

## Curriculum Map Year 2

|               |         | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
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|               | Theme   |  |  |  |  |   |   |
| Core Learning | English | <p><b>Texts studied:</b></p> <p>How to make friends with a ghost<br/>Augustus and his smile</p> <p><b>Writing outcomes:</b><br/>Narrative writing<br/>Non-fiction writing<br/>Non-narrative writing<br/>Instruction writing<br/>Recount writing</p>  | <p><b>Texts studied:</b></p> <p>The Emperor's Egg<br/>Tasty Poems<br/>Voices in the Park<br/>Rapunzel</p> <p><b>Writing outcomes:</b><br/>Write and compose own poems,<br/>Recount writing<br/>Explanation writing<br/>Non-fiction writing<br/>Narrative writing</p> | <p><b>Texts studied:</b></p> <p>How to Catch a Star<br/>Blue Balloons and Rabbit Ears<br/>15 Things Not To Do With A Puppy</p> <p><b>Writing outcomes:</b><br/>Narrative writing<br/>Non-narrative writing<br/>Read and compose poetry<br/>Instruction writing</p> | <p><b>Texts studied:</b></p> <p>Find Out! Shark<br/>What? Where? Why?</p> <p><b>Writing outcomes:</b><br/>Non-chronological report<br/>Non-narrative writing</p> | <p><b>Texts studied:</b></p> <p>How to Wash a Woolly Mammoth<br/>Dogger<br/>Lila and The Secret of Rain</p> <p><b>Writing outcomes:</b><br/>Recount writing<br/>Book review<br/>Narrative writing</p> | <p><b>Texts studied:</b></p> <p>Monsters: An owners guide<br/>Rosie Revere, Engineer<br/>The Secret Sky Garden</p> <p><b>Writing outcomes:</b><br/>Explanation text<br/>Non-narrative writing<br/>Narrative writing<br/>Recount writing</p> |
|               |         | <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular), for example, the girl's book</li> </ul> |  |  |  |   |   |

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|  |       | <ul style="list-style-type: none"> <li>• distinguishing between homophones and near homophones</li> <li>• adding suffixes to spell longer words, for example, '-ment', '-ful', '-less', '-ly'</li> </ul> <p><b>Handwriting:</b><br/>develop fluent, joined cursive style</p> <p><b>Grammar and Punctuation:</b><br/>capital letters, full stops, questions marks, exclamation marks, commas in lists, apostrophes to mark contractions, noun, noun phrases, adverbs, verb tense</p> |  |   |   |  |   |
|  | Maths | Securing Fluency to Twenty<br>Place Value – Making Tens and Some More<br>Place Value and Regrouping Two-Digit Numbers<br>Counting On and Back in Ones and Tens from any Number<br>Representing, Ordering and Comparing Numbers to 100 and Quantities for Measures<br>Estimation and Magnitude   | Numbers to 20 – Mental Addition and Subtraction<br>Finding Complements of 10 and 100<br>Including Measures<br>Add and Subtract Numbers Mentally<br>Using 1- and 2-Digit Numbers<br>Finding Part or Whole Unknown<br>Money – Making Combinations and Finding Change<br>Comparison (difference, more, less, fewer)<br>Measures – Estimation and Measure Using Different Scales | Statistics – Totalling and Comparing Amounts in Block<br>Graphs, Pictograms, Tables and Tally Charts<br>Written Addition Method<br>Commutativity in Addition but not in Subtraction<br>Written Subtraction Method<br>Problem Solving with Addition and Subtraction in a Range of Contexts<br>Time – Telling the Time: O'clock, Half Past, Quarter Past and Quarter To<br>Time – Estimating, Ordering and Comparing Time | Multiplication – Multiples and Repeated Addition<br>Multiplication – Number of Groups, Group Size and Product<br>Multiplication Problem Solving<br>Division – Sharing and Grouping<br>Division – Sharing and Grouping Problems including Remainders | Fractions – Finding Halves, Quarters and Thirds of Amounts<br>Fractions – Finding Halves, Quarters and Thirds of Shapes<br>Fractions – Finding Three-Quarters of Shapes and Amounts<br>Fractions – Equivalence<br>Fractions – of Continuous Quantities<br>Time – Telling the Time to the Nearest 5 Minutes | Problem Solving for all Operations (including Fractions)<br>Multiplication and Division – Equality and Balance<br>Geometry – Properties of 2-D and 3-D Shape, Classifying and Sorting<br>Geometry – Symmetry<br>Rotation and Right Angles |

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|  |         |   |   | <p>Double and Halve One and Two-digit Numbers and Amounts of Money Times Tables – 2s, 5s and 10s. Patterns and Strategy (counting in 3s)</p>                     |   |   |   |
|  |         | <p><u>Fluency</u><br/>Rehearsing and securing learning from year 1 Number and place value, including magnitude</p>  | <p><u>Fluency</u><br/>Regular rehearsal of mental calculation strategies, once introduced Value of coins and how to combine them into amounts</p> | <p><u>Fluency</u><br/>Continuing to rehearse and secure learning from the previous term, including measurements and scales Presenting data in different ways</p> | <p><u>Fluency</u><br/>Rehearsing written methods for addition and subtraction and multiplication, once taught</p> | <p><u>Fluency</u><br/>Exploring different models of division Finding fractions of quantities Rehearsing strategies covered throughout the year</p>                    | <p><u>Fluency</u><br/>Rehearsing strategies covered throughout the year including durations of time</p> |
|  | Science | <p><b>Materials</b><br/>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 To find out how the shapes of solid objects</p> |   | <p><b>Plants</b><br/>To observe and describe how seeds and bulbs grow into mature plants To find out and</p>   | <p><b>Animals, including humans</b><br/>To notice that animals, including humans, have offspring which</p>        | <p><b>Living things and their habitats</b><br/>To explore and compare the differences between things that are living, dead, and things that have never been alive</p> |   |

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|  |           | made from some materials can be changed by squashing, bending, twisting and stretching.   | describe how plants need water, light and a suitable temperature to grow and stay healthy                   | grow into adults<br>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, eating the right amounts of different types of food and hygiene. | 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<br>To identify and name a variety of plants and animals in their habitats, including microhabitats<br>To 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. |  |   |
|  |           | <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"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul> |   |   |  |  |   |
|  | Computing | Unit 2.1 Coding<br><br>Understand what algorithms are; how they are implemented as  | Unit 2.2 Online Safety<br><br>Use technology safely and respectfully, keeping personal information private; | Unit 2.4 Questioning<br><br>Use technology purposefully to create, organise,  | Unit 2.5 Effective Searching<br><br>Recognise common uses of   | Unit 2.6 Creating Pictures<br><br>Use technology purposefully to create, organise, | Unit 2.8 Presenting Ideas<br><br>Use technology purposefully to create, organise, |

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|                                     |         | <p>programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Main Programs –<br/>2Code</p> | <p>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>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Programs –<br/>2Calculate</p> | <p>store, manipulate and retrieve digital content</p> <p>Programs –<br/>2Question,<br/>2Investigate<br/>2Calculate</p> | <p>information technology beyond school</p> <p>Programs –<br/>Browser<br/>2Quiz<br/>Writing<br/>Templates</p>   | <p>store, manipulate and retrieve digital content</p> <p>Programs –<br/>2Paint<br/>A Picture</p> <p>Unit 2.7 Making Music</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Programs –<br/>2Sequence</p> | <p>store, manipulate and retrieve digital content</p> <p>Programs –<br/>2Connect (Mind Map)<br/>2Create a Story (ebook)<br/>2Quiz</p>  |
| Foundation Subject / Learning Theme | History |   | <p>Bonfire night and the Great Fire of London: Should we still celebrate bonfire night/ did the fire make London a better or worse?</p> <p>First, the children will investigate the events of the Gun Powder Plot which led to bonfire night being introduced into the</p>   |  | <p>Our local heroes: Who are our local heroes?</p> <p>In this unit, the children will learn about the lives of some of the most significant people in the history of their locality. The unit will support the children in gaining an</p> |  | <p>Holidays: How have holidays changed over time?</p> <p>In this unit, the children will learn about holidays in the 1950s and 1960s, particularly seaside holidays. Links will be made to prior learning as the children build on the knowledge</p> |

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|  |  |  | <p>UK calendar, with opportunities provided for families to recount their bonfire night experiences. Next, they will study the Great Fire Of London, and decide whether or not it improved London for those living there. They will learn to interpret evidence from the time and afterwards, examining whether the sources are reliable.</p> <ul style="list-style-type: none"> <li>-develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>-choose and use parts of stories and other sources that they know and understand key features of events</li> <li>-understand some of the ways in which we find out about the past</li> </ul> |  | <p>understanding of the breadth of contributions people can make in order to become significant, and will make links with the prior learning in Year 1; the greatest explorers unit. The children will use a range of source of evidence, including oral history, visual images, and written documents.</p> <ul style="list-style-type: none"> <li>-use common words and phrases relating to the passing of time</li> <li>-know where the people they study fit within a chronological framework</li> <li>-ask and answer questions</li> <li>-study significant historical people</li> </ul> |  | <p>and understanding they acquired in year 1 when they looked at what it was like to be a child in the 1950s and 1960s. they will continue to develop their use of sources, with a particular focus on the use of oral history (from classroom visitors, friends and family) and images. They will begin to consider the use of story as a source of evidence.</p> <ul style="list-style-type: none"> <li>learn about changes within living memory</li> <li>-understand historical concepts such as continuity and change, similarity and difference</li> <li>-ask historically valid questions</li> <li>-identify similarities and differences between ways of life in different periods</li> </ul> |
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|  |           |  | <ul style="list-style-type: none"> <li>-identify different ways in which it is represented</li> <li>-use a wide vocabulary of everyday historical terms</li> <li>-know where events they study fit within a chronological framework.</li> </ul> |  | <ul style="list-style-type: none"> <li>and places in their own locality</li> <li>-understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>-choose parts of sources to show that they know and understand key features of events</li> <li>-use a wide vocabulary of everyday historical terms.</li> </ul> |   | <ul style="list-style-type: none"> <li>-ask and answer questions</li> <li>-understand some of the ways in which we find out about the past</li> <li>-identify different ways in which the past is represented</li> <li>-use a wide range of everyday historical terms</li> <li>-use parts of stories and other sources to show they know and understand key features of events</li> <li>-use sources to show they know and understand the past</li> <li>-suggest reasons why changes took place.</li> </ul> |
|  | Geography | <p>Our Wonderful World: What are the seven wonders of the World:</p> <p>In this unit, the children will bring together the ideas introduced in the previous KS1 units. This is designed to enhance and</p> |   | <p>Seasons: What are seasons?</p> <p>In this unit, the children will learn about weather and seasons. This unit has a focus on the local area, as well as looking at the wider perspective of the UK. Simply looking</p> |  | <p>Journeys, Food: Where does our food come from?</p> <p>This unit links the everyday experience of buying and eating food within the UK with the</p> |   |

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|  |  | <p>solidify their geographical general knowledge. It will also give them an appreciation of the world by introducing natural and manmade wonders, as well as ancient and modern wonders.</p> <ul style="list-style-type: none"> <li>-name, locate and identify characteristics of the seven continents and oceans</li> <li>use world maps, atlases and globes</li> <li>-understand geographical similarities and differences when studying both human and physical geography</li> <li>-identify the locations of hot and cold areas around the world</li> <li>-use basic vocabulary to refer to physical and human features</li> </ul> |  | <p>out of the window, collecting data in the playground and thinking about what is happening around them, can be perfect ways to support making sense of the changing world. The children will observe, spot seasonal patterns, and talk about changes by using weather related vocabulary.</p> <ul style="list-style-type: none"> <li>-develop locational and place knowledge about their locality, and the UK as a whole</li> <li>-understand basic subject-specific vocabulary relating to physical geography</li> <li>-begin to use geographical skills, including first-hand observation, to enhance their locational awareness</li> <li>-identify seasonal and daily weather patterns in the UK</li> </ul> |  | <p>children's growing geographical understanding of the world.</p> <ul style="list-style-type: none"> <li>-understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production</li> <li>-use locational and directional language (e.g. near and far) to describe the location of features and routes on a map</li> <li>-name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas</li> </ul> |  |
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|  |                   | -develop knowledge about the world   |  | -use simple fieldwork and observational skills in their school, its grounds and surroundings<br>-use and construct basic symbols in a key. |  | -use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage |  |
|  | Design Technology | Create food products from different countries and use for taste testing for traditional flavours:<br><b>Describing properties of ingredients, understand and be hygienic. Precise cutting, stirring, frying, juicing, bridge hold, claw hold</b> | Design and build Tudor style houses to investigate how the houses being close together in 1666 aided the spread of the Great Fire of London:<br><b>Joining materials, joining, folding, rolling to make materials stronger. Paper mache.</b> |  | Create a moving card about a local hero that could be sent to that hero:<br><b>Joining materials as part of a moving product, adding design, measuring. Create a print using pressing, rolling, rubbing, stamping. Create a print like a designer.</b><br>Use a 3D pen to create a plant designed by them.<br><b>Create a design, use 3D pens.</b> |   | Use clay to represent a food journey to explain in a presentation where food comes from:<br><b>Making choices for construction, develop understanding through process, incorporate some movement, consider how to improve.</b> |
|  | Art               | Famous paintings of the world.<br><b>Using viewfinders</b>   |  | Collages to show different weather styles; group and individual:   |  | Clay finger pots detailed to match places around the world:   |  |

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|  |                    | Mixing colours.<br><b>Using brushes, mixing for primary, secondary, tertiary, predict outcomes, make tints and tones.</b><br>Christmas decoration.   |   | <b>Use different materials and explain why, repeated patterns.</b><br>Use pencil, charcoal, pastels, light and dark, pattern and textures to show weather.<br><b>Different grades of pencil, charcoal, pastels, making light and dark, pattern and texture.</b><br>Turner, Katsushika Hokusai, Georgia O'Keefe. |  | <b>Moulding clay finger pots, add line and shape</b><br>Use IT to produce two contrasting holiday pictures:<br><b>2paint to create a picture independently.</b><br>Glue a holiday scene with textiles and create a class patchwork:<br><b>Join fabrics with glue, create a patchwork, measuring, cutting, joining textiles, explain why chosen.</b> |  |
|  | Music              | <u>Hands, feet, heart</u><br><br><u>Content:</u><br>A celebration of South African Music<br><br><u>Skills:</u><br>Listen and appraise a piece, Clap back rhythms, Improvise in the style of music.   | <u>Ho, ho, ho</u><br><br><u>Content:</u> Learn and enjoy a festive song.<br><br><u>Skills:</u><br>Learn to sing the song and play accompanying instruments. | <u>I wanna play in a band</u><br><br><u>Content:</u><br>Listen to and compose music in the style of 'rock'.<br><br><u>Skills:</u><br>Identify the pulse and play instruments in time, improvise in the style of rock.   | <u>Zoo time</u><br><br><u>Content:</u><br>explore Reggae music. Learn a reggae song.<br><br><u>Skills:</u><br>Sing and play to a steady pulse. | <u>Friendship Song/recorder</u><br><br><u>Content:</u><br>Play a simple melody on a recorder<br><br><u>Skills:</u><br>Learn how to hold a recorder, learn which fingers to use to play simple notes (B, A, G)   | <u>Reflect, rewind and replay/recorder</u><br><u>Content:</u><br>Play a simple melody on a recorder<br><br><u>Skills:</u><br>Learn how to hold a recorder, learn which fingers to use to play simple notes (B, A, G) |
|  |                    | <b>Vocabulary:</b> : Keyboard, drums, bass, electric guitar, saxophone, trumpet, <b>pulse, rhythm, pitch</b> , improvise, compose, audience, question and answer, melody, <b>dynamics, tempo</b> , perform/performance, audience, rap, Reggae, glockenspiel. |   |   |  |   |  |
|  | Physical Education | <u>Dance (dance in the UK)</u>   | <u>Gymnastics (balance and co-ordination)</u>   | <u>Dance (dangerous animals)</u>  | <u>Gymnastics (famous people)</u>  | <u>Dance (pirates)</u>  | <u>Gymnastics (2D and 3D shapes)</u>   |

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|  |  | <p>Able to demonstrate star and arch shapes.</p> <p>Able to demonstrate folk dance actions.</p> <p>Able to demonstrate happy and energetic dynamics.</p> <p>Able to use the space to create different formations.</p> <p>Able to develop relationships – folk dance moves with a partner.</p> <p><u>Invasion (sending and receiving)</u></p> <p>To begin to aim towards a given target.</p> <p>To accurately pass and receive a range of balls.</p> <p>To further increase their understanding of space.</p> <p>To pass a ball using different parts of the body.</p> | <p>Travel, showing change of speed and direction.</p> <p>Develop body awareness through varying body balances.</p> <p>To perform 'Teddy bear' &amp; 'Pencil' rolls.</p> <p>To adopt the positions 'happy cat' &amp; 'angry cat'.</p> <p>Create, remember and perform simple movement sequences.</p> <p><u>Invasion (kicking and dribbling)</u></p> <p>To kick accurately towards a target.</p> <p>To travel whilst moving a ball with your feet or apparatus.</p> <p>To develop knowledge of stronger and weaker sides of the body.</p> <p>To dribble around various cones and objects.</p> <p>To kick the ball confidently with the inside of your foot.</p> | <p>Able to create shapes to represent a dangerous animal.</p> <p>Able to demonstrate clawing tiger actions.</p> <p>Able to move demonstrating fierce dynamics.</p> <p>Able to use the space to create an entrance.</p> <p><u>Strike and field (group games)</u></p> <p>To be able to work effectively within a small group.</p> <p>To attempt to create a group game using small equipment.</p> <p>To develop agility and co-ordination.</p> <p>To negotiate space effectively in group games.</p> <p>To develop co-ordination when running.</p> | <p>To take weight on different body parts.</p> <p>To develop knowledge of balance on large &amp; small body parts.</p> <p>To adopt the positions forward and side lunge.</p> <p>To transition between positions 'Cup' &amp; 'Saucer'.</p> <p>To set up apparatus safely and securely.</p> <p><u>Net games (striking for accuracy)</u></p> <p>To aim, strike &amp; follow through towards a target.</p> <p>To hit an object with varying power using a racket.</p> <p>To be able to hit a ball or object towards a partner.</p> | <p>Able to demonstrate treasure shapes.</p> <p>Able to demonstrate pirate actions.</p> <p>Able to move with strong and fierce dynamics.</p> <p>Able to demonstrate different levels (low / medium / high).</p> <p>Able to develop relationships – contact work in boats.</p> <p><u>Athletics (movement unit)</u></p> <p>To run in a coordinated &amp; fluent way over obstacles.</p> <p>Develop awareness of distance &amp; weight.</p> <p>To throw a range of different throwing implements.</p> <p>Developing awareness of</p> | <p>To control my body whilst balancing &amp; travelling.</p> <p>To turn whilst jumping.</p> <p>To consolidate the positions front, back &amp; side support.</p> <p>To think of more than one way to create a sequence which follows a set of 'rules'.</p> <p>To climb safely.</p> <p><u>Rule making (outdoor adventure unit)</u></p> <p>To continually develop fundamental skills.</p> <p>To take part in competitive activities.</p> <p>To begin to work as a team.</p> <p>To further develop thinking and creativity.</p> <p>To create different rules for games.</p> |
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|  |                      | To receive a ball using different parts of the body.   |   |   | To explore a badminton racket and shuttlecock. To attempt a 'forearm' or 'bump' pass (Volleyball).  | distance & height. To hit a ball off a tee.  |  |
|  | Personal Development | <u>Relationships:</u><br>Families, and friendships, safe relationships, respecting ourselves and others.   |   | <u>Living in the wider world:</u><br>Belonging to a community, media literacy and digital resilience, money and work                                  |   | <u>Health and wellbeing:</u><br>Physical health and mental wellbeing, growing and changing, keeping safe   |  |
|  | Religious Education  | <u>Sources of Wisdom</u><br>Retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. | <u>Human Responsibility</u><br>Respond to stories and real life examples of how and why people show care and concern for the world. | <u>Symbols and actions</u><br>Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities | <u>Justice and fairness</u><br>Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and others. | <u>Ultimate Questions</u><br>Explore questions about belonging, meaning, and truth so that they can express their own ideas and opinion using creative |  |
|  | French               |  |   |   |   |  |  |