

Year 2 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
Theme	Blast off! Space here we come!	Magic and sparkle	Where we Live	London	A sailor went to sea/Healthy Living
Literacy	<p>Setting descriptions based on Beegu</p> <p>Children to explore the book and write their own setting description using adjectives adding detail. Up levelling verbs and including adverbs</p> <p>Space poems.</p> <p>To explore a number of poems about space.</p> <p>To speak with clarity and intonation.</p> <p>To act out the poems using space music.</p> <p>To write their own poems using adventurous word and language choices.</p> <p>The Way Back Home by Oliver Jeffers. Children to explore the book and create their own ending. Children to plan using a story mountain.</p> <p>Letter writing</p> <p>Children to use an introduction and conclusion and ask questions. To write in paragraphs.</p> <p>Sentence work</p> <p>To explore the grammar objectives for Year 2 .</p> <p>To use different sentence openers</p> <p>To use high five sentences (Capital letters, full stops, finger spaces, wow words and neat handwriting.</p> <p>To explore the grammar objectives for Year 2 .</p>	<p>Traditional Tales</p> <p>Pinocchio</p> <p>To explore features of traditional tales linked to Walt Disney across a number of books.</p> <p>To plan and write a new traditional tale using Pinocchio as the main character.</p> <p>Nouns</p> <p>To explore the use of nouns and the effect it has on the audience.</p> <p>To look at the nouns which need a capital letter such as names of places.</p> <p>Instructions</p> <p>To listen to and follow instructions.</p> <p>To create a set of instructions on how to make Christmas biscuits</p> <p>To use bossy verbs.</p> <p>To use numbered steps and appropriate vocabulary.</p> <p>Sentence work</p> <p>To use connectives to join 2 ideas together</p> <p>To use high five sentences.</p> <p>To use Alan Peat sentence types –3ed and 2A.</p> <p>To explore the grammar objectives for Year 2 .</p>	<p>Poetry.</p> <p>Children to use their senses to create a list poem about where they live.</p> <p>To set out a poem correctly.</p> <p>Drama and music</p> <p>Using drama and music, perform the poems in small groups to the class whilst speaking with clarity and intonation.</p> <p>Recount</p> <p>To spot the features of a recount</p> <p>To write a recount about the school trip to Wythenshawe hall.</p> <p>Sentence work</p> <p>To use adjectives to describe a character and setting.</p> <p>To use speech within writing.</p> <p>To include punctuation for effect.</p> <p>To use a connective to turn simple sentences into complex.</p> <p>To explore the grammar objectives for Year 2 .</p>	<p>The Great Fire of London.</p> <p>Information leaflet</p> <p>Children to explore the GFL and Samuel Pepys. Children to look at non-fiction texts and the features found.</p> <p>To create an information sheet about the GFL using the correct features of a non-fiction text.</p> <p>To set out a non-fiction text correctly.</p> <p>Diary writing (see topic work)</p> <p>Children to write a diary describing places where events happened and in the past tense. To use personal pronouns and use fronted adverbials of time.</p> <p>Explanations (see science)</p> <p>Children to explain how a plant grows using the present tense, headings, pictures, subheadings and diagrams.</p> <p>Sentence work</p> <p>To use openers</p> <p>To use connectives</p> <p>To include speech marks</p> <p>To use Alan Peat sentence types, 3ed and 2A</p> <p>To use punctuation for effect.</p> <p>To create complex sentences.</p> <p>To explore the grammar objectives for Year 2 .</p>	<p>Nonsense Poems</p> <p>Children to create their own nonsense poems based around keeping fit and healthy eating.</p> <p>To make adventurous word and language choices appropriate to the style and purpose of the text.</p> <p>To speak with clarity and use appropriate intonation when reading/reciting texts.</p> <p>To compose sentences using past tense consistently.</p> <p>Non Chronological report</p> <p>Children to write a report on sea animals using the present tense and technical vocabulary. Children to write in third person with description and facts. Use of paragraphs</p> <p>Stories with recurring language</p> <p>Children to write a story with recurring language</p> <p>Stories with familiar settings</p> <p>Children to write a story of a familiar setting (seaside) Written in the past tense with description based on the senses.</p> <p>Sentence work</p> <p>To use openers</p> <p>To use connectives</p> <p>To include speech marks</p> <p>To use Alan Peat sentence types, 3ed and 2A</p> <p>To use punctuation for effect.</p> <p>To create complex sentences.</p> <p>To explore the grammar objectives for Year 2 .</p>

Year 2 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
Theme	Space	Magic and sparkle	Where we Live	London	A sailor went to sea/Healthy Living
Numeracy	<p>Partitioning, place value, grouping, ordering and rounding up to 100</p> <p>2D and 3D shapes and their properties</p> <p>Word problems involving addition, subtraction, division and multiplication.</p> <p>To know how many tens and units make up a number and add by partitioning</p> <p>Add in 10s using a hundred square</p> <p>Patterns with numbers and shapes</p> <p>To show multiplication as repeated addition and arrays.</p> <p>To show division as repeated subtraction and grouping</p> <p>Solve problems using multiplication and division .</p>	<p>Money making amounts and finding change by using finding the difference</p> <p>Solve two step problems with money</p> <p>Fractions and their equivalence and finding 1/2, 1/4 and 3/4 of amounts.</p> <p>Understanding multiplication and division.</p> <p>Subtraction as the inverse operation of addition .</p> <p>Patterns with numbers and shapes</p>	<p>Using lists and tables to sort information such as tables, lists, pictograms and bar charts.</p> <p>To present and analyse data.</p> <p>Measure, length capacity and weight</p> <p>Place value, estimating counting and comparing</p> <p>Real life problems with measures.</p> <p>Addition and subtraction using mental and recall calculation strategies eg bridging ten</p> <p>Addition and subtraction using partitioning and counting on strategies</p>	<p>To show multiplication as repeated addition and arrays.</p> <p>To show division as repeated subtraction and grouping</p> <p>Times tables facts</p> <p>3d and 2d shapes with properties using shapes to make symmetrical patterns</p> <p>Sorting shapes</p> <p>Number and place value, counting comparing and ordering</p> <p>Read and write numbers in words and figures</p> <p>Addition and subtraction using mental and recall calculation strategies using inverse to check.</p> <p>Fractions, finding fractions of quantities, shapes and sets of objects.</p>	<p>Geometry and measurement Position direction and movement –turns clockwise and anticlockwise. Telling time to quarter hr.</p> <p>Statistics collecting and representing data</p> <p>Addition and subtraction using mental and recall calculation strategies using inverse to check.</p> <p>To show multiplication as repeated addition and arrays.</p> <p>To show division as repeated subtraction and grouping</p> <p>Times tables facts</p> <p>Solving word problems money, measure and time</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
Theme	Space	Materials	Where we Live	London	Healthy Living
Science	<p>Electricity Children are to understand where electricity comes from and items which do and do not use electricity. Children are to create a simple electric circuit to make the light on the space rocket work.</p>	<p>Materials Children identify & compare the suitability of some everyday materials for particular uses. Plastic & fabrics are looked at in detail. Find out how the shapes of solid objects made from some materials can be changed.</p> <p>Write about a famous scientist (John Dunlop invention of pneumatic tyres)</p>		<p>Plants. Explanations Children observe inside seeds and bulbs and describe how they grow into mature plants. They find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Find seeds in the local environment. Plant a bulb and observe how it changes and grows over time in different conditions</p>	<p>Humans including animals. Discuss how animals have offspring that grow into adults & think about how children have changed since they were babies. Look at various life cycles & find out what animals need to survive. Study balanced diets & exercise, which help keep humans fit & healthy.</p> <p>Living things and their habitats. Children explain differences between things that are living, dead & that have never been alive. Discuss what living organisms need to stay alive & well. Investigate the habitats that they live in. Study simple food chains & how animals obtain their food.</p>
<p>Coverage by other subjects</p> <p>Geography</p> <p>History</p> <p>Art</p> <p>D.T</p> <p>PSHE</p> <p>Computing</p> <p>R.E</p> <p>P.E</p>	<p>Children to look at weather patterns in the UK.</p> <p>Neil Armstrong and different moon landings.</p> <p>Making space rockets using a range of materials</p> <p>Design a space buggy suitable for space.</p> <p>GoGivers—Bullying—Children to discuss the right to a childhood and protection from harm</p> <p>Bouncing Back—Individual Liberty</p> <p>Understand that robots can only carry out the instructions they have been given, even if those instructions cause the robot to do very complicated tasks or responses.</p> <p>Know that robots are programmed using a computer language. There are different computer languages, which have their own ‘vocabulary’ or way of writing the instructions. We are learning to use Directional Language to program our Bee bots / Roamer</p> <p>Judaism-famous people and artefacts</p> <p>Gym and outdoor games</p>	<p>Key features in the UK including capital cities and surrounding seas. Locating the world's continents and oceans.</p> <p>Walt Disney and the history of his films and characters</p> <p>Use collage to create Christmas decoration</p> <p>Make and decorate Christmas cakes</p> <p>GoGivers—More than one friend. Children to discuss the right to be treated fairly which includes changing laws and practices that discriminate against children.</p> <p>Christmas with the GoGivers</p> <p>Understand that electrical circuits are required in the world around us and also understand how these are created and operated with a range of equipment. Use of makey makey</p> <p>Christianity-famous people and artefacts</p> <p>Gym and outdoor games</p>	<p>Human and physical Geography and how Wythenshawe has changed over time.</p> <p>How Wythenshawe came about and the changes made to the local area over time information leaflet</p> <p>Design and create a poster on how to keep safe in the local area</p> <p>Create a valentine decoration</p> <p>GoGivers—Bullying, I won't be made to feel bad. Children to discuss the right to a childhood and protection from harm</p> <p>Africa—Looking at global justice and tolerance of those with different faiths and beliefs.</p> <p>Discuss keeping safe on the internet and why this is important. Children complete activities from the Think U Know website.</p> <p>To create a digital story on book creator app. Insert images and texts to story changing text. Ch to add music, transition, motion and voice recordings.</p> <p>To control an onscreen sprite by creating codes and algorithms.</p> <p>Sikh-famous people and artefacts</p>	<p>Using the internet, children research London including famous buildings and landmarks. Children then to create a news report on London for the school T.V</p> <p>The Great Fire of London and Samuel Pepys. And diary writing</p> <p>Design a modern house for the people in 1666</p> <p>Tapestry and making features of a London Street.</p> <p>GoGivers—Vote for the GoGivers. British Values, understand how citizens can influence decision making through the democratic process.</p> <p>Saving energy—Sustainable living.</p> <p>Use search engines to research a topic based theme. Eg. A famous person.</p> <p>Hindu-famous people and artefacts</p> <p>Dance and outdoor games</p>	<p>Map skills and comparing the U.K against a non-European place. Children to compare in terms of North and South poles.</p> <p>Children to create their own lifeline with important events.</p> <p>Children to design a healthy fruit picture.</p> <p>Use 3d shapes to design and promote a healthy menu for the school.</p> <p>GoGivers—To give is to receive</p> <p>The golden statue.</p> <p>Sort objects by using one criterion.</p> <p>Use a graphing package to produce a pictogram of their data.</p> <p>Present verbally what they have learnt from their pictograms.</p> <p>Buddha and Islam-famous people and artefacts.</p> <p>Athletics and sports week.</p>

<p>RRSA/SMSC</p> <p>Thinking about how the rights of the child are linked to all lessons and their spiritual, moral, social and cultural development.</p>	<p>To discuss the feelings of Neil Armstrong when he went into space.</p> <p>To develop our social skills by reading our space poems aloud to develop on our speaking and listening skills</p> <p>To look at the rights of the child in conjunction with GoGivers.</p> <p>To discuss the rights of the child in relation to different religions.</p> <p>To understand the safety involved in electricity and our right to be safe in society.</p>	<p>To think about the rights of Pinocchio</p> <p>To familiarise ourselves about the place in which we live and the continents around the world. What rights do people have or being deprived of.</p> <p>Look at Christmas celebrations and discuss with the children the different ways in which we celebrate occasions according to our religions.</p> <p>To discuss the rights of the child in relation to different religions.</p>	<p>When researching Wythenshawe, look at the past and how lives have changed. What rights did they have then compared to now.</p> <p>Discuss keeping safe on the internet and the right to correct information.</p> <p>Look at the right to be protected in the environment. What role do we play in society and why should we be protected.</p> <p>To discuss the rights of the child in relation to different religions.</p>	<p>Use their caring and loving nature to plant a seed and watch it grow.</p> <p>To discuss the feelings of Samuel Pepys and how he felt during the GFL.</p> <p>Design a new house thinking about the rights of the child. What rights do people have when thinking about a place to live?</p> <p>To discuss the rights of the child in relation to different religions.</p> <p>When writing a diary use the rights of the child</p>	<p>Children to think about how they change as they grow up whilst considering what rights they have access to.</p> <p>When comparing the UK to a non European place, discuss what rights may differ. What do the children like about different cultures?</p> <p>To discuss the rights of the child in relation to different religions.</p> <p>When looking at habitats, talk to the children about how to look after animals and the responsibility they have.</p>
--	---	---	--	---	--