

Year 2 Curriculum Map – Terms 5 & 6

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) and through progressive VIPERS skills.</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: Biography, Letter To persuade: Persuasive Letter To discuss: Recount</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"> • Revision of grammar from previous year groups • Progressive form of verbs in past and present tense (e.g. she is drumming, he was shouting) • Commas for lists • Question marks (sentence punctuation) • Exclamation marks (sentence punctuation) • Apostrophes for contractions (e.g. don't, I'll) • Apostrophes for singular possession (e.g. the girl's name) • Identify adverbs • Sentence types (command, statement, question, exclamation) • Expanded noun phrases for description e.g. the blue butterfly • Forming nouns using suffixes (e.g. -ness, -er) or by compounding e.g. whiteboard, superman) • Using -er and -est suffixes in adjectives • Using -ly suffix to turn adjectives into verbs 	<p>TERM 5: LITTLE WANDLE SPELLING</p> <ul style="list-style-type: none"> • 'c' making the /s/ sound in some words • Spelling the /zh/ sound • Adding suffixes -ment, -ness, -ful, -less and -ly to a root word • Showing missing letters in a word 	<p>TERM 6: LITTLE WANDLE SPELLING</p> <ul style="list-style-type: none"> • 'ti' for the /sh/ sound • Using possessive apostrophes (singular possession) • Rules for adding the -ing, -er, -est, -y, -ed (swap, drop or double)

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MATHS		RE
<p>Number – fractions</p> <ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <p>Measurement – time</p> <ul style="list-style-type: none"> Tell and write the time to five minutes, including quarter past/to the hour, and draw the hands on a clock face to show these times Tell and write the time to five minutes, including quarter past/to the hour, and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day <p>Geometry – position, direction and movement</p> <ul style="list-style-type: none"> Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise) Order and arrange combinations of mathematical objects in patterns and sequences 		<p>TERM 5 AND TERM 6: ISLAM</p> <p>Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> Understand some simple ideas about Muslim beliefs about god, making links with some of the 99 Names of Allah Re-tell a story about the life of the Prophet Muhammad Recognise some objects used by Muslims and suggest why they are important Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel Find out about and respond with ideas to examples of cooperation between people who are different
SCIENCE	HISTORY	GEOGRAPHY
<p>TERM 5 AND 6: PLANTS</p> <ul style="list-style-type: none"> 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>Significant people – Jane Colden (1724 – 1766) and David Hickmott (unknown-present)</p>	<p>TERM 6: KNOLE HOUSE</p> <ul style="list-style-type: none"> Why is Knole House a historical place of interest in Sevenoaks? Who is King Henry VIII and how is he linked with Knole House? What has Knole House been used for in the past and how does this differ to today? <p>GOLDEN THREADS: Local identity</p>	<p>TERM 5: GOING GLOBAL, STAYING LOCAL</p> <ul style="list-style-type: none"> Why do maps have keys? What would a map of our school and its grounds look like? What human and physical features can we find in our local area of Sevenoaks, and how can we show these on a map? <p>GOLDEN THREADS: Scale and place</p>
PE		
<p>TERM 5:</p> <p>TRI-GOLF</p> <ul style="list-style-type: none"> Familiarise pupils with the golf course: holes, tees, water and the sand bunker Learn how to play golf without equipment Learn the basic putting technique with a focus on power and body positioning Learn how to use a putter in a game situation using a score card Develop the fundamental skills of chipping a golf ball <p>ATHLETICS</p> <ul style="list-style-type: none"> Explore different ways of travelling around an area Run at speed and understand how to change direction Learn to control the landing of jumps Increase ability to jump far Link multiple jumps and side to side jumping with balance and co-ordination 		<p>TERM 6:</p> <p>ATHLETICS</p> <ul style="list-style-type: none"> Roll a ball accurately using the underarm action Throw a ball accurately using an over arm throw Throw a ball accurately at a target <p>CRICKET</p> <ul style="list-style-type: none"> To learn and understand basic fielding skills using the one handed underarm throwing technique Learn the basic underarm bowling action and to introduce the role of the wicket keeper Learn basic fielding skills catching a low ball To develop fundamental fielding skills, running a batter/runner out by returning the ball to the Wicket Keeper Learn the basic concepts of playing a Kwik Cricket game

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COMPUTING	MUSIC	PSHE & RSE
<p>TERM 5: Creating media – Stop motion Storyboarding and simple animation creation using either tablet devices or devices with cameras.</p> <p>TERM 6: Data handling – International Space Station Learning how astronauts survive on the ISS, including identifying necessary items, designing sensor displays and exploring habitable planets. Children gain an understanding of living in space and how space exploration can benefit life on earth.</p> <p>An online safety lesson will be taught termly.</p>	<p>TERM 5: Singing Children learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city.</p> <p>TERM 6: Contrasting dynamics Pupils will develop knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.</p>	<p>Economic wellbeing Pupils will learn about financial literacy including how adults get money, wants and needs, using skills and talents and inclusive environments.</p>
FRENCH	ART	DESIGN TECHNOLOGY
<p>TERM 5 and 6: DANS MA VILLE In this unit, pupils will recognise, recall and remember vocabulary relating to towns in French e.g. park, cinema, school, cafe. They will begin to build a sentence using the structure 'il y a' (there is).</p>	<p>N/A</p>	<p>Food and nutrition What does it mean to have a 'balanced diet'? How can we stop the spread of germs when we cook?</p> <ul style="list-style-type: none"> • Select from and use a wide range of materials and components including ingredients • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria • Understand where food comes from • Use the basic principles of a healthy and varied diet to prepare dishes <p>GOLDEN THREADS: Innovation, Exploration, Evaluation</p>
ENRICHMENT OPPORTUNITIES		
<p>Sports Day Visit to Knole House (History)</p>		