

Year 2 Curriculum Map – Terms 1 & 2

| READING | WRITING | |
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| <p>The Year 2 Word Reading and Comprehension National Curriculum statements are taught across all terms in Year 2, through the study, retelling and/or performance of progressive texts of varying genres (poetry, non-fiction, fiction).</p> <p>Vocabulary: To understand and recognise simple recurring literary language in stories and poetry. To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases</p> <p>Infer: To make inferences about the thoughts and feelings of characters and reasons for their actions. To discuss reasons for events in the story. To understand why a text has been written.</p> <p>Predict To predict what might happen on the basis of what has been read so far. To make predictions based on reading other books by the author and their own experiences.</p> <p>Explain: To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Retrieve: To ask and answer retrieval questions.</p> <p>Summarise: To discuss the sequence of events in books and how items of information are related.</p> | <p>GENRES: To entertain: Narrative, Poetry To inform: Diary, Poster, Newspaper, Non-chronological report To persuade: Persuasive Letter</p> <p>The Year 2 Composition and Handwriting National Curriculum statements are taught across all terms in Year 2.</p> | |
| VOCABULARY, GRAMMAR AND PUNCTUATION | SPELLING – Little Wandle | |
| <ul style="list-style-type: none"> • Revision of grammar from previous year groups • Use simple present and simple past tense verbs • Use capital letters (sentence punctuation, proper nouns) • Full stops (sentence punctuation) • Question marks (sentence punctuation) • Exclamation marks (sentence punctuation) • Identify nouns, adjectives and verbs • Use subordination (if, when, that, because) and coordination (or, and, but) <p>Terminology pupils must know: Present tense, Simple past tense, Proper noun, Noun, Adjective, Verb</p> | <p>TERM 1: Phase 5 review: /ai/ a-e, ai, ay, a, eigh, ey, aigh; /ee/ y, ea, ee, e, ie, ey, e-e; /igh/ igh, i-e, i, y, ie /oa/ ow, o, o-e, oa, oe, ou; /oo/ /yoo/ oo, u, u-e, ew, ue, ou, ui; /air/ air, are, ear, ere; /ur/ er, ur, ir, or, ear; /ow/ ou, ow; /or/ or, a, aw, au, ore, oor, l, oar, our, ough, aur; /zh/ si, su; /ch/ ch, tch, ture; /sh/ ti, ch, ssi, ci, si; /j/ j, g, ge, dge; /s/ s, ss, c, ce, se, st, sc; /u/ ou; schwa er, a, or, ar, our, re</p> | <p>TERM 2: Little Wandle Bridge to spelling – the bridge to spelling teaches children how to ‘think about spelling’.</p> <ul style="list-style-type: none"> • Double letters in some words ending -er • Understand when to use -tch at the end of a word • When to add -es/s to words • Double the final letter in some words when adding the suffix -ing • When to change the ‘y’ to an ‘i’ before adding the -ed suffix • Drop the ‘e’ when adding the suffix -ing |

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| MATHS | | RE |
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| <p>Number and place value</p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Read and write numbers from 1 to 20 in numerals and words Count in multiples of twos, fives and tens Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations <p>Addition and subtraction</p> <ul style="list-style-type: none"> Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods 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, including: a 2-digit number and 1s, a two-digit number and tens, two two-digit numbers and adding three one-digit numbers Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another number cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems <p>Geometry – properties of shape</p> <ul style="list-style-type: none"> Compare and sort common 2D and 3D shapes and everyday objects Identify and describe the properties of 2D shapes, including the number of sides and lines of symmetry in a vertical line Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces Identify 2D shapes on the surface of 3D shapes (for example, a circle on a cylinder and a triangle on a pyramid) | | <p>TERM 1: CHRISTIANITY – CREATION Who made the world?</p> <ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1-2:3 simply Say what the story tells Christians about God, creation and the world Give at least two examples of what Christians do to look after the world for God Think, talk and ask questions about living in an amazing world <p>TERM 2: UNIVERSAL How should we care for others and the world and why does it matter?</p> <ul style="list-style-type: none"> Re-tell Bible stories and stories from another faith about caring for others and the world Identify ways that some people make a response to God by caring for others and the world Talk about issues of good and bad, right and wrong arising from the stories Talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more |
| SCIENCE | HISTORY | GEOGRAPHY |
| <p>TERM 1 AND 2: LIVING THINGS AND THEIR HABITATS</p> <ul style="list-style-type: none"> Explore and compare the difference between things that are living, dead, and things that have never been alive Identify that most 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>Significant people – Jacques Cousteau and David Attenborough</p> | <p>TERM 1: THE GREAT FIRE OF LONDON</p> <ul style="list-style-type: none"> Why is it referred to as the 'Great Fire'? How do we know so much about the Great Fire of London? How did the Great Fire impact life at the time? How does the event continue to impact life today? <p>GOLDEN THREADS: Legacy, Law and justice</p> <p>TERM 2: GREAT EXPLORERS</p> <ul style="list-style-type: none"> Where did Felicity Aston, Matthew Henson, Jacques Cousteau and Ibn Battuta explore and why? How did the explorers share their experiences and findings? How has the way that explorers travel changed and why? <p>GOLDEN THREADS: Exploration and invention, local identity</p> | <p>TERM 2: GREAT EXPLORERS</p> <ul style="list-style-type: none"> Do all continents have the same physical features? Is the weather the same in every continent? If you were an explorer and wanted to travel to every continent, which oceans would you need to cross? <p>GOLDEN THREADS: Scale and place, Weather and climate</p> |

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| PE | | |
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| <p>TERM 1: TAG RUGBY</p> <ul style="list-style-type: none"> To dodge and weave an object using speed and direction To learn what agility is and why we use it in Tag Rugby To learn how to become familiar with a rugby ball, how to hold it and how to catch it with two hands Learn how to use the correct technique to throw the rugby ball in a straight line and focus on aiming at a target Learn how to mark/shadow another person and why we do this Learn how to pass and move towards a goal area Learn how to score in rugby by placing the ball down in target areas <p>GYMNASTICS</p> <ul style="list-style-type: none"> To learn how to use their hands and feet to travel around an area To learn how to create a variety of different shapes with their body To learn how to jump effectively and safely, applying this to a routine To learn how to perform a variety of different balances To learn how to use apparatus safely within a routine To learn how to develop a gymnastics sequence using shapes, balancing, jumping and travel | <p>TERM 2: HOCKEY</p> <ul style="list-style-type: none"> To move safely with the ball under control To travel with the ball in a chosen direction To send and receive the ball To score a goal or shoot at a target To apply skills to a small-sided game <p>DANCE</p> <ul style="list-style-type: none"> To learn how to respond to a variety of stimuli e.g. words, poetry, pictures, sounds, videos and objects To explore different ways to use movement to reflect the stimulus To practice dances in groups trying to keep in unison To learn different stage directions used in dances and attempt to use these directions in the dance that has been created up to now Learn how to express moods and feelings in dance to tell a story or convey an idea Understand how to create a clear middle and end to their routines by using stillness | |
| COMPUTING | MUSIC | PSHE & RSE |
| <p>TERM 1: Computing and systems networks 1 – what is a computer? Exploring what a computer is by identifying and learning how inputs and outputs work. Understanding how computers are used in the wider world, children design their own computerised invention.</p> <p>TERM 2: Programming 1 – algorithms and debugging Developing an understanding of what algorithms are, how to program them and how they can be developed to be more efficient through a range of unplugged and plugged-in activities.</p> <p>An Online Safety lesson will be taught termly.</p> | <p>TERM 1: OCARINAS Pupils will learn how to play a tuned instrument musically via specialist teaching.</p> <p>TERM 2: PITCH In this unit, children will explore the song ‘Once a Man Fell in a Well’, playing it using tuned percussion and reading simple symbols representing pitch.</p> | <p>TERM 1: FAMILIES AND RELATIONSHIPS Pupils will learn that families are composed of different people who offer each other care and support. They will understand how other people show their feeling and how to respond to them. They will look at conventions of manners and develop an understanding of self-respect.</p> <p>TERM 2: HEALTH AND WELLBEING Pupils will learn about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene.</p> |
| FRENCH | ART | DESIGN TECHNOLOGY |
| <p>TERM 1: Je peux Pupils will recognise, remember and spell 10 action verbs in French. They will start to learn the negative form, which will allow pupils to build more interesting and complex sentences including the option of using conjunctions.</p> <p>TERM 2: Les Animaux</p> | <p>TERM 1: How does art help celebrate the elements of our natural world (fire)?</p> <ul style="list-style-type: none"> Use smudging and overlapping to blend colours and values (tones) Layer materials to create texture Create textured paper/material Add lines and colour to textured paper/material to achieve a design | <p>TERM 2: WHEELS AND AXLES What different sizes and shapes can wheels be? How do wheels help things move? How can an axle make something move?</p> <ul style="list-style-type: none"> Model ideas by exploring materials and components Start to select from a range of materials and components according to their characteristics Make simple judgements about their products and ideas against design criteria and suggest how products could be improved |

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Pupils will learn 10 familiar animals and be introduced to 'I am' in French. They will begin to create short phrases and build on their knowledge from previous units.

ARTISTS COVERED:
Jan Griffier, Stephanie Peters and Angela Stout.

GOLDEN THREADS: Exploration, Inspiration, Interpretation, Creation, Reflection

- Develop knowledge of simple machines and mechanisms such as wheels and axles. Develop an understanding of the basic principles of how mechanisms work, through hands-on activities and demonstrations

GOLDEN THREADS: Innovation, Exploration, Evaluation

ENRICHMENT OPPORTUNITIES

Harvest Service
Nativity
Great fire of London day

