

Year 2 Curriculum Map

	Autumn	Spring	Summer
Maths	<p>Numbers to 100: Counting objects to 100, representing numbers to 100, tens and ones, representing numbers on a place value grid, comparing numbers, ordering numbers, counting in 2s, 5s and 10s, and counting 3s.</p> <p>Addition and Subtraction Part 1: Related facts – addition and subtraction, using number facts to check calculations, comparing number sentences, finding related facts, making number bonds to 100, adding and subtracting 1s, finding 10 more and 10 less, adding and subtracting 10s, adding a 2 digit number and a 1 digit number, and subtracting a 1 digit number from a 2 digit number.</p> <p>Addition and Subtraction Part 2: Adding two 2 digit numbers, subtracting a 2 digit number from another 2 digit number, adding three 1 digit numbers, and solving word problems – bar model.</p>	<p>Multiplication and Division Part 2: Making equal groups, sharing and grouping, dividing by 2, odd and even numbers, dividing by 5, dividing by 10, bar modelling – grouping, bar modelling – sharing, and solving word problems – division.</p> <p>Statistics: Making tally charts, creating pictograms, interpreting pictograms, and solving word problems.</p> <p>Length and Height: Measuring in centimetres, measuring in metres, comparing lengths, ordering lengths, and solving word problems – length.</p> <p>2D and 3D shape: Recognising 2D and 3D shapes, drawing 2D shapes, counting sides on 2D shapes, counting vertices on 2D shapes, finding lines of symmetry, sorting 2D shapes, making patterns with 2D shapes, counting faces on 3D shapes, counting edges on 3D shapes, counting vertices on 3D shapes, sorting 3D shapes, and making patterns with 3D shapes.</p>	<p>Position and Direction: Describing movement, describing turns, describing movement and turns, and making patterns with shapes.</p> <p>Problem solving/Efficient methods: Using number facts, using number facts and equivalence, using a 100 square, missing numbers, mental addition and subtraction, efficient subtraction, solving problems – addition and subtraction, solving problems – multiplication and division, and solving problems using the four operations.</p> <p>Time: Telling and writing time to the hour and half hour, telling time to the quarter hour, telling time to 5 minutes, minutes in an hour, finding durations of time, comparing durations of time, finding the end time, finding the start time, and hours in a day.</p> <p>Weight, Volume and Temperature:</p>

	<p>Money:</p> <p>Counting money – coins, counting money – notes, counting money – coins and notes, calculating the total amount, comparing amounts of money, finding change, and solving two step word problems.</p> <p>Multiplication and Division Part 1:</p> <p>Making equal groups, multiplication and equal groups, adding equal groups, multiplication sentences, using arrays, 2 times table, 5 times table, 10 times table, and solving word problems – multiplication.</p>		<p>Fractions:</p> <p>Introducing whole and parts, making equal parts, recognising a half, finding a half, recognising a quarter, finding a quarter, unit fractions, understanding other fractions, finding $\frac{2}{4}$ and $\frac{3}{4}$, understanding a whole, understanding whole and parts, counting in halves, and counting in quarters.</p>		<p>Comparing mass, measuring mass in grams, measuring mass in kilograms, comparing volume, measuring volume in millilitres, measuring volume in litres, measuring temperature using a thermometer, and reading thermometers.</p>	
English	<p>Texts Studied:</p> <p>Traction Man by Mini Grey</p> <p>The Tunnel by Anthony Browne</p> <p>Instructions by Neil Gaiman</p> <p>Writing Outcomes:</p> <p>Writing their own <u>character and setting description</u> based on 'Traction Man', focusing on adjectives,</p>	<p>Texts Studied:</p> <p>Tiddler/Room on the Broom by Julia Donaldson</p> <p>Non-Chronological Report (Great Fire of London)</p> <p>Writing Outcomes:</p> <p>Writing their own <u>innovated version of</u> 'Room on the</p>	<p>Texts Studied:</p> <p>Bear and the Piano</p> <p>David Litchfield</p> <p>Where the Wild Things Are by Maurice Sendak</p> <p>Writing Outcomes:</p> <p>Writing their own <u>innovated version</u> of a 'Horrid Henry' story, focusing on structure, key punctuation (commas, full stops, question marks), adjectives, tense, and interesting openers.</p>	<p>Texts Studied:</p> <p>Non-Chronological Report – Dinosaurs</p> <p>Hansel and Gretel by Anthony Browne</p> <p>Writing Outcomes:</p> <p>Writing their own <u>non-chronological report</u> on the dinosaurs, focusing on sentence types, conjunctions and openers.</p> <p>Writing their own <u>innovated version</u> of a</p>	<p>Texts Studied:</p> <p>Non-Fiction (Recount – playground experience)</p> <p>Baba Yaga</p> <p>Writing Outcomes:</p> <p>Writing their own <u>recount</u> of a playground experience, focusing on personal opinion,</p>	<p>Texts Studied:</p> <p>Snow White in New York by Fiona French</p> <p>The Day the Crayons Quit by Drew Daywalt</p> <p>Writing Outcomes:</p> <p>Writing a <u>character description</u> and <u>retell</u> of 'Snow White in New York', focusing on structure, key punctuation (commas, full stops, question</p>

	<p>commas, and conjunctions</p> <p>Writing their own <u>alternative ending</u> to 'The Tunnel', focusing on interesting openers, adjectives, conjunctions and commas.</p> <p>Writing a set of instructions using time adverbials, conjunctions and different sentences types (question, command etc.)</p>	<p>Broom', focusing on suffixes (ment, ful, ness), conjunctions, full stops and commas.</p> <p>Writing a <u>non-chronological report</u> based on the events of the Great Fire of London, focusing on sentence types, conjunctions and interesting openers.</p>	<p>Writing their own <u>innovated version</u> of a 'Where the Wild Things Are', focusing on structure, key punctuation (commas, full stops, question marks), adjectives, tense, and interesting openers.</p>	<p>'Hansel and Gretal' focusing on structure, key punctuation (commas, full stops, question marks), adjectives, tense, and suffixes (ment, ness, ful).</p>	<p>time adverbials and conjunctions.</p> <p>Writing their own <u>innovated version</u> of a 'Baba Yaga' focusing on structure, key punctuation (commas, full stops, question marks), tense, adjectives and suffixes (ment, ness, ful).</p>	<p>marks), adjectives, tense, and suffixes (ment, ness, ful).</p> <p>Writing a <u>persuasive</u> letter using 'The Day the Crayons Quit' as their focus text.</p>
Science	<p>Everyday Materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be</p>	<p>Living Things and their Habitats</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most</p>	<p>Animals Including Humans</p> <p>Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of</p>	<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>		

	<p>changed by squashing, bending, twisting and stretching.</p>	<p>living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	
Geography	<p>London (Our Local Area)</p> <p>National curriculum objectives:</p> <ul style="list-style-type: none"> - Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom - Use aerial photographs to recognise landmarks in London and basic human and physical features - Devise a simple map and construct basic symbols in a key - Use simple compass directions and locational and directional language 	<p>United Kingdom</p> <p>National curriculum objectives:</p> <ul style="list-style-type: none"> - Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom - Use aerial photographs to recognise landmarks in the four capital cities in the United Kingdom and basic human and physical features - Identify seasonal and daily weather patterns and discuss how they vary across the United Kingdom 	<p>Seas and Coasts</p> <p>National curriculum objectives:</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - Identify seasonal and daily weather patterns in the United Kingdom - Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, 	

	<ul style="list-style-type: none"> - Identify seasonal and daily weather patterns in London 		<p>ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <ul style="list-style-type: none"> - Use maps, atlases and globes to identify the United Kingdom and its countries, - Use simple compass directions (north, south, east and west) and locational and directional language
History	<p>The Great Fire of London</p> <p>National curriculum objectives:</p> <ul style="list-style-type: none"> - To be taught about events beyond living memory that are significant nationally or globally. - To develop an awareness of the past by comparing present day London with the London that existed before 1666 - To ask and answer questions by discussing ways London has changed and was rebuilt following the Great Fire of London - To understand some of the ways in which we find out about the past by identifying different sources 	<p>Transport</p> <p>National curriculum objectives:</p> <ul style="list-style-type: none"> - To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past - To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements - To know where people and events studied fit within a chronological framework - To ask and answer questions 	<p>The History of computing</p> <p>National curriculum objectives:</p> <ul style="list-style-type: none"> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - the lives of significant individuals in the past who have contributed to national and international achievements. - Some should be used to compare aspects of life in different periods. - significant historical events, people and places in their own locality.
Art & Design	<p>Silhouettes (Drawing)</p> <p>Skills focus:</p> <p>Taught artists: Nancy Poucher, John Barber</p>	<p>Nature (Sculpture/Collage)</p> <p>Skills focus:</p> <p>Taught artists: Andy Goldsworthy</p>	<p>Postage Stamp (Printing – Relief)</p> <p>Skills focus:</p> <p>Taught artists: Katsushika Hokusai</p>

	<ul style="list-style-type: none"> • Background: soft pastels. Using the side/point of the pastel, blending, scumbling, layering, hatching (with fingers, cotton buds, paintbrushes or tissues) • Foreground: Pencil/scissor skills (silhouette), straight/diagonal/curved lines. <p>Key vocabulary: blending, scumbling, layering, texture, hatching, line, silhouette, soft pastels, point, side, pigment</p> <p>Links to the curriculum: History (Great Fire of London) D&T (Bread – Thomas Farynor, Great Fire of London) English (Non-Chronological Reports – Great Fire of London)</p>	<ul style="list-style-type: none"> • Sculpture/collage: Sorting natural resources in different ways (colour, shape, size, and texture) and constructing spirals and pathways. • Making comparisons – similarities and differences between their sculpture and those created by Andy Goldsworthy. <p>Key vocabulary: sculpture, sculptor, installation, natural materials, shape, pattern, texture, place, arrange</p>	<ul style="list-style-type: none"> • Printing: Use a variety of materials to print e.g. sponge, fruit, string, cardboard (block/collage block printing), draw an image on foam board and print using ink. • Drawing: Trace the outline of an image. <p>Key vocabulary: printmaker, relief printing, block printing, stamping, rubbing, collage, block printing, shape, colour, texture, line, woodcut, screen printing, outline</p> <p>Links to the curriculum: English (The Day the Crayons Quit – Letter Writing)</p>
<p>Design and Technology</p>	<p>Cooking and Nutrition</p> <p>Outcome: To design, make and evaluate a bread product for Thomas Farynor to sell in his bakery</p> <p>National Curriculum link: History Unit- Great Fire of London</p> <p>National Curriculum objectives:</p>	<p>Mechanisms</p> <p>Outcome: To design, make and evaluate a push/pull toy to transport the animals</p> <p>National Curriculum link: English- ‘Where the Wild Things Are’ by Maurice Sendak and History unit- Transport</p> <p>National Curriculum objectives:</p>	<p>Textiles</p> <p>Outcome: To design, make and evaluate a glove puppet</p> <p>National Curriculum link: English- traditional tales</p> <p>National Curriculum objectives:</p>

	<ul style="list-style-type: none"> • To use the basic principles of a healthy and varied diet to prepare dishes. • To understand where food comes from. 	<ul style="list-style-type: none"> • To design purposeful, functional, appealing products for themselves and other users based on design criteria. • To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • To explore and evaluate a range of existing products • To evaluate their ideas and products against design criteria • To build structures, exploring how they can be made stronger, stiffer and more stable 	<ul style="list-style-type: none"> • To design purposeful, functional, appealing products for themselves and other users based on design criteria. • To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • To select from and use a wide range of materials and components, including construction materials, textiles, according to their characteristics. • To evaluate their ideas and products against design criteria. • To select from and use a range of tools and equipment to perform practical tasks e.g. joining - sewing.
RE	<p>What is the place of the church in Christianity?</p> <p>This unit on the church will introduce pupils to the purpose, features, functions and activities of the principal place of worship within Christianity. It will enable pupils to learn about the multiple meanings associated with the word 'church' within the Christian tradition and to identify the place of the church in building the Christian community, in public</p>	<p>What is Buddhism?</p> <p>In this unit, pupils will engage with the ancient non-theistic religious tradition of Buddhism. They will learn about the life, sayings and teachings of the Siddhartha Gautama (the Buddha); the Buddhist understanding of the human cycle of birth, death and rebirth; the central principles of Buddhism, including the Four Noble Truths, the Eightfold Paths, the Three Jewels, the Three Poisons and the Five Moral Precepts; the expression of Buddhism encountered in</p>	<p>How can Humanism help us to care for one another?</p> <p>This unit will enable pupils to engage with Humanism as a position that promotes a naturalistic understanding of the world and emphasises the role of rational analysis. Pupils will come to understand how Humanism promotes a responsible framework for shaping individual actions and collective behaviours. It will introduce pupils to the beliefs and values that are held by</p>

	<p>worship, and in initiatives that promote community wellbeing. The unit will also explore distinctive aspect of churches in different Christian denominations.</p> <p>Why is pilgrimage important in some religious traditions?</p> <p>This unit will address the religious act of pilgrimage and consider why this practice represents a significant element in the life of faith for many people in all the world’s major religious traditions. Pupils will be able to learn about the origin of pilgrimage, the places of pilgrimage within different faith traditions, the practices that are associated with various forms of pilgrimage and the impact that these have on pilgrims.</p>	<p>Buddhist communities of monks and nuns (the Sangha); and the practices associated with contemporary Buddhism.</p>	<p>Humanists and the celebrations and ceremonies that are available to them. It will also explore the humanistic principles in the world’s religious traditions.</p> <p>How do we mark stages in the human journey?</p> <p>This unit will offer pupils the opportunity to learn about and reflect upon the most significant events and passages in the human experience from birth to death. The pupils will be invited to consider these from their personal perspective, recall their experiences of important events in the lives of those they know and consider how religious and non-religious traditions mark the principal stages of the human journey.</p>		
<p>Computing</p>	<p><u>Coding and Computational Thinking</u></p> <p>Unit: Coding</p> <p>Software:</p> <p>2Code</p>	<p><u>Internet and Email</u></p> <p>Unit: Online Safety</p> <p>Software:</p> <p>2Respond (2Email)</p> <p><u>Spreadsheets</u></p> <p>Unit: Spreadsheets</p> <p>Software:</p> <p>2Calculate</p>	<p><u>Databases and Graphing</u></p> <p>Unit: Questioning</p> <p>Software:</p> <p>2Question (Binary Databases)</p> <p>2Investigate (Database)</p> <p>2Calculate (Spreadsheet)</p> <p><u>Internet and Email</u></p> <p>Unit: Effective Searching</p> <p>Software:</p>	<p><u>Art & Design</u></p> <p>Unit: Creating Pictures</p> <p>Software:</p> <p>2Paint a Picture</p> <p>E-Safety - Stay Healthy:</p> <p>I can understand why I should only go online</p>	<p><u>Music</u></p> <p>Unit: Making Music</p> <p>Software:</p> <p>2Sequence (Music)</p> <p><u>Writing and Presenting</u></p> <p>Unit: Presenting Ideas</p> <p>Software:</p> <p>2Connect (Mind Map)</p>

	<p>E-Safety Focus - Stay Smart:</p> <p>I can understand the positive opportunities offered by the internet, as well as some of the risks involved</p>	<p>E-Safety Focus - Stay Kind:</p> <p>I can understand why it is important to be kind and polite in real life and online</p>	<p>2Quiz</p> <p>E-Safety - Stay Safe and Critical:</p> <p>I can understand that not everyone is who they say they are online, recognising the importance of keeping passwords and personal information private</p> <p>I can understand the need to tell an adult about something unexpected or worrying online, recognising the importance of choosing age appropriate games, websites and apps.</p>	<p>for a short amount of time</p>	<p>2Create a Story (eBook)</p> <p>2Quiz</p> <p>E-Safety - Stay Accountable:</p> <p>I can understand how to recognise the things that happen online which must be shared with an adult</p>
PSHE	<p>Health and Well-Being</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> To set a goal. To name the 5 food groups. To identify healthy and unhealthy foods. To explain how to stay safe around harmful substances such as smoking. To explain that to do if conflict escalates. 	<p>Living in the Wider World</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> To understand what charity is, explain why people donate to charity and fundraise for charity. To explain how their life is different to the lives of children in other countries. To explain how to keep safe online. To know when and how to call 999. To understand the PANTS rule. 	<p>Relationships</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> To identify the qualities of a good friend. To understand what pride is and identify what makes us proud. To explain how to talk about feelings and emotions. To explain who is in their family, while recognising families are different. To name private parts of their body using correct vocabulary. 		
PE	<p>Invasion Games: Football, tag rugby, handball</p>	<p>Invasion Games: Netball, Basketball</p> <p>Net and Wall: Badminton and Tennis</p> <p>Dynamic balance and coordination</p>	<p>Athletics: Track and field events</p> <p>Gymnastics</p>		

	Fundamental movements skills		
Music	<p>High and Low* Developing pitch</p> <p>A Christmas song Christmas/ Big Band/ Motown/ Elvis/ Freedom Songs</p> <p>National curriculum objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Friendship song</p> <p>Learn about the orchestra* Music to show different moods</p> <p>National curriculum objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Zootime Reggae</p> <p>Reflect, rewind and replay Western classical music</p> <p>National curriculum objectives: Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music

Key Information

Homework is issued every Thursday and expected to be completed/handed in by the following Tuesday.

Spelling words are posted on Purple Mash every Thursday for a spelling test the following Friday.

Please wear your PE kit to school every Friday.

Reading:

Please read every day at home. Bring your completed reading record into school on Tuesday. If books are not returned on time, it is possible your child's books will not be changed.

When reading records are sent home, we would ask that you sign your child's reading record with the following:

- A comment regarding their reading e.g. A comment regarding their reading e.g. **Could they decode the story using their phonics e.g. b-o-x > box? Did you have to discuss new vocabulary? Did they enjoy the book? Were they able to retell the key events within the story? Could they make a prediction about what could happen next, based on their knowledge of key events in the story? Can they make links to other similar texts they have read previously?**
- If you feel a comment is not required, please sign to acknowledge you have read with your child.



Additional support and guidance you can provide at home:

Essential Reads	Common Exception Words
<p>This is a list of essential reads each pupil should aim to read by the end of the academic year. A small number of copies of each text are available from the school. Across the year, pupils can gain access to these texts through the library and their classroom.</p>	<p>Common exception words are words in which the English spelling code works in an unusual or uncommon way. They are not words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way. These are the common exception words for year 2. Pupils are expected to write these words correctly in order to reach the expected standard at the end of year 2.</p>

<p>A Necklace of Raindrops – Joan Aitken</p> <p>The Shrimp – Emily Smith</p> <p>Tilly Mint Tales – Berlie Doherty</p> <p>Magic Beans: A Handful of Fairy tales from the Storybag – Various</p> <p>Flat Stanley – Jeff Brown</p> <p>Invisible Stanley – Jeff Brown</p> <p>You’re a Bad Man, Mr Gum – Andy Stanton</p> <p>The Jolley-Rogers and the Ghostly Galleon – Jonny Duddle</p> <p>Fortunately the Milk – Neil Gaiman</p>	<p>George Speaks – Dick King Smith</p> <p>The Worst Witch – Jill Murphy</p> <p>Romans on the Rampage – Jeremy Strong</p> <p>Ottoline and the Yellow Cat – Chris Riddell</p> <p>The Boy with the Lightning Feet – Sally Gardner</p> <p>Oliver and the Seawigs – Phillip Reeve & Sarah McIntyre</p> <p>My Friend’s a Gris-Kwok – Malorie Blackman</p> <p>Mary’s Hair – Eoin Colfer</p> <p>A Perfectly Ordinary School – Jeremy Strong</p>	<p>door floor poor because find kind</p> <p>mind behind child children wild climb</p> <p>most only every everybody even great</p> <p>break steak pretty beautiful after fast</p> <p>last past father class grass pass plant</p> <p>bath path hour move prove improve</p> <p>sugar eye could should would who whole</p> <p>any many clothes busy people water again</p> <p>half money Mr Mrs parents Christmas</p>
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Mental Arithmetic (Mathematics)

I can count in steps of 2, 3 and 5 forwards and backwards

- ☒ I can count in tens from any starting point forwards and backwards (e.g. 12, 22, 32, 42, 52 or 15, 25, 35, 45, 55)
- ☒ I can identify ten more or less than any given number (e.g. 10 more than 52 is 62 or 10 less than 81 is 71)
- ☒ I can use addition and subtraction facts to 20 and derive related facts up to 100 (e.g. $4 + 6 = 10$ therefore $40 + 60 = 100$)
- ☒ I can calculate mentally using multiplication and division facts for 2, 5 and 10 multiplication tables (e.g. $2 \times 5 = 10$ or $6 \times 10 = 60$)

Once pupils are secure, they will move on to learn:

- 100 more or less than a number
- 3, 4 and 8 times tables
- Counting in intervals of 50 and 100