

Curriculum Map Year 2

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Theme | Around the World | History Makers | Great Fire of London | Food | Weather | Plants |
| Core Learning | English | <p>Texts studied:</p> <p>Rapunzel 10 Things I Can Do To Help My World Atlas of Adventures</p> <p>Writing outcomes:</p> <p>Instruction writing Recount writing</p> | <p>Texts studied:</p> <p>The Emperor's Egg Tasty Poems Voices in the Park</p> <p>Writing outcomes:</p> <p>Write and compose own poems, Write a recount of a visit, Write an explanation</p> | <p>Texts studied:</p> <p>How to Catch a Star Blue Balloons and Rabbit Ears 15 Things Not To Do With A Puppy</p> <p>Writing outcomes:</p> <p>Instruction poetry</p> | <p>Texts studied:</p> <p>Find Out! Shark What? Where? Why?</p> <p>Writing outcomes:</p> <p>Non-chronological report</p> | <p>Texts studied:</p> <p>How to Wash a Woolly Mammoth Dogger Lila and The Secret of Rain</p> <p>Writing outcomes:</p> <p>Recount book review narrative</p> | <p>Texts studied:</p> <p>Monsters: An owners guide Rosie Revere, Engineer The Secret Sky Garden</p> <p>Writing outcomes:</p> <p>Explanation text (an owner's guide/manual) Email letter</p> |
| | | <p>Spelling:</p> <ul style="list-style-type: none"> • learning new ways of spelling phonemes for which one or more spellings are already known, and learning some words with each spelling, including a few common homophones segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular), for example, the girl's book • distinguishing between homophones and near homophones • adding suffixes to spell longer words, for example, '-ment', '-ful', '-less', '-ly' | | | | | |

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| | | <p>Handwriting: develop fluent, joined cursive style</p> <p>Grammar and Punctuation: capital letters, full stops, questions marks, exclamation marks, commas in lists, apostrophes to mark contractions, noun, noun phrases, adverbs, verb tense</p> | | | | | |
| | Maths | <p>Securing Fluency to Twenty Place Value – Making Tens and Some More Place Value and Regrouping Two-Digit Numbers Counting On and Back in Ones and Tens from any Number Representing, Ordering and Comparing Numbers to 100 and Quantities for Measures Estimation and Magnitude</p> | <p>Numbers to 20 – Mental Addition and Subtraction Finding Complements of 10 and 100 Including Measures Add and Subtract Numbers Mentally Using 1- and 2-Digit Numbers Finding Part or Whole Unknown Money – Making Combinations and Finding Change Comparison (difference, more, less, fewer) Measures – Estimation and Measure Using Different Scales</p> | <p>Statistics – Totalling and Comparing Amounts in Block Graphs, Pictograms, Tables and Tally Charts Written Addition Method Commutativity in Addition but not in Subtraction Written Subtraction Method Problem Solving with Addition and Subtraction in a Range of Contexts Time – Telling the Time: O'clock, Half Past, Quarter Past and Quarter To Time – Estimating, Ordering and Comparing Time Double and Halve One and Two-digit</p> | <p>Multiplication – Multiples and Repeated Addition Multiplication – Number of Groups, Group Size and Product Multiplication Problem Solving Division – Sharing and Grouping Division – Sharing and Grouping Problems including Remainders</p> | <p>Fractions – Finding Halves, Quarters and Thirds of Amounts Fractions – Finding Halves, Quarters and Thirds of Shapes Fractions – Finding Three-Quarters of Shapes and Amounts Fractions – Equivalence Fractions – of Continuous Quantities Time – Telling the Time to the Nearest 5 Minutes</p> | <p>Problem Solving for all Operations (including Fractions) Multiplication and Division – Equality and Balance Geometry – Properties of 2-D and 3-D Shape, Classifying and Sorting Geometry – Symmetry Rotation and Right Angles</p> |

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| | | | | <p>Numbers and Amounts of Money Times Tables – 2s, 5s and 10s. Patterns and Strategy (counting in 3s)</p> | | | |
| | | <p><u>Fluency</u> Rehearsing and securing learning from year 1 Number and place value, including magnitude</p> | <p><u>Fluency</u> Regular rehearsal of mental calculation strategies, once introduced Value of coins and how to combine them into amounts</p> | <p><u>Fluency</u> Continuing to rehearse and secure learning from the previous term, including measurements and scales Presenting data in different ways</p> | <p><u>Fluency</u> Rehearsing written methods for addition and subtraction and multiplication, once taught</p> | <p><u>Fluency</u> Exploring different models of division Finding fractions of quantities Rehearsing strategies covered throughout the year</p> | <p><u>Fluency</u> Rehearsing strategies covered throughout the year including durations of time</p> |
| | Science | <p>Animals, including humans To notice that animals, including humans, have offspring which grow into adults To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) To describe the importance for humans of exercise,</p> | | <p>Materials To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,</p> | <p>Living things and their habitats To explore and compare the differences between things that are living, dead, and</p> | <p>Plants To observe and describe how seeds and bulbs grow into mature plants To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> | |

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| | | <p>eating the right amounts of different types of food and hygiene.</p> | <p>paper and cardboard for particular uses To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> | <p>things that have never been alive To 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 To identify and name a variety of plants and animals in their habitats, including microhabitats To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain,</p> | |
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| | | | | | and identify and name different sources of food. | | |
| | | <p>During year 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions | | | | | |
| | Computing | <p>Unit 2.1 Coding</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Main Programs – 2Code</p> | <p>Unit 2.2 Online Safety</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Unit 2.3 Spreadsheets</p> | <p>Unit 2.4 Questioning</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Programs – 2Question, 2Investigate 2Calculate</p> | <p>Unit 2.5 Effective Searching</p> <p>Recognise common uses of information technology beyond school</p> <p>Programs – 2Browser 2Quiz Writing Templates</p> | <p>Unit 2.6 Creating Pictures</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Programs – 2Paint A Picture</p> <p>Unit 2.7 Making Music</p> <p>Use technology purposefully to</p> | <p>Unit 2.8 Presenting Ideas</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Programs – 2Connect (Mind Map) 2Create a Story (ebook) 2Quiz</p> |

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| | | | Use technology purposefully to create, organise, store, manipulate and retrieve digital content Programs – 2Calculate | | | create, organise, store, manipulate and retrieve digital content Programs – 2Sequence | |
| Foundation Subject / Learning Theme | History | | Who was the greatest history maker? Learning about the lives of significant individuals in the past who have contributed to national and international achievements. | Generate questions about the Great Fire of London, research the answers. How the Great Fire progressed (time lines) Contrast fire-safety from the past with today. Investigate how we know about the Great Fire. Trip: Great Fire of London workshop at the National Archives | | Stone Age How did the lives of ancient Britons change during the Stone Age? Describe the ways of life associated with the Stone Age period. Describe and explain how archaeologists use artefacts. Describe features of Stone Age summer and winter camps. Compare and contrast historical fact with historical supposition. Explore how life for Ancient Britons changed during the Stone Age. | |
| | Geography | Compare Kampong Ayer compare with South Oxhey. Using maps and globes. Learning about the | | Using maps and globes. Looking in detail at England’s capital To explore physical | Why does it matter where my food comes from? | How does the weather affect our lives? Identify seasonal and daily | Why do certain plants/tress/flowers grow in certain countries? |

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| | | continents. How do people's homes | | features of the London. To express views about people and places. | Fair trade and the rainforests To explore physical features of the world. To express views about people and places. | weather patterns in the UK. How does the weather affect our lives? Observe measure and record weather. Offer reasons why weather changes. | |
| | Design Technology | Foods from around the world. Design and create a Malaysian dish (noodle). | | Homes Designing and building London houses. | Chocolate bar packaging design | | |
| | Art | | Silhouettes | Art based around the Great fire; collages. Hot and cold colours. Colour mixing. | | Identify and describe the ways great artists depict the weather. Turner, Katsushika Hokusai, Georgia O'Keefe. | Observational drawings Using different drawing techniques |
| | Music | <u>Hands, feet, heart</u> Content: A celebration of South African Music <u>Skills:</u> | <u>Ho, ho, ho</u> Content: Learn and enjoy a festive song. <u>Skills:</u> | <u>I wanna play in a band</u> Content: Listen to and compose music in the style of 'rock'. <u>Skills:</u> | <u>Zoo time</u> Content: explore Reggae music. Learn a reggae song. <u>Skills:</u> | <u>Friendship Song/recorder</u> Content: Play a simple melody on a recorder <u>Skills:</u> | <u>Reflect, rewind and replay/recorder</u> Content: Play a simple melody on a recorder <u>Skills:</u> |

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| | | Listen and appraise a piece, Clap back rhythms, Improvise in the style of music. | Learn to sing the song and play accompanying instruments. | Identify the pulse and play instruments in time, improvise in the style of rock. | Sing and play to a steady pulse. | Learn how to hold a recorder, learn which fingers to use to play simple notes (B, A, G) | Learn how to hold a recorder, learn which fingers to use to play simple notes (B, A, G) |
| | | Vocabulary: : Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch , improvise, compose, audience, question and answer, melody, dynamics, tempo , perform/performance, audience, rap, Reggae, glockenspiel. | | | | | |
| | Physical Education | <u>Dance (dangerous animals)</u> Able to create shapes to represent a dangerous animal. Able to demonstrate clawing tiger actions. Able to move demonstrating fierce dynamics. Able to use the space to create an entrance. | <u>Gymnastics (balance and co-ordination)</u> Travel, showing change of speed and direction. Develop body awareness through varying body balances. To perform 'Teddy bear' & 'Pencil' rolls. To adopt the positions 'happy cat' & 'angry cat'. Create, remember and perform simple movement sequences. | <u>Dance (dance in the UK)</u> Able to demonstrate star and arch shapes. Able to demonstrate folk dance actions. Able to demonstrate happy and energetic dynamics . Able to use the space to create different formations. Able to develop relationships – folk dance moves with a partner. | <u>Gymnastics (famous people)</u> To take weight on different body parts. To develop knowledge of balance on large & small body parts. To adopt the positions forward and side lunge. To transition between positions 'Cup' & 'Saucer'. To set up apparatus safely and securely. | <u>Dance (pirates)</u> Able to demonstrate treasure shapes. Able to demonstrate pirate actions. Able to move with strong and fierce dynamics. Able to demonstrate different levels (low / medium / high). Able to develop relationships – contact work in boats. | <u>Gymnastics (2D and 3D shapes)</u> To control my body whilst balancing & travelling. To turn whilst jumping. To consolidate the positions front, back & side support. To think of more than one way to create a sequence which follows a set of 'rules'. To climb safely. |

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| | | <p><u>Invasion (sending and receiving)</u> To begin to aim towards a given target. To accurately pass and receive a range of balls. To further increase their understanding of space. To pass a ball using different parts of the body. To receive a ball using different parts of the body.</p> | <p><u>Invasion (kicking and dribbling)</u> To kick accurately towards a target. To travel whilst moving a ball with your feet or apparatus. To develop knowledge of stronger and weaker sides of the body. To dribble around various cones and objects. To kick the ball confidently with the inside of your foot.</p> | <p><u>Strike and field (group games)</u> To be able to work effectively within a small group. To attempt to create a group game using small equipment. To develop agility and co-ordination. To negotiate space effectively in group games. To develop co-ordination when running.</p> | <p><u>Net games (striking for accuracy)</u> To aim, strike & follow through towards a target. To hit an object with varying power using a racket. To be able to hit a ball or object towards a partner. To explore a badminton racket and shuttlecock. To attempt a 'forearm' or 'bump' pass (Volleyball).</p> | <p><u>Athletics (movement unit)</u> To run in a coordinated & fluent way over obstacles. Develop awareness of distance & weight. To throw a range of different throwing implements. Developing awareness of distance & height. To hit a ball off a tee.</p> | <p><u>Rule making (outdoor adventure unit)</u> To continually develop fundamental skills. To take part in competitive activities. To begin to work as a team. To further develop thinking and creativity. To create different rules for games.</p> |
| | Personal Development | Making friends; feeling lonely and getting help. | Safe relationships Recognising things in common and differences; playing and working co-operatively | Belonging to a group; roles and responsibilities. | What money is; needs and wants; looking after money | Keeping health; why is sleep important, keeping teeth health, managing feelings and asking for help | Growing older, moving class or year Safety in different environments |

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| | Religious Education | <u>Sources of Wisdom</u> Retell and suggest meanings for different stories from sacred books – Bible. Qur’an, Torah. | <u>Human Responsibility</u> Respond to stories and real life examples about caring for the world. (link to food) | <u>Prayer, Worship and Reflection</u> Respond and reflect on what different faith communities do and why. Understand prayer, worship and reflection. <i>(minimum of 2 religions)</i> | <u>Prayer, Worship and Reflection</u> Respond and reflect on what different faith communities do and why. Understand prayer, worship and reflection. | <u>Ultimate Questions</u> Explore questions about belonging, meaning and truth. Creation stories <i>(minimum of 2 religions)</i> | <u>Ultimate Questions</u> Explore questions about belonging, meaning and truth. Images of Jesus and God from stained glass windows. Who made the world? Recap on creation stories. |
| | French | Listening and experiencing language and culture from both France and Spain. Attempting basic speaking of topic words to do with colour. | Listening and experiencing language and culture from both France and Spain. Attempting basic speaking of topic words to do with games. | Listening and experiencing language and culture from both France and Spain. Attempting basic speaking of topic words to do with fruit. | Listening and experiencing language and culture from both France and Spain. Attempting basic speaking words. Experiencing dance. | Listening and experiencing language and culture from both France and Spain. Attempting basic speaking of topic words to do with the seaside. | Listening and experiencing language and culture from both France and Spain. Attempting basic speaking of topic words to do with holidays. Eg ice cream, colours, drinks. |