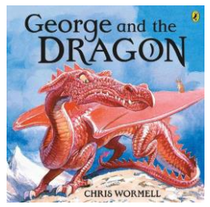
Year 2 Curriculum Map

YEAR 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	The Write Stuff The Day the Crayons Quit by Drew Daywalt **Writing Genre**: Persuasive- letter George and the Dragon by Christopher Wormell and based on the film How to Train your Dragon  **Writing Genre**: Narrative **Spelling Rules:** Phase 5 Phonics Irregular words Grammar: Punctuation: **Reading:** Consolidating phase 5 fluency Consolidating phonemic awareness Book Talk Retrieval practice and vocabulary exploration	The Write Stuff The Great Fire of London the Diary of a London Rat based on The Great Fire of London: Anniversary Edition of the Great Fire of 1666 by Emma Adams & James Weston Lewis (recount, diary) My Christmas Star by the BBC (narrative) Reading: Consolidating phase 5 fluency Consolidating phonemic awareness	The Write Stuff The Crows Tale by Naomi Howarth (narrative) Habitats based on What's Where on Earth Atlas by DK Ltd (Non-chronological report)	The Write Stuff This is How we Do it by Matt Lamothe (letter)	The Write Stuff Malala's Magic Pencil by Malala Yousafzai (biography) If I Were in Charge Based on the poem 'If I Were in Charge of the World' by Judith Viorst (poetry)	The Write Stuff Big Cats (Non-chronological report) Little Red Reading Hood by Lucy Rowland (narrative)

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MATHS	**Numbers within 100** • Read, write, represent, partition, compare and order numbers to 100. • Explore patterns including, odds and evens, tens and ones. **Addition and subtraction of 2-digit numbers** • Apply number bonds to add and subtract. • Represent and explain addition and subtraction of two 2-digit numbers. • Add three 1-digit numbers. **Addition and subtraction word problems** • Introduction to bar modes as a representation. • Create, label and sketch bar models.	**Measures: Length** • Draw and measure lengths in centimetres. • Use <, > and = to compare and order length in metres and centimetres. **Graphs** • Represent and interpret: pictograms, block diagrams, tables and tally charts. **Multiplication and division** • Explore multiplication and division through arrays. • Explore division as grouping and as sharing. • Connect multiplication and division facts using commutativity and inverse. • Calculate the times tables of 2, 5 and 10 using different strategies.	**Time** • Tell the time on an analogue clock: quarter past, quarter to and five-minute intervals. • Calculate durations of time in minutes and seconds. • Sequence daily events. • Minutes in an hour and hours in a day. **Fractions** • Part-whole relationships. • Fractions as a part of a whole or a whole set. • Relate to division. Equivalent fractions. **Addition and subtraction of 2-digit numbers** • Illustrate, represent and explain addition and subtraction involving regrouping including 'make ten', 'round and adjust' and near doubles strategies. **Money** • Recognise coins and notes • Use £ and p accurately. • Add and subtract amounts. • Calculate change. **Face, shapes and patterns; lines and turns** • Explore, sort and describe 2-D shapes. • Lines of symmetry in 2-D shapes. • Identify 2-D shapes on 3-D shapes. • Compare and sort 2-D and 3-D shapes. • Use language to describe position, direction and rotation to follow a route.	**Numbers within 100** • Represent in different ways. • Compare using symbols. • Read scales. **Measures: Capacity and volume** • Read and measure temperature. • Estimate, measure and understand litres and millilitres. • Compare and order capacities. **Measures: Mass** • Weigh and compare masses in kilograms and grams.	**Exploring calculation strategies** • Apply addition and subtraction strategies to solve equations. • Illustrate and explain addition and subtraction using column method. **Exploring multiplicative thinking** • Pattern seek with multiples of 2, 3, 4, 5 and 10 using an array. • Use known facts to derive facts from the 3 and 4 times tables. • Connect multiplication and division facts using commutativity and inverse.
HUMANITIES	**History** **Kings and Queens** • Explain the role of the monarchy. • Explain why King William I is known as 'William the Conqueror'. • Explain why King John I is known as 'Bad King John'. • Decide if Elizabeth I was powerful. • Describe the Stuarts battle for power. • Explain how Hanoverians and Windsor's share power with the government.	**History** **The Great Fire of London** • Explain what London was like in 1666. • Describe the key events of the Great Fire of London. • Explain how we know so much about the Great Fire of London. • Explain the fire spread so quickly. • Describe what damage the fire caused. • Describe how London changed after the fire.	**Geography** **Planet Earth** • Name the seven continents that make up planet Earth • Name the five oceans that make up planet Earth • Describe the continents of Europe, North America, South America, Oceania, Africa, Asia and Antarctica • Explain why some parts of the Earth hot and some parts cold	**History** **They Made a Difference** • Explain what makes someone significant. • Explain what human rights are. • Describe how Nelson Mandela fought against racism. • Explain how Rosa Parks stood up for black people's rights. • Suggest why we celebrate Martin Luther King Day. Explain how Malala Yousafzai fought for equality	**Geography** **Life in Kenya** • Find Kenya on a map and name the continent and ocean of Kenya. • Describe the climate in Kenya. • Describe the landscape of Kenya. • Describe what it is like to live in rural Kenya. • Describe what it is like to live in urban Kenya. • Compare the similarities and differences between Kenya and the UK.

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SCIENCE	**Use of Materials (**Chemistry) Pupils will acquire the following scientific knowledge throughout this unit of work: • the materials different objects are made from • how materials are used in their local area gather and use data to compare the suitability of different materials • perform simple tests to explore how the shapes of objects made from some materials can be changed • suggest ways to stop plastic pollution • understand how new materials have been/are discovered.	**Animals: Needs for Survival (biology)** Pupils will acquire the following scientific knowledge throughout this unit of work: • the things that animals need to survive. • know how animals change as they grow • know why exercise is important to health • what a balanced diet is and apply this knowledge to understanding their own diet understand what hygiene is and why it is important Scientific skills – classification and identification	**Habitats (biology)** Pupils will acquire the following scientific knowledge throughout this unit of work: • recognise and classify objects and organisms as: alive, dead, or never alive • explore how we know if an object or organism is alive – using the life processes • know some of the different habitats plants are found in • investigate and name the minibeasts found in a range of different microhabitats • which animals are found in different world habitats with a focus on the Arctic and the Sahara • understand simple food chains using the vocabulary carnivore, herbivore, omnivore, predator and prey make food chains • understand that habitats can change over time		**Protecting our Environment (biology)** Pupils will acquire the following scientific knowledge throughout this unit of work: • why we need to protect our planet • what we mean by the word 'environment' • why trees are so important for the environment • how habitats can be negatively impacted • how their local environment is being impacted • the different ways in which we can save or conserve water and electricity • how their actions at home could support the protection of the environment	**Plants: Bulbs and Growth (biology)** Pupils will acquire the following scientific knowledge throughout this unit of work: • what seeds are and the different types of seeds • that plants can grow from seeds but can also grow from bulbs • what is meant by 'seed dispersal' • what is meant by 'germination' and that seeds need certain conditions to germinate • the needs of a plant for survival after the initial germination stage
ART AND DT	**Art** **Explore and Draw** Disciplines: Drawing, Sketchbooks, Collage **Key Concepts:** **That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.** **That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.**	**DT** **Cooking and Nutrition - Pasta Salad** **Technical Knowledge:** Basic cooking techniques. Know health and unhealthy foods in line with the Eatwell plate. Know whether food is grown, reared, or caught. **Design** Use own experience to support in designing a purposeful and appealing product.	**Art** **Expressive Painting** Disciplines: Painting, Sketchbooks Key Concepts: **That artists sometimes use loose, gestural brush marks to create expressive painting.** **Expressive painting can be representational or more abstract.** **Artists use impasto and sgraffito to give texture to the painting.**	**Bug Hotels** **Technical Knowledge:** **Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary.** **Design: Generate and develop ideas though trial and error, mock-ups and where possible, use of computing.** **Identify the purpose of what will be made.** **Make:** **Select from a range of materials and components.**	**Art** **Exploring the World through Mono print** Disciplines: Printmaking (Mono Print), Drawing **Collage** **Key Concepts:** **When we make mono prints we use mark making to create one off prints.** **When we make mono prints we create an impression of a drawing.** **That we can generate playful narratives and inventions through drawing.**	**DT** **Mechanisms - Design a Toy Car** **Technical Knowledge:** Explore wheels, axles, and axel holders. Distinguish between fixed and freely moving axels. **Design** Use own experience to design a purposeful and appealing product. Plan my design and identify tools to use. **Make**

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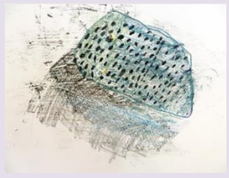
	That we can use the things we find to draw from, using close observational looking. **That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.** **We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like.** Children are: introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art. 	Use a design specification or criteria. Draw and annotate designs. Identify tools to use. **Make** To discuss own products considering what went well and what could be changed and improved. **Evaluate** Explore and evaluate a range of existing products. Evaluate their ideas and finished product against the design criteria 	**Artists sometimes use colour intuitively and in an exploratory manner.** **That we can enjoy, and respond to, the way paint and colour exist on the page.** children are: introduced to the idea that they can use paint in an intuitive and exploratory way. introduced to artists who use paint and colour to create exciting gestural and abstract work. exploring primary colours and secondary colours through expressive mark making, connecting colour, mark making and texture (of paint) through abstract work. Exploring the brush work of two old masters when we focus in on details of paintings to understand how they built the work. Drawing from a colourful still life, finally making expressive and gestural paintings with acrylic paint. recording, experimenting and reflecting. 	**Use a range of materials according to their characteristics.** **Evaluate:** **Discuss own work, commenting on what went well.** **Evaluate ideas against finished product.** 	**That we understand that using a range of marks will generate different effects when creating mono prints.** **That we can create creative responses to different stimuli and make the work our own.** Children are: exploring drawing – one drawing from photographs or film, and two drawings from small, closely observed objects. developing drawing and mark making skills. introduced to mono print. Exploring the work of an artist who uses mono print in his own work and are introduced to a simple mono print technique. provided with a choice of mono printing and drawing skills, depending upon their preferred area of subject focus. encourage to take creative risks and use drawing to playfully invent and create narratives. 	Select from a range of tools and equipment to perform particular tasks. Use a range of tools accurately and safely. Select from a range of components including construction materials. **Evaluate** To explore a range of existing products. Comment on predicts made by peers.
RE	**Sacred Texts: Islam** What is the Qur'an? • Learning about what a sacred text is • Looking at where Muslims live and what languages they speak • Looking at some quotes and rules found in the Qur'an Why is Muhammad so important? • Learning who Muhammad is and why his life is so important to Muslims • Reading and discussing the stories of Muhammad's life and their impact on Muslims		**Christianity: Practices** What is the meaning of Christmas? • Learning the story of Christmas in detail through storytelling, drama, and discussion - Looking at religious art based on the Nativity What is the meaning of Easter? • Learning the story of Easter in detail through storytelling, drama, and discussion Looking at religious art based on Easter		**Sacred Texts: Christianity and Festivals** Who were the people of the Old Testament? • Looking at characters in the Old Testament through storytelling. • Stories include Adam and Eve, Abraham, and Moses What religious festivals take place in our community? • Learning the basic information about Hinduism, Sikhism, Judaism and Buddhism • Looking at religious festivals taking place in London and why they are important to people.	

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MUSIC	**Musical Spotlight:** Pulse, Rhythm and Pitch Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together. **Social Question:** How Does Music Help Us to Make Friends? **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A Harvest Festivsal	**Musical Spotlight:** Playing in an Orchestra Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra? **Social Question:** How Does Music Teach Us About the Past? **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B♭, B Christmas Nativity including performance with script	**Musical Spotlight:** Inventing a Musical Story Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds. **Social Question:** How Does Music Make the World a Better Place **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B♭, B	**Musical Spotlight:** Recognising Different Sounds When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. How many different instruments can you recognise in the songs in this unit? **Social Question:** How Does Music Teach Us About Our Neighbourhood? **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B♭, B Easter Performance	**Musical Spotlight:** Exploring Improvisation Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun! **Social Question:** How Does Music Make Us Happy? **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B♭, B	**Musical Spotlight:** Our Big Concert Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt. **Social Question:** How Does Music Teach Us About Looking After Our Planet? **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A, B♭, B Summer Performance
COMPUTING	**Digital Literacy** **E-safety** Revisited throughout the academic year. The children will learn...	**Information Technology** **Microsoft Word** The children will learn... • To use technology to collect information, including text and photos	**Information Technology Microsoft PowerPoint** The children will learn... • To use technology to organise and	**Digital Literacy** **Digital cameras** The children will learn... • To recognise common uses of technology and tell you their benefits	**Computer Science** **Programmable toys** The children will learn... • To give instructions to a friend (using forward, backward and turn) and physically follow their instructions	

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	• To recognise common uses of technology at home and in the classroom • To explain why they need to keep their password and personal information private • To identify where to go for help and support when they have concerns • To talk about why it is important to be kind and polite online and in real life • To know that not everyone is who they say they are on the internet	• To sort different kinds of information and present it to others • To use the keyboard on a device to add, delete and space text To save and open files	present ideas in different ways • To change the font, size and colour of text • To combine a mixture of text and photos • To save and open files • To talk about the information they have gathered	• To be creative with technology • To use a digital camera to create digital content • To save and retrieve digital photos • To edit and enhance digital photos to improve their effectiveness	• To tell you the order they need to do things to make something happen and talk about this as an algorithm • To program a programmable toy to do a particular task • To look at their friend's program and tell you what will happen • To watch a program execute and spot where it goes wrong so that they can debug it	
PSHE	**Growth Mindset** Children will learn how to be more effective learners focusing on key skills including resilience, creativity, participation, collaboration and independence. Children will be introduced to characters that will support their learning. • What can we learn from Resilient Riley and Creative Curtis? • How can Petr Participate and Collaborative Twins Jade and Jacob help themselves and others learn? How does Independent Isha become an effective learner?	**Different Types of Families** Children will learn how explain to peers how their family engages and describe their family members. They will be introduced to a range of families and develop tolerance and respect for all. Children will be supported by Tender as part of the RE:SET Healthy Relationships Programme. • How are families different and the same? • What is a family? • How do you spend time with your family? What is a wedding and why do people get married?	**Healthy Bodies** Children will focus on how to keep their bodies healthy including food, exercise and sleep. They will also focus on personal hygiene and how this affects health. • What and who keeps us healthy as we grow up? • How can we get healthier? • How do I eat a healthy diet? • How do I have amazing table manners? • Why is sleeping healthy? • How do I keep clean and healthy?	**Feeling Included** Children will learn ensure all people feel included and welcome both in school and at home. They will also understand what discrimination is and how to challenge this. They will also learn about people in history who have overcome or challenged discrimination. Children will be supported by Tender as part of the RE:SET Healthy Relationships Programme. • Who can I talk to if things don't feel right? • How can we make people welcome and included? • How can we include everyone in our games? • How can we solve problems with friends when we fall out? • What is discrimination? • What special things have people done in the past to ensure everyone is included? How can I be a champion for inclusion?	**Healthy Minds** Children will learn how to identify and describe their emotions. They will also identify things that affect their mental health positively and negatively. • How can I describe my emotions? • Why is it important to look after our minds and wellbeing? • How can screen time and sleep affect the way we feel? • How can you look after your feelings and care for yourself? • What can I do make people feel happier?	**Caring for the Environment and Social Responsibility** Children will learn how their actions impact on the environment locally, nationally and globally. They will understand how actions affect wildlife and the damage this causes to habitats. • What can I do to help the world? • Who really lives in my local environment? • How can I help wildlife?
PE	Health and Fitness Key Skills • I can follow basic aerobic steps • I can take part in a simple interval circuit	Gymnastics Key Skills • I can create shapes with my body.	Dance Hip Hop Run DMC Key skills • I can copy dance moves with precision.	Tag Rugby Key Skills • I can throw a ball to a partner with accuracy, sideways and backwards.	Tennis Key Skills • I can balance a ball on a racquet whilst moving	Athletics Key skills • I can adapt my skills to various running

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GAMES	including jogging, jumping, bending and stepping. Key Knowledge • I can describe how my body feels before, during and after an activity. • I can describe which organs work hard during exercise. • I can label the human body parts on a diagram. • I can explain the functions of the heart, lungs and brain. **Hockey** Key Skills I can dribble the ball in a straight line I can hit the ball accurately Keep possession of the ball using tackling Key Knowledge I can explain the rules of hockey I can explain the different positions in a hockey I can explain how to tackle safel	• I can create a sequence using a combination of travel, sits and various balances. • I can perform my sequence with control. • I can perform simple rolls. Key Knowledge • Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it. • Explain what foundation skills a successful gymnast needs to have. Badminton Key Skills I can explain the different equipment used in Badminton I can explain how you win a point in badminton I can explain how to throw the shuttlecock underarm Key Knowledge I can throw a shuttlecock to partner I can hit a shuttlecock with a racquet. I can travel using different footwork I can serve shuttlecock to partner	• I can choreograph a short dance in time to the music. • I can change rhythm, speed, level and direction. Key knowledge • I can confidently use dance vocabulary when giving feedback to my peers. • I can identify key actions in my peers' routine. • I can confidently explain the definition of rhythm. Basketball Key Skills • I can bounce the ball in a straight line • I can bounce and chest pass to another player • I can shoot on a target • I understand how many players on a team • I can pass to another player during a game Key Knowledge	• I can pass the ball in a variety of ways. • I can decide where the best place to be is during a game, staying in my allocated zone Key Knowledge • I can explain the rules of tag rugby to my peers using the appropriate vocabulary. • I can execute a variety of passes. • I can use invasion strategies. • I know the difference between attack and defence. **Football** Key skills • I can dribble the ball with my feet • I can stop the ball when receiving a pass • I can shoot on targe Key knowledge • I can explain how to stop the ball efficiently with my foot • I can explain how to kick the ball into a target	around the court • I can demonstrate a volley • I can hit the ball in a straight line with racquet Key Knowledge_ I can explain the technique to hit a ball in two different strokes Netball Key skills • I can demonstrate a variety of different passes • I can demonstrate a pivot before throwing the ball to another player • I can mark another player Key knowledge • I can explain the different passes used in a netball game • I can explain which positions can be played in netball	activities, e.g relay, sprint and long distance. • I can jump accurately and safely from one or two feet. • I can throw forwards with some accuracy using one hand. Key Knowledge I can explain why co-ordination is important when jumping, throwing and running. Cricket Key skills • I can throw a cricket ball underarm with power • I can stop the ball from rolling using my hands • . I can develop my batting technique by holding the bat correctly Key Knowledge • I can explain the job role of a batter and fielder • I can explain an appropriate place to stand during a cricket game