



Year 2 Curriculum Map

YEAR 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	The Day the Crayons Quit by Drew Daywalt. George and the Dragon by Christopher Wormell <u>Writing Genres</u> Narrative Persuasive letter <u>Spelling Rules</u> - Phase 5 Phonics Irregular words <u>Grammar</u> - Using capital letters for names of people, places, days of the week and personal pronoun 'I' - Full stops - Exclamation marks - Question marks - How words can combine to make sentences - Joining words and joining clauses using and. - Commas to separate items in a list • Commas - Coordinating conjunctions - Subordinating conjunctions - Noun phrases - Verbs - Time adverbials - Repetition for effect - Modal verbs - rhetorical question - adjectives	The Great Fire of London by Emma Adams and James Weston Lewis A Christmas Star – BBC Advert. <u>Writing Genres</u> - Diary - Narrative Journey <u>Spelling Rules</u> - Phase 5 Phonics + suffix rules adding ed, ing, - Irregular words Grammar - Using conjunctions - Using Sequential and Imperative verbs - Contractions - Using capital letters for names of people, places, days of the week and personal pronoun 'I' - Full stops - Exclamation marks - Question marks - How words can combine to make sentences - personification - verbs - onomatopoeia - metaphor - fronted adverbial	The Crow's Tale by Naomi Howarth What's Where on Earth Atlas' by Dorling Kindersley Limited Habitats <u>Writing Genres</u> - Narrative - Non-chronological report <u>Spelling Rules</u> - Le ending - Adding suffix ful - Adding suffix ment - Adding suffix less - Adding suffix ly <u>Grammar</u> - Apostrophes for omission - Apostrophes to mark singular possession - Statement/ exclamation - Use present and past tense - Formation of nouns using suffixes or compounding - Formatting of adjectives using suffixes - Repetition - adverbial phrase - preposition - noun phrase - fronted adverbial - questions - simile - adjectives - verbs - onomatopoeia - alliteration	What's Where on Earth Atlas' by Dorling Kindersley Limited Habitats This is How We Do It by Matt Lamonthé. <u>Writing Genres</u> - Recount - Diary entry - Letter <u>Spelling Rules</u> - Prefixes un - Spelling rules for tion/cian • - Revisit contractions - el, al, il ending - u spelt <u>Grammar</u> - Using conjunctions - Using Sequential and Imperative verbs - Contractions - Using capital letters for names of people, places, days of the week and personal pronoun 'I' - Full stops - Exclamation marks - How words can combine to make sentences - Joining words and joining clauses using and. - Commas to separate items in a list - adverbial phrase - preposition - noun phrase - fronted adverbial - questions - simile - adjectives - verbs - onomatopoeia - alliteration - simile	Malala's Magic Pencil by Malala Yousafzai If I was in charge of the World by Judith Viorst <u>Writing Genres</u> - biography - poetry <u>Spelling rules</u> - o phoneme after qu and w - zh spelt s - or sound after l and ll <u>Grammar</u> - Use simple subordination and co-ordinating conjunctions - Identify simple past and present tenses. - Demonstrate correct and consistent use of tense. - Adjectives using suffix – able (can be done) - Singular, plural exceptions - Commas to separate a list. - Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting - Alliteration, - commas in a list, - possessive apostrophe, - subordination, - sub heading, - verbs, - noun phrases, - dialogue, - exclamation marks, - fronted adverbials.	Big Cats by Jane Consadine Little Red Riding Hood by Lucy Rowland. <u>Writing Genres</u> - Non- Chronological Report - Narrative <u>Spelling rules</u> - compound words with prefix and suffix - soft c sound <u>Grammar Consolidation</u> - Use simple subordination and co-ordinating conjunctions - Identify simple past and present tenses. - Demonstrate correct and consistent use of tense. - Adjectives using suffix – able (can be done) - Singular, plural exceptions - Commas to separate a list. - Apostrophes to mark singular possession - Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] - Headings - alliteration, - rhetorical questions, • - statement, - comparatives and superlatives,



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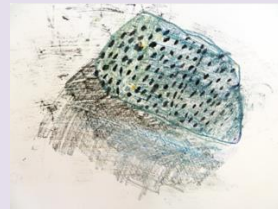
					• adjectives, • time adverbials, • onomatopoeia, • labels, • prepositions, • captions, • adverbs, • simile, • dialogue, • homophones, • conjunctions. • repetition, • questions, • prepositions, • contraction, • pathetic fallacy, • metaphor, • complex sentence, • personification, • simile, • apostrophes for possession, • rhyme.
MATHS	Place Value • Count numbers to 20 • Recognise tens and ones • Write numbers to 100 in words and numerals • Partition numbers • Place 1s and 10s on a number line • Count in 2s, 5s and 10s • Count in 3s • Order objects Addition and Subtraction • Fact families • Number bonds to 100 • Add 3 1 digit numbers • Add and subtract 1s • Add and subtract with and across a 10 • Add and subtract 2 digit numbers not crossing 10 • Add and subtract 2 digit numbers crossing 10. • Missing number problems Shape • Recognise and sort 2D and 3D shapes • Recognise and count the properties of 2D and 3D shapes • Recognise and use symmetry		Money • Count money in £ and pence • Choose notes and coins • Make the same amount of money • Make a pound • Find change and solve two-step problems Multiplication and division • Recognise and make equal groups • Recognise and use multiplication sentences • Use arrays • Make equal groups – groups and sharing • 2, 5 and 10 times tables • Divide 2, 5 and 10. Length and Height • Measure in cm and m • Compare and order lengths and heights Mass, Capacity and temperature • Compare mass • Measure in g and kg • Compare volume and capacity • Measure in ml and l • Solve problems • Temperature •		Fractions • Understand equal and unequal groups • Recognise and find a half • Find and recognise a quarter • Find and recognise a third • Find unit and non unit fractions. • Find and recognise three quarters • Count fractions to a whole. Time • Tell the time to o'clock, half past, quarter to and quarter past. • Be able to say how many minutes are in an hour and how many hours in a day. Statistics • Make tally charts, block diagrams and pictograms • Interpret information from charts and diagrams. Position and direction • Understand the language of position • Describe movement • Describe turns • See patterns in shapes when turned.



HUMANITIES	History seafaring • Early explorers • How Polynesian travellers travelled • Vikings and their longboats • The incredible voyages of Zheng-he-a • Seafaring 550 years ago • From sail to steam power.	Geography The UK what kind of place is it? • The Uk and the surrounding seas • Countries and Capital cities. • Geographical features in Scotland. • Geographical features in England. • Geographical features in Wales. • Geographical features in Northern Ireland.	History Significant Rulers • Boudicca • Constantine II • John and the Lionheart • King John and the Magna Carta • Sulieman	Geography Cold places and hot places. • The World's cold places • The North Pole and the Arctic. • The South Pole and the Antarctic. • Living in the Arctic and Antarctic – including animals that live there. • The World's hottest places • Rainforests and deserts.	History Significant Individuals who changed the World • Al-Razi and the change in medicine • Nicholas Copernicus and the Earth and Sun. • Ada Lovelace and computers • Marie Curie • Sophia Duleep Singh the princess and women's votes. • Nelson Mandela.	Geography Local area why is our place special? • Locating our local place • Key features of our local area • Mapping places to visit in our local area. • The weather where I live and in the UK. • Local and National Landmarks. • Fieldwork: our locality.
	SCIENCE	Uses of everyday materials Chemistry: What are things made of? How can substances be made and changed? Physics: Why do materials have different properties?	Growing plants Biology: How do living things grow and reproduce? How do living things stay healthy? CC: How can we live sustainably to protect Earth for a better future?	New Life Biology: How do living things grow and reproduce? How do living things stay healthy?	Introduction to food chains Biology: How do living things live together in their environment?	Living things and where they live Biology: What are living things and what are they made of? How do living things live together in their environment?
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. That we can use the things we find to draw from, using close observational looking.	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. Artists sometimes use colour intuitively and in an exploratory manner.	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. Use a range of materials according to their characteristics. Evaluate:	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. That we understand that using a range of marks will generate	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 Select from a range of tools and equipment to perform particular tasks.



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	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 	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. 	Discuss own work, commenting on what went well. Evaluate ideas against finished product. 	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. 	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	The Bible – What does it say about God's promises? - Noah and the rainbow - The story of Abraham - Abraham and Sarah - The Story of Joseph - Jesus	Festivals – how do they celebrate the natural world? - Harvest festival in the UK - Harvest festival around the world - Jewish festival of Sukkot - Festival of trees - Story of Holi	Hindus: what do Hindu stories teach about life and the world? - The Blind men and the elephant and the deeper meaning of this story - The story of Krishna - The story of the waiting for God.	Choices: Do we need rules to live by? - Rules to live by - Ten commandments - Jesus and good choices - Dharma: Ganesha's race around the world - Humanist choices - Reflecting on rules and choices.	The World: how do different people explain how it started? - The idea of beginnings - Creation different views - Care of the world	Prayer: Is it possible to speak to God? - Introducing prayer - The Lord's prayer - Different Christian Prayers - Muslim prayers - Humanist reflection.



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MUSIC	Unit 1: How Does Music Help Us to Make Friends? Exploring simple patterns through gospel, jazz 20 th century orchestral, rock and pop music.	Unit 2: How Does Music Teach Us About The Past? Focus on dynamics and tempo through jazz, jazz swing, pop and 20 and 21 st century orchestral music. Christmas Nativity including performance with script	Unit 3: How Does Music Make The World A Better Place? Exploring feelings through music through pop, jazz ragtime, Kwela, Rock and Roll and pop music.	Unit 4: How Does Music Teach Us About Our Neighbourhood?	Unit 5: How Does Music Make Us Happy?	Unit 6: How Does Music Teach Us About Looking After Our Planet? Planning and information not yet received from Charanga
COMPUTING	Information technology in the world beyond school • Introduction to information technology • I can identify information technology in school • Identify where information technology is used in the world beyond school • Benefits of information technology • Using information technology safely • Making good choices about information technology		Using IT to organise and data		Building sequences in programs	
PSHE	<u>Growth Mindset</u> 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?	<u>Different Types of Families</u> 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?	<u>Healthy Bodies</u> 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?	<u>Feeling Included</u> 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?	<u>Healthy Minds</u> 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?	<u>Caring for the Environment and Social Responsibility</u> 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?



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PE	Health and Fitness	Gymnastics	Dance Hip Hop Run DMC	Tag Rugby	Tennis	Athletics
	Key Skills	Key Skills	Key skills	Key Skills	Key Skills	Key skills
GAMES	- I can follow basic aerobic steps - I can take part in a simple interval circuit 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.	- I can create shapes with my body. - 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.	- I can copy dance moves with precision. - 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.	- I can throw a ball to a partner with accuracy, sideways and backwards. - 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.	- I can balance a ball on a racquet whilst moving 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	- I can adapt my skills to various running 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.
	Hockey <u>Key Skills</u> I can dribble the ball in a straight line I can hit the ball accurately Keep possession of the ball using tackling <u>Key Knowledge</u> I can explain the rules of hockey I can explain the different positions in a hockey I can explain how to tackle safely	<u>Badminton</u> <u>Key Skills</u> 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 <u>Key Knowledge</u> 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	<u>Basketball</u> <u>Key Skills</u> - I can bounce the ball in a straight line - I can bounce and chest pass to another player - I can shoot on a target <u>Key Knowledge</u>	Football <u>Key skills</u> - I can dribble the ball with my feet - I can stop the ball when receiving a pass - I can shoot on target <u>Key knowledge</u> - I can explain how to stop the ball efficiently with my foot - I can explain how to kick the ball into a target	<u>Netball</u> <u>Key skills</u> - 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	<u>Cricket</u> <u>Key skills</u> - 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



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			• I understand how many players on a team • I can pass to another player during a game		• I can explain which positions can be played in netball	• I can explain an appropriate place to stand during a cricket game
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