	Worship Refines me	The Quran is my Book	Allah is with us	Our Environment is our Responsibility
P.E.	<p>Gymnastics</p> <ul style="list-style-type: none"> Plan, perform and repeat sequences. Show changes of direction, speed and level during a performance. 	<p>Multi-sports</p> <p>Giving the children the opportunity to have a taster in a number of new sports and experience.</p>	<p>Athletics</p> <ul style="list-style-type: none"> Sprint over a short distance up to 30 metres. Run over a longer distance (60-100 metres) without stopping. 	<p>Modified Games</p> <p>Can learners start to take their team building skills learnt previously and put them into games.</p>	<p>Striking and fielding games (e.g. kickball rounders)</p>	<p>Team Building</p> <p>Can the students work together to successfully solve a number of problems.</p>

	<ul style="list-style-type: none"> • Travel in a variety of ways. • Hold shapes that are strong and still. 		<ul style="list-style-type: none"> • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Understand how a relay works with taking turns and running as part of a team. 			
Swimming	<p>Feet first jump (≥ 1.2 metre) and collect a sinker unaided.</p> <p>Body buoyancy complete a sequence of shapes.</p> <p>Kick on the front for 20 metres with an aid.</p> <p>Kick on the back for 20 metres with an aid.</p> <p>Swim unaided for 5-7 metres.</p>	<p>Kneeling dive with assistance.</p> <p>Jump & somersault within the water.</p> <p>Basic FC for 25 metres unaided.</p> <p>Basic BK for 25 metres unaided.</p>	<p>Kneeling dive unaided.</p> <p>Push & glide for 3 metres and somersault.</p> <p>25 metres FC with basic side breathing.</p> <p>25 metres BK in the streamline position.</p>	<p>25 metres BR kick with a float.</p> <p>15 metres basic dolphin kick in streamline position.</p> <p>Horizontal/vertical sculling for 10s (deep end).</p>	<p>Standing dive.</p> <p>Push off the wall and somersault with arm pull.</p> <p>25 metres FC with 3 stroke breathing pattern.</p> <p>25 metres BK in a streamline position with correct finish.</p>	<p>25 metres BR in streamline position.</p> <p>25 metres dolphin kick with alternate arms (float optional).</p> <p>Horizontal/vertical sculling for 20s (deep end).</p>

Art	Austin's Butterfly Outcome: Students produce an observational Drawing of a butterfly.	Artist Focus: Andy Warhol Outcome: Mixed Media piece in the style of 'flowers' with a focus on print and collage	Artist Focus: Julian Opie Outcome: A collaborative piece. Students create a London inspired 3D building (mixed media).	Artist Focus: Julian Opie Outcome: A collaborative piece. Students create a London inspired 3D building (mixed media)	Outcome: To create an observational still life painting of recycled vessels.	Outcome: To create an observational still life painting of recycled vessels.
Computing	Digital Literacy - Staying Safe Online Simple Searches		Computing - Sequencing Instructions Simple Loops		ICT - Creating Effective Presentations Editing Simple Images	
Music	Singing Reading Rhythms Drums Percussion instruments	Singing Ukeleles Reading chords Understanding values	Singing Ukeleles Reading chords Understanding values	Singing Ukeleles Reading chords Performing in groups	Singing Performing individually Formal notation	Singing Reading Formal notation Xylophones