

# Year 2 - Curriculum Map – September 2018



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Belonging	Space	Pirates	Our Precious Planet (Green and pleasant land)	Superheroes	Food Glorious Food
English	<p><b>Imaginary Fred</b> <b>The Huey's new jumper</b> <b>This Moose belongs to me</b></p> <p>Letters Information writing Descriptive writing Comprehension</p> <p><b>SPAG</b> Year 1 revision Using 'because' 'that' 'if' and 'when'</p> <p>Using 'or' and 'but'</p> <p><b>Spelling</b> Compound words</p>	<p><b>Man on the Moon</b> <b>Beegu</b> <b>The Dark</b> <b>Here we are: Notes for living on planet earth</b></p> <p>Comprehension</p> <p><b>SPAG</b> Expanded noun phrases Types of sentences Using 'ing' for present and past</p> <p><b>Spelling</b> Silent letters. Words ending in -le and -el</p>	<p><b>Pirates love underpants</b> <b>The Night Pirates</b> <b>The Pirates next door</b></p> <p><b>SPAG</b> Choosing the correct tense. Apostrophes for missing letters.</p> <p><b>Spelling</b> Words ending in -al and -il Suffixes -er, -est, -ing and -ed</p>	<p><b>The Owl who was Afraid of the Dark</b> <b>I am Henry Finch</b> Comprehension</p> <p><b>SPAG</b> Apostrophes for possession.</p> <p><b>Spelling</b> Verbs and nouns ending in -y Suffixes -ment and -ness</p>	<p><b>The True Story of Little Red Riding Hood?</b> <b>Mr Wolf's Pancakes.</b> <b>Tell me a dragon</b> Comprehension</p> <p><b>SPAG</b> Sentences , capital letters and full-stops Questions marks and exclamation marks</p> <p><b>Spelling</b> Suffixes -full , -less and -ly</p>	<p><b>The Giant Jam sandwich</b> <b>Charlie and the Chocolate Factory</b> Comprehension</p> <p><b>SPAG</b> Using commas in lists</p> <p><b>Spelling</b> Homophones and vowels that sound different</p> <p>Common exception words</p>
Mathematics	<p><b>Number, place value and rounding</b> Count in steps of 2 and 5 and 10 from any number, forward and backward. Recognise the place value of each digit in a two-digit number. Identify, represent and estimate numbers using different</p>	<p><b>Geometry: Properties of shape</b> Identify and describe the properties of 2-D and 3-D shapes. Identify 2-D shapes on the surface of 3-D shapes. Compare and sort common 2-D and 3-D shapes. <b>Geometry: position and direction</b></p>	<p><b>Number and place value</b> Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward. <b>Fractions</b> Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity Write simple fractions</p>	<p><b>Number and place value</b> Revisit previous learning and extend. Use place value and number facts to solve problems. <b>Measurement</b> Choose and use appropriate standard units to estimate and measure length, mass, temperature,</p>	<p><b>Geometry: properties of shape</b> Revisit previous learning and extend. <b>Geometry: position and direction</b> Use mathematical vocabulary to describe position, direction and movement.</p>	<p><b>Number and place value</b> Revisit previous learning and extend. <b>Multiplication and division</b> Revisit previous learning and extend. <b>Measurement</b> Tell and write the time to five minutes, including quarter past</p>

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	<p>representations. Compare and order numbers from 0 up to 100. Read and write numbers to at least 100 in numerals. Use place value and number facts to solve problems.</p> <p><b>Addition and subtraction</b> Solve problems with addition and subtraction using concrete objects. Mental methods Recall and use addition and subtraction facts to 20. Add and subtract numbers using concrete objects.</p> <p><b>Measurement</b> Compare and order lengths, mass, volume / capacity Compare and sequence intervals of time</p> <p><b>Statistics</b> Ask and answer simple questions by counting the number of objects in each category.</p>	<p>order and arrange combinations of mathematical objects in patterns and sequences</p> <p><b>Number and place value</b> Revisit term 1 learning. Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</p> <p><b>Measurement</b> Revisit term 1 learning with recording of the results using &gt;, &lt; and = Recognise and use symbols for pounds (£) and pence (p). Combine amounts to make a particular value Find different combinations of coins to equal the same amounts of money. Solve simple problems involving addition and subtraction of money of the same unit, including giving change.</p>	<p>for example <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{3}{4}</math> and <math>\frac{1}{2}</math>.</p> <p><b>Statistics</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects.</p> <p><b>Multiplication and division</b> Recall and use multiplication and division facts for the 2, 5 and 10. Recognising odd and even numbers. Write multiplication tables using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition,</p>	<p>capacity, to the nearest appropriate unit. Compare and order lengths, mass, volume / capacity and record the results using &gt;, &lt; and = Compare and sequence intervals of time.</p> <p><b>Number and place value</b> Count in tens from any number, forward and backward</p> <p><b>Addition and subtraction</b> Revisit previous learning. Recognise and use the inverse relationship between addition and subtraction to check calculations and solve missing number problems.</p> <p><b>Fractions</b> Revisit previous learning Recognise the equivalence of <math>\frac{3}{4}</math> and <math>\frac{1}{2}</math>.</p> <p><b>Measurement</b> Revisit previous learning about money.</p> <p><b>Statistics</b> Ask and answer questions about</p>	<p><b>Number and place value</b> Revisit previous learning and extend.</p> <p><b>Measurement</b> Revisit previous learning and extend.</p> <p><b>Statistics</b> Construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p><b>Number and place value</b> Revisit previous learning and extend.</p> <p><b>Addition and subtraction</b> Revisit previous learning and extend.</p>	<p>/ to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and hours in a day.</p> <p><b>Geometry: properties of shape</b> Recap on previous learning</p> <p><b>Geometry: position and direction</b> Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn, right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>
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			<p>mental methods, and multiplication and division facts, including problems in contexts</p> <p><b>Measurement</b> Revisit previous learning Tell and write the time to five minutes. Know the number of minutes in an hour and the number of hours in a day.</p>	<p>totaling and comparing categorical data.</p> <p><b>Geometry: properties of shape</b> Revisit previous learning.] Compare and sort common 2-D and 3-D shapes and everyday objects</p> <p><b>Geometry: position and direction</b> Revisit previous learning. Use mathematical vocabulary to describe position, direction and movement.</p>		
<b>Science</b>	<p><b>Animals including humans.</b></p> <p>Humans have offspring. Basic needs of animals including humans. Balanced diet and exercise.</p>	<p><b>Living things and their habitats.</b></p> <p>Explore and compare things that are living, dead and things that were alive. <b>Most living things have habitats.</b> Food chains</p>	<p><b>Everyday materials.</b></p> <p>Identify and compare a variety of everyday materials. How solid shapes can be changed.</p>	<p><b>Plants</b></p> <p><b>Identify and name a variety of plants.</b> <b>Observe and describe how seeds and bulbs grow.</b> <b>Find out what plants need to grow.</b></p>	<p><b>Animals including humans.</b></p> <p>Predators and prey.</p>	<p><b>Animals including humans.</b></p> <p>Balanced diet and exercise.</p>
<b>History/ Geography</b>	<p><b>What are the seven wonders of our world?</b> -What are our local wonders? -Are mountains wonders of the world? <b>-Which rivers and</b></p>	<p><b>How did the first flight change the world?</b> -Who flew the first aeroplane? -What were early aeroplanes like and how did they fly?</p>	<p><b>Significant historical events and people.</b></p> <p>Blackbeard Sir Frances Drake</p> <p><b>Who were the</b></p>	<p><b>What will we see on our journey around the world?</b> <b>-What is it like where we live?</b> <b>-What is it like living by the sea?</b> <b>-What is it like to live</b></p>	<p><b>Where do different animals live?</b> -What is it like where the Emperor penguins live? -What is it like where the Asian pandas live? -What is it like where</p>	<p><b>The history of confectionary.</b></p> <p>Where does chocolate come from? Cadbury World <b>How has food changed over time?</b></p>

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	<p>deserts are natural world wonders? -What are the ancient world wonders? -Which new places are world wonders?</p>	<p>-Were the Wright brothers' the first people to fly/ -How have aeroplanes changed over the years? -How have aeroplanes changed the world? -Wonderful flying machines.</p>	<p><b>greatest explorers?</b> - What is an explorer? -Who was Ibn Battuta? -Why do we remember Captain Cook? -Who was the first person to reach the South Pole? -What is it like to explore space?</p>	<p>in a rainforest? -What is it like to live in a dry place? -What is life like in large cities?</p>	<p>the whale sharks live? -What is it like where the African elephants live? -What is it like where the swallows live?</p>	<p>-How have cooking appliances and utensils changed over time? -Food in Guy Fawkes day: delicious or disgusting? -What did our Grandparents eat as children? -What is the history of our favourite foods? -What else would we like to find out about the history of food? -The big feast</p>
<b>Art/DT</b>	<p><b>Self - portraits (Art)</b> To investigate portraits from a variety of artists</p>	<p><b>Vehicles (DT)</b> To investigate a variety of vehicles and their uses and features</p>	<p><b>Super structures (Art)</b> To use simple structures of the human form.</p>	<p><b>Giuseppe Arcimboldo (Art)</b> To explore and recreate Arcimboldo's paintings</p>	<p><b>Moving Pictures (DT)</b> To be able to use levers to create a moving mechanism</p>	<p><b>Perfect Pizzas (DT)</b> To examine describe and evaluate a range of pizzas and create their own</p>
<b>Music</b>	<p>Learn and perform songs.  Music for moods  Rhythm activities Group playing Singing as a whole class.  The Recorder Introduction to recorder - Learning B</p>	<p>Make and combine sounds musically.  Christmas show songs / Christmas carols.  Star Wars music  Rhythm activities Group playing Solo/small group performance Singing as a whole class.  The Recorder Learning B,A</p>	<p><b>Make and combine sounds musically.</b>  Rhythm activities Group playing Solo/small group performance Singing as a whole class.  The Recorder Learning B,A,G</p>	<p><b>Listen and understand live and recorded music.</b>  Nursery Rhymes  Rhythm activities Group playing Solo/small group performance Singing as a whole class.  The Recorder Learning C, D</p>	<p><b>Play tuned and untuned instruments musically.</b>  Rhythm activities Group playing Solo/small group performance Singing as a whole class.  The Recorder Learning F, E</p>	<p><b>Play tuned and untuned instruments musically.</b>  Food Glorious Food – Oliver  Jingles – food advertisement  Rhythm activities Group playing Solo/small group performance Singing as a whole class.</p>

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						<p>The Recorder Revising Children will revise all the notes they've learnt so far. They will have opportunity to perform solo in front of the class. Children will continue developing knowledge of symbols and crochet and quaver, semitone, quaver rest throughout the songs they will learn.</p>
<b>Special Events</b>		KS1 – Christmas production	Historic Dockyard			KS1 Graduation
<b>Forest School</b>	<ul style="list-style-type: none"> <li>- Taking photographs of our school's outside area.</li> </ul>	<ul style="list-style-type: none"> <li>- Looking for and identifying habitats.</li> <li>- Looking for things that are dead, alive and never alive.</li> </ul>	<ul style="list-style-type: none"> <li>- Taking responsibility for our outside area – keeping it clean of litter.</li> </ul>	<ul style="list-style-type: none"> <li>-Making habitats to encourage wildlife into our school environment.</li> <li>-Making Art outside out of natural resources.</li> <li>-Identifying and naming a variety of plants.</li> </ul>		
<b>ICT</b>	<p><b>Talking, selecting and editing digital images.</b> <b>We are photographers</b></p> <ul style="list-style-type: none"> <li>-Technical and artistic merits of photographs</li> <li>-Use a digital camera</li> <li>-Take digital photographs</li> <li>-Review images they</li> </ul>	<p><b>Programming on screen.</b> <b>We are astronauts</b></p> <ul style="list-style-type: none"> <li>-Algorithms as instructions</li> <li>-Convert simple algorithms to instructions</li> <li>-Predict what a simple program will do</li> <li>-Spot and fix errors in</li> </ul>	<p><b>Researching a topic.</b> <b>We are researchers</b></p> <ul style="list-style-type: none"> <li>-Develop collaborative skills through working as a group</li> <li>-Develop research skills by using the internet</li> <li>- Improve note-taking skills through mind</li> </ul>	<p><b>Recording bug hunt data.</b> <b>We are zoologists</b></p> <ul style="list-style-type: none"> <li>-Sort and classify a group of items by answering questions</li> <li>-Collect data using tick charts or tally charts</li> <li>-Use simple charting software to produce pictograms and other</li> </ul>	<p><b>Communicating clues.</b> <b>We are detectives</b></p> <ul style="list-style-type: none"> <li>-Understand that email can be used to communicate</li> <li>-Developing skills in opening, composing and sending emails</li> <li>-Open and listen to audio files</li> </ul>	<p><b>Exploring how computer games work.</b> <b>We are games testers</b></p> <ul style="list-style-type: none"> <li>- Describe what happens in computer games</li> <li>-Use logical reasoning to predict what a program will do</li> </ul>

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	take -Edit and enhance their photographs -Select best images to go in a portfolio	their programs	mapping -Create and deliver a short multimedia presentation.	charts -Take, edit and enhance photographs -Record information on a digital map	-Use appropriate language in emails -edit and format text in emails -E-safety issues with emails	-Test these predictions -Think critically about computer games and their use -Be aware of how to use games safely
RE	<b>Is it possible to be kind to everyone all the time?</b> 1- What is kindness? 2, 3 and 4- The Good Samaritan. 5- How do Christians show kindness? 6- How can we be better friends?	<b>Why did God give Jesus to the world?</b> 1- Superheroes 2, 3 and 4- God gave Jesus to save the world. Christmas story 5- God gave Jesus to the world so that..... 6- How do I show love to the world?	<b>How important is it for Jewish people to do what God asks them to do?</b> 1- special meals/food 2, 3 and 4- Passover meal. 5- What is most important to Jews? 6- Our own special meals.	<b>How special is the relationship Jews have with God?</b> 1- Agreements/promises 2, 3 and 4- Abraham's covenant and the Ten Commandments 5- How do we know they have a special relationship with God? 6- Children make promises about their relationship with someone close to them.	<b>Does praying throughout the day help a Muslim in their life?</b> 1- Should we do important things regularly? 2, 3 and 4- Muslim prayer 5- What have we learnt about prayer? 6- Our own goals that we should commit to.	<b>Does going to the mosque give Muslims a sense of belonging?</b> 1- Do we belong to our class? How does it feel to belong? 2, 3 and 4- What happens in a mosque? 5- Does being together make us stronger? 6- Children make own mat for times of reflection.
PSHE	<b>Values- 2 year cycle</b> Happiness Tolerance Respect Friendship  <b>British Values</b> -Countries, Capitals and cities -Languages in the UK  <b>PSHE- It's Our World</b> -Devising a class charter -Getting to know each other	<b>Values- 2 year cycle</b> Love Generosity Friendship Peace Hope  <b>British Values</b> -Famous Britons  <b>PSHE- Say No!</b> - Drugs Ed: medicines -Drugs Ed: household substances - Drugs Ed: the	<b>Values- 2 year cycle</b> Patience Trust Humility Responsibility  <b>British Values</b> -A British artist  <b>PSHE- Money Matters</b> -Why do we have money? -Keeping money safe	<b>Values- 2 year cycle</b> Caring Understanding Independence Positivity  <b>British Values</b> -Making a vote and electing a representative -British Food  <b>PSHE- Who likes Chocolate?</b> - Foods from around the world	<b>Values- 2 year cycle</b> Honesty Fairness Courage Perseverance  <b>British Values</b> - Hold a simple debate -Music  <b>PSHE- People around us</b> - Special people -People who help us -Feeling lonely	<b>Values- 2 year cycle</b> Simplicity Compassion  <b>British Values</b> -British stamps -Tourism  <b>PSHE- Growing up</b> -Sex Ed: differences between boys and girls -Sex Ed: differences male and female

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	<ul style="list-style-type: none"> <li>-Communities we belong to</li> <li>-Saving energy around school</li> <li>-Recycling</li> <li>-Pollution</li> </ul>	<ul style="list-style-type: none"> <li>dangers of smoking</li> <li>-Drugs Ed: the dangers of alcohol</li> <li>- Feeling safe: real and imaginary hazards</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>-Can I afford it?</li> <li>-Wants and needs</li> <li>-What does it mean to be rich?</li> <li>-Setting a simple goal</li> </ul>	<ul style="list-style-type: none"> <li>-Customs and rituals</li> <li>-Special day foods and celebrations</li> <li>-How much chocolate do we eat?</li> <li>-Where does chocolate come from?</li> <li>- Fair trade principles</li> </ul>	<ul style="list-style-type: none"> <li>-Different kinds of families</li> <li>-Difficult choices-leaving home</li> <li>-People and places around the world</li> </ul>	<ul style="list-style-type: none"> <li>- Sex Ed: naming the body parts</li> <li>-Being unique</li> <li>-Making change happen</li> <li>-Changing our behaviour</li> </ul>
	<p><b>Prevent</b> Throughout the year, circle time will address issues of respect, tolerance and understanding and will build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues at the appropriate level of understanding.</p> <p>School values taught in assembly/circle time and PSHE lessons</p> <ul style="list-style-type: none"> <li>-Rule of law</li> <li>-Democracy</li> <li>-Individual liberty</li> <li>-Mutual respect</li> <li>-Tolerance</li> </ul> <p><b>P4C</b> Question every other week that children debate during philosophy time and also incorporated into assemblies and circle times. Questions displayed on a display near the entrance.</p> <p><b>Mental Health</b> Twelve sessions over the course of the year including building confidence, mindfulness, breath control, friendships, worries, relaxation and strategies to calm myself.</p>					
<p><b>PE</b></p>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>-Improvisation and basic movement patterns</li> <li>-Responding to stimuli in groups</li> <li>-Stage directions in dance</li> <li>-Expression of mood and feeling in dance</li> <li>-Communication of ideas and sequence.</li> <li>-Final dance</li> </ul>	<p><b>Golf</b></p> <ul style="list-style-type: none"> <li>-Golf course: holes, tees, water and sand bunker</li> <li>-Golf without equipment.</li> <li>-Putting technique: power and body position</li> <li>-Score cards</li> <li>-Chipping a golf ball</li> <li>-Round of golf</li> </ul>	<p><b>Rugby</b></p> <ul style="list-style-type: none"> <li>- Dodge and weave at speed and direction</li> <li>-Holding and catching with two hands</li> <li>-Throwing in a straight line.</li> <li>-Marking, shadowing and tagging</li> <li>-Combining passing and running skills.</li> <li>-Teamwork and communication.</li> </ul>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>-Basic rules of football</li> <li>-Dribbling</li> <li>-Short passing</li> <li>-Long passing</li> <li>-Shooting</li> <li>-Game situations</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>-Fielding using one handed underarm throwing technique</li> <li>-Underarm bowling</li> <li>-Catching a low ball</li> <li>- Runner out by returning the ball to Wicket Keeper.</li> <li>-Basic concepts of Kwick Cricket</li> <li>-Game</li> </ul>	<p><b>Athletics</b></p> <p><b>Multi-skills</b></p> <ul style="list-style-type: none"> <li>-Short-distance running technique</li> <li>-Chest push pass</li> <li>-Balance</li> <li>-Jump and land correctly</li> <li>-Hand-eye coordination</li> <li>-Continue to develop hand-eye coordination.</li> </ul>

GST Theme "Green and Pleasant Land" highlighted throughout curriculum