

YEAR 2 CURRICULUM MAP

Term	Autumn		Spring		Summer	
	All about Us	Once Upon a Time	Toys	Earth and Beyond	Blooming Lovely	Land Ahoy!
English	<p><i>Narrative:</i> Familiar Settings Use We are all different to explore understanding of text, directionality and letters, words and sentences</p> <p>Use the story of Dogger by Shirly Hughes, to inspire children to write a story about their favourite soft toy. Practise forming upper- and lower-case letters. Use capital letters for names and to start sentences</p> <p><i>Poetry:</i> Senses poems introduce a variety of poems by selected poets on the theme of Senses, The Works chosen by Paul Cookson, Sensational: Poems inspired by the Five Senses chosen by Roger McGough. Encourage children to learn parts by heart and then respond to these poems, focusing on interesting adjectives. Identify and create similes. Finally, children write poems about hearing and touch.</p>	<p><i>Non-fiction:</i> Letters and Diaries Children write in and to characters from our traditional tales to explore diary and letter forms</p> <p>Fiction – Traditional Tales Listen to and read some traditional tales, explaining how they used to be passed down orally. Children retell and sequence stories and discuss others read, heard.</p> <p>Establish proper nouns begin with capitals and write sentences that contain 'because'. Write own story.</p> <p>Poems with repeating phrases Squishy squelchy worms get the children really enjoying poetry in this unit. Read <i>The Worm</i> by Ralph Bergengren, and get the children to write their own worm poems before creating list poems about what they love and hate.</p>	<p><i>Non-fiction:</i> Instructions Children learn about instructions and persuasion by exploring the fantastic Mo Willems books about Pigeon. They practise giving and receiving instructions about everyday activities and write and illustrate their own 'Don't let the Pigeon' story.</p> <p><i>Poetry:</i> Humorous & Favourite Poems children have an opportunity to revise how capital letters are used at the beginning of people's names and of sentences. Children explore how 'and' can be used to join ideas together and how to use sentences to express their ideas creatively, reading from <i>The Works</i> chosen by Paul Cookson, and <i>The Works Key Stage 1</i> chosen by Pie Corbett.</p>	<p><i>Narrative:</i> Fantasy stories & Imaginary texts Together read 'Superheroes - all sorts', using the text to focus on writing in sentences with capital letters and full stops. Then children produce comic strips based on their own invented superhero.</p> <p><i>Non-Fiction:</i> Letters and postcards Children improve their understanding of reading and writing letters. They explore questions, statements and exclamations. They understand how to read each sentence using the correct intonation, how to write each sentence using the correct punctuation and how to edit their sentences to ensure they make sense. They will understand that proper nouns and the personal pronoun 'I' are spelt with initial capital letters. Children also learn the effect and power of using descriptive vocabulary in their writing.</p>	<p>Poetry - on a theme children investigate poems about nature. They read, discuss and recite verses from poems Daffodils and Who? This will involve understanding capital letters, question marks and syllables. They read, learn and write their own haiku.</p> <p>Nonfiction - Diary and recounts Using their science work as a stimulus, children explore keeping a diary and writing recounts</p>	<p><i>Non-fiction:</i> Instructions & Explanations Follow and write instructions to find treasure, build a boat and speak like a pirate. We explore what instructions are and how to write them</p> <p>Narrative - Funny stories Starting with Where the wild things are, we explore narrative texts using a journey to plan a story with a beginning a middle and an end</p>
Maths	<p>Count/read/write numbers forwards and backwards to 10 1 More/1 less Introduce <, > and = symbols Number Bonds to 10 Addition and Subtraction to 10</p>	<p>2D and 3D Shape Count/read/write numbers to 20 Compare groups of objects Tens and Ones Order groups of objects</p>	<p>Add by counting on Find and make number bonds Add by making 10 Subtraction- not crossing 10/Subtraction crossing 10 Related facts Compare number sentences</p>	<p>Compare lengths and heights Measure using non standards units Introduce weight and mass Measure mass Compare mass Introduce capacity and volume Measure and compare capacity</p>	<p>Count in 10s Make equal groups Add equal groups make arrays Make doubles Make equal groups- grouping and sharing Find a half Find a quarter Describe turns Describe position</p>	<p>Counting to 100 Partitioning numbers Comparing numbers Ordering numbers One more one less Recognising coins Recognising notes Counting in coins Before and after Dates Time to the hour Time to the half hour Writing time</p>
Science	Working scientifically will be embedded throughout the year and understanding the life of famous scientists					

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	<p>Animals including Humans In this unit children learn about human and animal bodies and consider similarities and differences between them. Children engage in a variety of activities including drawing and labelling the body, using their senses to conduct an investigation, describing animal bodies and sorting animals into groups.</p>	<p>Seasonal Changes Autumn/Winter Children will learn what the word weather means and find out how different types of weather can be measured. Children will use a class weather station to observe, measure and record the weather across the seasons. They will also observe changes across the seasons by exploring the signs of autumn and winter through nature and wildlife. A range of Learning activities are used in this unit including observation, discussion and learning outside. Children also work scientifically by collecting, recording and interpreting simple data.</p>	<p>Everyday Materials Toys We will learn about everyday materials including wood, plastic, metal, water and rock. Children will learn to identify and name everyday materials and will have the opportunity to explore the properties of these materials. Children also will carry out a simple investigation to help them decide which material would be most suitable to use for an umbrella</p>	<p>Everyday Materials Cont (Space) . At the end of the unit children apply their knowledge of everyday materials to sort objects by their properties. A range of learning activities are used in this unit including, discussions, labelling and matching activities, games, and an investigation to encourage where children have the opportunity to ask and find the answers to questions.</p>	<p>Plants Seasonal Change Spring Summer Children will continue to use a class weather station to observe, measure and record the weather in different seasons and will start to make comparisons between two seasons, as well as across all four seasons. They will also observe changes across the seasons by exploring the signs of spring and summer through nature and wildlife. A range of learning activities are used in this unit, including observation, discussion and learning outside. Children also work scientifically by collecting, recording and interpreting simple data.</p>	<p>Plants Habitats We will learn about the structure of plants and trees and what they need to grow well. Children engage in a variety of activities including identifying common plants and trees in the garden and in the wild, sorting deciduous and evergreen leaves, and crafting labelled plant collage pictures. Children will plant their own bean in lesson 1 and observe it closely over the coming weeks by measuring and recording its growth</p>
History	<i>Significant Individuals</i>	<i>Events beyond living memory</i>	<i>Changes within living memory</i>	<i>Significant Individuals</i>	<i>Changes within living memory</i>	<i>Significant Individuals</i>
	<p>Nurturing Nurses We will learn about the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. It asks children to establish what makes a person significant, explores and compares the lives and work of these nurses and considers how these individuals have influenced nursing today.</p>	<p>War and Remembrance The class will learn about this significant event in British and global history: the First World War and Remembrance Day. They will deepen their historical awareness and understanding by studying photographic primary sources and taking part in speaking and listening activities. As well as finding out why and how Remembrance Day is marked, the unit covers the experiences of soldiers in the trenches, the animals who helped them and the importance of women's roles on the Home Front.</p>	<p>Toys We learn about popular toys through the 20th century and the early 21st century. Firstly we think about their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children. Throughout the unit, the children will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today. A range of learning activities are used in this unit which include: drawing discussions, role play and games as well as writing tasks to encourage the children to fully engage in lessons</p>	<p>Astronauts We look again at what makes people significant and learn about Neil Armstrong, Yuri Gagarin, Helen Sharman and astronomers like Galileo and Hubble. We discuss the criteria for what makes a person significant and also encourage them to consolidate their understanding of chronology by comparing the historical periods in which these people lived. With debates, roleplay, sorting and analysing, drawing and designing and more,</p>	<p>Food The last 100 years of Food We will look at how our experience of food has changed over the last 100 years. Look into changes in our tastes, in the availability of food, and how different factors have affected these. The unit will finish with inviting visitors to experience 100 years of food!</p>	<p>Kings and Queens In this Kings and Queens unit we will learn about the significant British monarchs in history asking the children to draw comparisons between Elizabeth I and Queen Victoria. The unit consolidates the children's awareness of the past and significant individuals through using timelines and making comparisons between various periods in history.</p>

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Geography	<i>Geographical skills and Fieldwork & Maps, Atlases, Compasses will be embedded throughout the year</i>					
	<p>Our School and locality Children will explore their school environment using first hand observation and experience to enhance their awareness along with essential map skills and fieldwork. We use positional language. We think about where we live including our address.</p>	<p>Wonderful Weather Children learn about different types of weather in their immediate environment along with the four seasons. The children will then have the opportunity to build on this knowledge we introduce them to hot and cold areas of the world and the impact of weather types. Children will have opportunities to observe and record the weather, present their own weather forecasts</p>	<p>Humans and Physical Geography This mini unit looks at the world in the news we talk about places and geographical issues as they occur.</p>	<p>Geographical skills We try to complete a Geography Genius passport by taking part in a series of mapping and fieldwork challenges. Become a Map Master and try creating 3D landscapes, as well as helping alien education visitors to learn more about your local area. Good luck!</p>	<p>Our Country We will learn about the countries of the UK developing learning beyond children's immediate environment and own locality to the UK in general. Children will explore the UK by looking at individual countries, capital cities, human and physical features. We will learn about where things grow and how they get to our shops</p>	<p>Oceans and Seas Children will build their knowledge of oceans and seas around the world. They will begin to understand the different environments these represent and how they affect life on land as well as at sea. The children will learn about the seas that surround the UK. Develop knowledge of the oceans and continents of the world. Investigate how waves are caused and how they move.</p>
Computing	<p>Basic Skills Mouse control Logging on/off Saving work</p>	<p>Painting We will continue to gain confidence using basic skills and start to learn painting skills in a painting application on a computer, Children will use a simple painting program to paint with different colours and brushes, create shapes, fill areas, undo and redo and add text.</p>	<p>Programmable toys- Coding Linking to our Toys topic children will be introduced to the principles of programming through unplugged tasks and the use of Bee-Bots. They will be introduced to algorithms as a set of step-by-step instructions given to a device, will learn how to debug simple algorithms and how to use logical reasoning to predict how a program will behave.</p>	<p>On line safety Children learn about the potential dangers in the online world and what basic steps we all need to take in order to have positive digital experiences. We start with why it is important for children to name their creative work. They learn about using a search engine safely to find pictures. Children learn the SMART rules and look at what information should be kept safe when using the Internet, then explore the positives and potential negatives of online communication, such as email, and children will develop the skills to recognise potential dangers and act accordingly to keep themselves and others safe.</p>	<p>Word Processing skills. We concentrate on basic typing and word processing skills. Children will learn how to type with two hands, use the shift, space and enter key properly, and edit work by using the backspace, delete and arrow keys. Children will then go on to learn how to use undo and redo and to select and format text</p>	<p>Using and Applying This unit reinforces skills taught throughout the year. Children are given the opportunity to use their skills in a new context and apply them with the software they are familiar with, in order to reinforce their learning. It focuses on word processing, painting and computer skills</p>
Art	<i>Throughout the year we will use a variety of materials and learn about the work of a range of artists including...</i>					
	<p>Portraits We learn about portraits and use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso and Paul Klee, and create artwork inspired by them.</p>	<p>Exploring a range of materials - Collage and craft Linking to our topic work we explore different techniques to represent our ideas and learning including poppies for Remembrance, Autumn collage and Weather inspired pictures and Christmas crafts.</p>	<p>Let's Sculpt Children will be introduced to six sculptors: Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, and Eva Rothschild. Children will make their own sculptures using a range of unusual materials: bread, recycled materials, boxes, plastic spoons, sugar cubes, and marshmallows. Children will learn about figurative and abstract sculptures, and think about shapes and materials.</p>	<p>Exploring a range of materials - Patterns and printing Using space as an inspiration we explore making patterns and using printing techniques. We make backgrounds and add details using a range of materials .</p>	<p>Nature Sculptures The children will have the opportunity to learn about different kinds of nature sculptures and to explore the work of Andy Goldsworthy and other environmental artists. Each lesson in the unit focuses on a different technique using natural materials: model making, observational drawing, collecting material, ephemeral land art and group sculpture building. At the end of the unit children will create a multimedia collage to bring together and celebrate their work.</p>	<p>Textiles In this unit children will learn about 2 textiles techniques, weaving and wax-resist dyeing, making their own products using the techniques. Children will weave paper and other materials to create under the sea placemats, inspired by craftmakers around the world and the textiles artist Gunta St olzl. Children will learn about the decorative art of Gustav Klimt before adding decoration to their placemats. They will then use their paper weaving skills to create beautiful handmade heart bags to give as a gift. Children will then learn about the use of</p>
DT	Through out the year we will explore how things work, materials, mechanisms and joining things					

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	<p>Homes Use construction kits and junk modelling materials to make representations of our homes and locality as well as those of others</p>	<p>Moving Pictures Children develop their understanding of mechanisms. Children listen to and role play different Traditional Tales and then learn how sections of the stories can be made into a moving picture. Following instructions on how to make different types of mechanisms, such as levers, wheels and sliders, gives children experience and information to draw on when developing their own ideas. They sketch a design based on their ideas and then create their moving picture centred on the story of 'The Three Billy Goats Gruff.' Children evaluate their finished product.</p>	<p>Designing planning and making We design plan make and evaluate our own home made toys including peg dolls and pom pom balls</p>	<p>Join Designing and making our own space ships we focus on joining things together using different methods and tools</p>	<p>Sensational Salads We will learn about about peeling, zesting, cutting safely and applying these skills when preparing healthy dishes. Children will learn key information about healthy eating and where their food comes from. They will gain some practical ideas about ingredients that can be combined to make interesting and healthy salads.</p>	<p>Pirate Paddy's Packed Lunch Problems The Pirate Paddy's Packed Lunch Problems unit gives children the opportunity to develop their understanding of structures. The exploration of different types of lunch boxes gives children the experience and information to draw on when developing their own ideas. The children create their ideas following the design criteria, given at the beginning of the project, and go on to create models from reclaimed materials. Children gain a basic understanding about how structures can be made stronger, stiffer and more stable. At the end of the unit, children test their product and suggest further improvements.</p>
R.E.	Essex SACRE - Special People		Essex SACRE - Special Symbols and Objects		Additional focus: Special things in Nature	
	Caring for others	Gifts and Giving	Religion and rituals	Easter and Surprises	Friendship	Caring for our world
P.E.	<p>Gym - Flight The class explore following instructions and working safely before focusing on jumps and landings. We start with floor work and build to a sequence involving travelling along over and around apparatus before jumping and landing safely</p>	<p>Gymnastics - Traditional Tales This unit of gymnastics provides opportunities for children to learn and practise a variety of skills, including travelling movements, rolls, jumps and balances. Each lesson is based on a different traditional tale and uses the characters and story ideas to provide opportunities for children to develop control, agility and coordination. During the unit, children apply their learning in a variety of ways, including regular sequence building, both individually and with a partner. Self and peer assessment is used regularly to allow children to monitor their progress and build on their previous learning.</p>	<p>Yoga - Salute to the Sun This unit teaches children a yoga sequence which comprises of a full range of movements and incorporates forward bends, backbends, inversions, twists and balances. Each week, children will develop the sequence and refine their movements. The context of planting a sunflower is used to help encourage children to move creatively. As the unit progresses, children will expand their range of yoga poses and how they transition between them. Children will then, with support, work with a partner to create their own sequence and lead yoga poses.</p>	<p>Dance - Starry Night Children dance on their own, with partners and in groups. They experiment with dancing with objects and pretending to dance with them. They make shapes with objects, their bodies and others, hold them and move in them. The children copy and develop dance patterns of their own to the music. They explore light and heavy movements, moving along different pathways, retell stories and consider ways to demonstrate emotions. In each lesson they have the opportunity to observe each other dancing, describe and appreciate their movements.</p>	<p>Swimming Continuing from their lessons last year children develop their water safety and swimming skills depending on their experience and skill level</p>	

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	<p>Throwing and catching We learn basic ball handling skills, to control a ball when rolling and bouncing, throwing and catching, on their own, with a partner and in a group. From simple underarm catching to simple overarm throwing and onto an underarm sling for throwing quoits. They will also develop tracking and receiving skills and learn to move in different ways, changing direction, speed and locomotors quickly. The children will also gain experience of playing some simple team games, following rules, competing, and supporting each other to win.</p>	<p>Attacking and Defending The children will learn about attacking skills, such as passing a ball to another player, and dodging defenders. They will develop their defending skills, looking at how to mark players and how to defend a space. Children will have the opportunity to play a range of mini team games to help them identify and improve their skills</p>	<p>Invasion games This unit teaches the basic skills children need to participate in simple invasion games. Children will learn different ways of travelling, including moving backwards, sidestepping and changing direction. They will apply these different methods of travelling as they move on to travelling with a ball</p>	<p>Invasion Games Cont . Children will have the opportunity to learn about passing a ball to another player, beginning by practising this skill more simply and then applying it to a game situation. Finally, children will consolidate and apply all their skills in a simple invasion game</p>	<p>Jumping The unit builds on the children's knowledge of jumping by looking at jumping for distance and height. It also gives children time to explore a variety of other ways of jumping, apply these skills to jumping games and creating jumping sequences. The importance of landing safely after jumping is a key focus for the unit, and the children will learn the importance of landing steadily with control. The unit encourages them to think about the changes that occur in our bodies when we exercise, why we need to warm up and cool down, including how we can best do those things</p>	<p>Multi skills Sports Day In this Multi-Skills unit, children will take part in a variety of activities which are designed to teach them the skills they will need to participate in a range of sports day events. The children will learn the key skills needed for traditional running, jumping and throwing activities and they will practise these in a range of fun activities. They will also learn how to travel with equipment in the egg and spoon race and football race and across equipment in the obstacle race</p>
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