

YEAR 2 CURRICULUM MAP

T o e x M a t h s	Autumn		Spring		Summer	
	Superheroes	Nocturnal Animals	Fire and Earth	Water	Africa	She sells Seashells
E n g l i s h	<p>Narrative: Fiction Non-Fiction: Letter writing Poetry: Repetitive poems</p> <p>Identify favourite superheroes and create own. Character descriptions and write own superhero story based on 'Nat Fantastic' by Giles Andrea. Read the story 'Wolves' by Emily Gravett. Compose a letter based on the story using the past tense. Focus on spelling, handwriting, subordination, coordination and noun phrases.</p>	<p>Narrative/Non-fiction: Information text/Letters</p> <p>Read: The Lion and the Unicorn by Shirley Hughes and compose a narrative based on the story using the past tense. Focus on spelling, handwriting, subordination, coordination and noun phrases. Write explanation texts about bats using: question marks, commas for lists and present tense as well as subordination and coordination in their writing and focus on spelling and handwriting. After they will write information texts all about Bats.</p>	<p>Narrative: Writing about others experiences Non-Fiction: Letters Poetry: Senses poems</p> <p>Children will write a newspaper article about the Great Fire of London. They will learn about the features of a newspaper article and use the diary of Samuel Pepys to understand what happened in 1666. The children will also write poems about the Great Fire of London using similes and metaphors.</p>	<p>Narrative: Fantasy stories & Imaginary texts Non-fiction: Explanations (The Plastic Problem)</p> <p>Children will be writing their own story based on 'The Snail and the Whale'. Children will be focussing on using a range of literary techniques to make their stories interesting such as: alliteration and onomatopoeia. Later, children will be learning about the problems faced by our oceans and writing information to help highlight the problem.</p>	<p>Narrative: Traditional Tales from other cultures Non-fiction: Information Instructions (How to Grow a Plant)</p> <p>Year 2 will be writing their own creation story based on the West African tale: The Fire Children. We will also be writing information texts about how chocolate is made and looking at the origins of Cocoa production in Ghana. We will also be writing instruction of how to plant seeds to tie in with our Science topic.</p>	<p>Narrative: Fiction Non-fiction: Instructions Poetry: traditional poems</p> <p>In English we will start by reviewing homophones and learn some homophone riddles. We will be looking at the story: The Lighthouse Keeper's lunch and writing our own stories with a similar theme. Children will be using all the different elements to create a story including, adjectives, noun phrases, similes, best handwriting, punctuation and good spelling. Children will write instructions for making a healthy lunch.</p>
T e x	Nat Fantastic Wolves	The Lion and the Unicorn Bats/Wolves	Diary of Samuel Pepys	The snail and the whale	The Fire Children	The Lighthouse Keeper's Lunch
M a t h s	<p>Place Value Addition and Subtraction</p> <p>Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100; use <, > and = signs. Use place value and number facts to solve problems. Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, Solve problems with addition and subtraction.</p>	<p>Money Multiplication and Division</p> <p>Recognise and use symbols for pounds (£) and pence (p); Find different combinations of coins that equal the same amounts of money. Solve simple problems. Recognise equal groups Make equal groups, add equal groups, Use arrays: 2 times-table 5 times-table 10 times-table.</p>	<p>Multiplication and Division Statistics Properties of shape</p> <p>Children will learn multiplication and division strategies such as sharing and grouping and learning our 2, 5- and 10-times tables. We will be looking at statistics and create tally charts, pictograms and block charts and answer questions about the information. After we will be looking at the properties of shape in Geometry.</p>	<p>Fractions Length and Height</p> <p>Recognise, find, name and write fractions $1/2$, $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity. Write simple fractions Measure length (cm) Measure length (m) Compare lengths Order lengths Four operations with lengths.</p>	<p>Position and Direction Problem solving and efficient methods Time</p> <p>Children will be reviewing all the topics we have covered so far in year 2 including addition and subtracting, partitioning, money, place value, multiplication and division. We will do one week on time and reading scales and spend some time working on reasoning and problem solving.</p>	<p>Time Capacity and Temperature Investigations</p> <p>Children will start by measuring mass, length, capacity and temperature. After we will be reviewing all the different topics taught over the year with a focus on mental strategies and 2 step problems.</p>
	Working scientifically will be embedded throughout the year					

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S c i e n c e	Animals including Humans Children will learn about animals including humans. They will be taught that animals, including humans have offspring which grow into adults. They will find out and describe the basic needs of animals and humans and describe the importance for humans of exercise and healthy eating. They will observe changes over time and use secondary sources.	Living things and their habitats Children will explore and compare the differences between things that are living, dead and things that have never been alive. They will investigate how different animals live particularly nocturnal animals and explore habitats. They will describe how animals obtain their food from plants or other animals and understand what a food chain is. Children will answer questions and group and classify animals.	Materials Children will distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. Children will answer questions, observe changes over time and perform a simple test.	Living things and their habitats The children will learn about materials. We will discuss the difference between natural and manmade objects and explore their properties including observing any similarities and differences between the two groups. We will describe the textures and appearance of the different items by using them to print with paint. We will be observing, testing, asking questions, classifying and gathering data.	Plants The children will learn about plants. We will be planting seeds and helping them to grow, observing and testing how different conditions affect their chances of survival. We will be observing the plants in our local area and recapping on identifying different trees by their leaves. Children will answer questions, observe changes over time and perform simple tests.	Food and hygiene Children will be learning about animals including humans. We will be reviewing what we need to stay alive and look at healthy eating and hygiene when we make a picnic lunch linked to our English story. Children will group and classify foods and use secondary sources as well as answering questions.
	Significant Individuals Mary Seacole Children will learn about Mary Seacole and the Crimean War. They will find out what it was like for nurses during the Victorian period and compare and contrast Mary Seacole and Florence Nightingale. They will be able to place the event on a timeline, use vocabulary of historical terms, ask and answer questions and recognise why events happened.		Events beyond living memory: The Great Fire of London Children will learn about The Great Fire of London and find out what it was like during 1666 through drama, research and using primary and secondary sources. The children will ask and answer questions, sequence the events and place on a timeline as well as recognising why the events happened.			Changes within living memory: Seaside Children will be describing the seaside in time gone by. We will be looking at modes of transport, things to do, what to wear, in and on the water, piers and souvenirs though asking and answering questions. We will be comparing to see how things have changed using primary and secondary sources.
G e o g r a p h y	<i>Geographical skills and Fieldwork & Maps, Atlases, Compasses will be embedded throughout the year</i>					
		Human and Physical geography Children will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key as well as follow directions. They will use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Children will do a local walk and look at their local surroundings, making observations. We will use an atlas.		Location Knowledge-World: continents, oceans, equator, North/South Pole, Children will name and locate the world's 7 continents and 5 oceans, name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Children will ask and answer questions, make simple comparisons, use and atlas and identify weather patterns.	Place knowledge: Ghana Children will be learning about place knowledge, comparing our lives with those who live in Ghana. We will be learning about cocoa crops and Fairtrade for farmers. We will be learning how we can help to support cocoa farmers in Ghana by the types of chocolate we buy. We will ask and answer questions, make simple comparisons, use a globe and geographical language.	

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C o m p	E-Safety/Research skills -Using a search engine -Navigating a web page -Selecting information	Word/Keyboard skills -open/save a document -Typing skills -Formatting skills	Powerpoint -Imputing data -Formatting data -Layout and design	Research skills -using word -Copy and paste functions -Using a search engine	Programming / coding -using a simple programme - imputing an algorithm - Debugging	Art package -Opening/saving work -mouse skills - using tool functions
A r t	Throughout the year we will use a variety of materials and learn about the work of a range of artists including...					
	Clay (Superhero vehicles) Children will design a functioning vehicle for their superhero. They will make the vehicle by connecting two moulded and recognisable shapes using a range of tools. They will identify different sized objects and colour between two lines.			Turner/Hokusai: Seascapes Children will look at the Wave by Hokusai and explore the colours and materials used to create this work including light and dark. Children will design a landscape focussing on colours, and shapes.	African Art Children will create their own paintings of the African savannah using secondary colours with a paintbrush to create a sunset background. Children will create animal silhouettes from cutting out shapes with the correct number of features	
D T		Make a Bat Box Children will explore Bat houses and think about design criteria. They will plan, prepare and create their own Bat box using materials which they deem suitable for this purpose. Children will peer assess the final products.	Textiles - including templates and joining techniques: Build houses Children will research Tudor houses. They will create their own designs in their sketchbooks using pencil and transfer their designs onto felt, learning stitches to attach certain parts of their design together.		Food - including a healthy and varied diet DT unit - making simple healthy recipes run by the kitchen in small groups.	Junk Modelling (Lighthouses - link to Science) In DT we will be making models of lighthouses using junk modelling materials. We will look to bring some science in as we try to create circuits to make the lights for these structures.
M u s i c	All the learning is focused around one song: Hands, Feet, Heart. We will look at the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.	This term we will be learning all the songs for our Christmas play. We will be listening to, singing in time and using some percussion instruments.	All the learning is focused around one song. We will look at the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of pop music.	This term we will be learning to play the recorder. Children will learn to blow properly and use a range of notes. We will be looking at notation and playing simple rhythms and melodies.	This term we will be continuing to learn the recorder. Children will learn to play simple songs using the notes BA and G. We will be listening to a specific style of Music and appraising the different elements we can hear.	In Music we will be concluding our recorder course where we aim to be able to play 3 notes on the recorder (BAG), read simple notation and use rests.
R e l i g i o u s E	Judaism Additional focus: Special things in Nature Children will learn about the main beliefs of this religion. They will find out about places of worship, special celebrations, symbols, objects and festivals.	Christianity Additional focus: Special People Children will learn about the main beliefs of this religion. They will find out about places of worship, special celebrations, symbols, objects and festivals.	Islam Additional focus: Special ways of living Children will learn about the main beliefs of this religion. They will find out about places of worship, special celebrations, symbols, objects and festivals.	Buddhism Additional focus: Special words and stories Children will learn about the main beliefs of this religion. They will find out about places of worship, special celebrations, symbols, objects and festivals.	Sikhism Additional focus: Special symbols and objects Children will learn about the main beliefs of this religion. They will find out about places of worship, special celebrations, symbols, objects and festivals.	Hinduism Additional focus: Special Places Children will learn about the main beliefs of this religion. They will find out about places of worship, special celebrations, symbols, objects and festivals.
P e r f o r m i n g	P.E. - Games Dance Children will perform dances using simple movement patterns.	P.E. - Games Gymnastics Children will develop balance, agility and co-ordination,	P.E. - Games Gymnastics Children will develop balance, agility and co-ordination,	P.E. - Games Dance Children will participate in team games, developing simple tactics for attacking and defending	P.E. - Athletics Swimming Children will master basic movements including running, jumping, throwing and catching,	P.E. - Athletics Swimming Children will master basic movements including running, jumping, throwing and catching. Children will swim 25 metres

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