

Year 2 Curriculum Map – Terms 3 & 4

READING		WRITING	
<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). In Term 3, pupils are introduced to VIPERS.</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, Traditional Tale, Poetry To inform: Fact File, Instructions, Postcard To persuade: Persuasive Poster</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	
<ul style="list-style-type: none"> • Simple present and simple past tense verbs • Progressive form of verbs in past and present tense (e.g. she is drumming, he was shouting) • Capital letters (sentence punctuation, proper nouns) • Commas for lists • Full stops (sentence punctuation) • Apostrophes for contractions (e.g. don't, I'll) • Apostrophes for singular possession (e.g. the girl's name) • Identify nouns, adjectives, verbs and adverbs • Sentence types (command, statement, question, exclamation) • Subordination (if, when, that, because) and coordination (or, and, but) • Expanded noun phrases for description e.g. the blue butterfly • Forming adjectives using suffixes (e.g. -ful, -less) <p>Terminology pupils must know: Adverb, Statement, Question, Exclamation, Command, Noun phrase, Expanded noun phrase, Apostrophe, Suffix, Comma</p>		<p>TERM 3: LITTLE WANDLE SPELLING</p> <ul style="list-style-type: none"> • 'kn' and 'gn for /n/ and 'wr' for /r/ • Dropping the 'e' for suffixes -ed, -ing, -er, -est and -y • 'j' and 'g' for the sound /j/ e.g. gym, jam • Words ending in 'ge' and 'dge' <p>TERM 4: LITTLE WANDLE SPELLING</p> <ul style="list-style-type: none"> • How 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words • Changing 'y' for an 'i' when adding the suffix -es • Using 'ey' for the sound /ee/ • Words ending in -le, -al, -il or -el 	

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MATHS		RE
<p>Measurement – money</p> <ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <p>Number – multiplication and division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot <p>Measurement – length and height, mass, capacity and temperature</p> <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and = Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures 		<p>TERM 3: HUMANISM Who are Humanists and how do they live?</p> <ul style="list-style-type: none"> Explain who Humanists are Describe what Humanists believe makes people special Understand the symbol for Humanism and know that Humanists chose this as their symbol because being happy is really important to them Explain the difference between reason and empathy <p>TERM 3: CHRISTIANITY – SALVATION Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> Recognise that God, Incarnation, Gospel and Salvation are part of the ‘big story’ of the Bible Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people) Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas
SCIENCE	HISTORY	GEOGRAPHY
<p>TERM 3: USES OF EVERYDAY MATERIALS</p> <ul style="list-style-type: none"> 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 changed by squashing, bending, twisting and stretching <p>Significant people – Caroline Haslett and Stella McCartney</p> <p>TERM 4: ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of 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>Significant people – Florence Nightingale and Edward ‘Bear’ Grylls</p>	<p>TERM 3: NURTURING NURSES</p> <ul style="list-style-type: none"> Who were Florence Nightingale, Mary Seacole and Edith Cavell? What improvements were made to nursing as a result of their work? What challenges did Mary Seacole face during her nursing career? What are the legacies of all three nurses? <p>GOLDEN THREADS: Community and Culture, Legacy</p>	<p>TERM 4: Kenya</p> <ul style="list-style-type: none"> Where in the world is Kenya and what are some of its key geographical features? Why is it hotter in Kenya than the UK? What are the similarities and differences between Nairobi and London? Why will you find the Big 5 in Kenya and not Sevenoaks? <p>GOLDEN THREADS: Culture and diversity, Weather and climate, Human and physical impact</p>

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PE				
<p>TERM 3: TENNIS</p> <ul style="list-style-type: none"> To understand the similarities between throwing and rolling the ball underarm to the forehand shot Take part in exercises which continue to develop ability to play a forehand shot in tennis Understand what is meant by the term ‘volley’ Take part in activities to improve ability to volley the ball Understand how to start a rally in tennis using a serve Practise serving to targets to increase accuracy <p>FOOTBALL</p> <ul style="list-style-type: none"> Learn the basic rules of football Learn the correct technique of how to dribble a ball Understand how to pass a ball over a short distance using the inside of their foot Learn how much power is needed to pass a ball over a long distance and why a long pass is used Learn how to strike a ball Understand the difference between passing and shooting Use learning within a game situation 			<p>TERM 4: ROUNDERS</p> <ul style="list-style-type: none"> Learn how to perform a two handed and one-handed catch with the correct technique for striking and fielding games Learn to link both throwing and catching as an introduction to a bowling technique To develop aiming and accuracy skills Learn to make a striking action and to make contact with a moving ball Learn running skills and experiment with the speed and acceleration within fun modified games Learn to chase the ball and how to pick up the ball whilst on the move Learn the basic rules and positions of rounders and play enjoyable modified games with a competitive element to encourage use of their skills in a game situation <p>OAA</p> <ul style="list-style-type: none"> Develop skills of teamwork, leadership, initiative, communication and cooperation Work collaboratively with peers to solve problems 	
COMPUTING	MUSIC	PSHE & RSE		
<p>TERM 3: Computing systems and networks 2 – word processing Learning about word processing and how to stay safe online as well as developing touch typing skills. introducing important keyboard shortcuts, as well as simple editing tools within a word processor including: bold, italics, underline and font colour as well as how to import images.</p> <p>TERM 4: Programming 2 – introduction to block coding Exploring block coding using Scratch Jr to follow and create an algorithm.</p> <p>An online safety lesson will be taught termly.</p>	<p>TERM 3: Instruments: musical storytelling Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</p> <p>TERM 4: Call and response 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 3: Citizenship Pupils will learn about rules outside school. They will explore the roles people have within the local community. Pupils learn how the school council works.</p> <p>Safety and the changing body Pupils will develop an understanding of safety: roads, medicines and an introduction to online safety. They will distinguish secrets from surprises, name body parts and look at the concept of privacy.</p>		
FRENCH	ART	DESIGN TECHNOLOGY		
<p>TERM 3: LES LEGUMES In this unit, pupils will learn to recall from memory the names of vegetables. They will attempt to spell some of these nouns. They will learn and use the high frequency verb ‘je voudrais’. Pupils will</p>	<p>TERM 4: How can art bring animals to life?</p> <ul style="list-style-type: none"> Create clear outlines and patterns, sing appropriately-sized line and shapes Create dark and light by applying different pressure 	<p>TERM 3: TEXTILES What different sizes and shapes can wheels be? How do wheels help things move? How can an axle make something move?</p>		

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participate in a number of speaking and listening tasks, gradually building up knowledge of language in this unit.

TERM 4: LES NOMBRES

In this unit, pupils will learn numbers 1-10 in French. They may also build upon this knowledge, learning numbers 11 – 20 and 21 – 31.

- Use colour theory to mix secondary colours from primary colours
- Apply paint using appropriate brush strokes
- Mix in white/black paint to make a lighter/darker shade of a colour
- Create and use simple printing blocks using cardboard
- Use simple printing techniques (e.g. carbon paper printing, block etc.) to create repeating patterns and recognisable designs

ARTISTS COVERED: Andre Derain, Edward Tingatinga, Henri Matisse and Franz Marc

GOLDEN THREADS: exploration, inspiration, interpretation, creation, reflection

- Use a simple design criterion to develop their ideas. Model ideas by exploring materials and components and by making templates and mock-ups, and where appropriate, information and communication technology.
- 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. Suggest how their products could be improved. Explore what they like and dislike about products.
- Explore a wider range of textile techniques including sewing, stitching and fabric manipulation. Begin to develop basic sewing skills such as threading needles, tying knots and sewing simple stitches such as running stitch. Experiment with different fabrics to develop understanding of their suitability for different purposes.

GOLDEN THREADS: innovation, exploration, evaluation

ENRICHMENT OPPORTUNITIES

Book Fortnight
National Army Museum zoom/History off the Page workshop (History – Nurturing Nurses)
Howletts
STEM week