

YEAR 2 CURRICULUM MAP 22-23

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH					
<p>Core text</p> <p>I see the sea Capital letters, full stops, demarcate sentences. nouns, verbs, adjectives and conjunction, sentence starters <i>reinforcing from year 1</i></p> <p>Extended writing task: Descriptive text with a non-fiction ending Letter</p> <p>Meet the oceans by Carly Hart - Instructions</p> <p>Link to Geography – Continents & the earth</p>	<p>Whole School Poetry Week Core text</p> <p>Man on the moon. Grammar concepts Different sentences (commands, exclamation, statement question)</p> <p>Extended writing: Own story writing Link to History – Famous pioneers</p> <p>Plop the owl who was afraid of the dark. Grammar concepts Different sentences (commands, exclamation, statement question)</p> <p>Extended writing: Narrative Linked to Geography and the world around us.</p>	<p>Core text Lila and the Secret of Rain Extended writing Re-telling a story with a different character and ending. Wangari and the trees of peace</p> <p>Capital letters, full stops, exclamation marks and question marks to demarcate sentences. nouns, verbs, adjectives and conjunctions <i>adding on from year 1 (when, if that, or)</i></p> <p>Contractions Possessive apostrophe Present and past tense</p> <p>Extended writing – diary entry Link to Geography – non European country</p>	<p>Poetry – the sound Collector – Roger McGough – rhyme and repetition of language African call and response poems?</p> <p>Core text</p> <p>Bog Baby Grammar concepts Capital letters, full stops, exclamation marks and question marks to demarcate sentences.</p> <p>Different sentences (commands, exclamation, statement question)</p> <p>Noun phrases Extended writing: Narrative Links with Science - materials</p>	<p>Core text The Great Fire of London – Emma Adams Vlad and the Great Fire of London – Kate Cunningham Title Headings Sub- headings Captions Glossary</p> <p>Grammar concepts Capital letters, full stops, exclamation marks and question marks to <i>Adding on from year 1 (language of sentence forms)</i> Demarcate sentences. Commas in lists</p> <p>Extended writing: Non-fiction text. Links with history – Great Fire of London</p>	<p>Poetry Poetry – we’re sailing to Galapagos by Laurie Krebs – rhyming story and days of the week.</p> <p>Core text Nen and the lonely fisherman – Ian Eagleton Grammar concepts Capital letters, full stops, exclamation marks and question marks to demarcate sentences. Use of continuous form of verbs. Different sentences (commands, exclamation, statement question)</p> <p>Extended writing task: Fantasy narrative Links with geography – the seaside.</p>
<p>Grammar Capital letters, full stops, demarcate sentences. Nouns, verbs, adjectives and conjunction, sentence starters</p>					
<ul style="list-style-type: none"> Suffixes & prefixes taught as part of year 2 spelling programme RWI – Oxford Owl 					

MATHS

Place value Addition and subtraction	Measurement – money Multiplication and division	Multiplication and division Statistics	Geometry & properties of shape. Fractions	Measurement – length & height Geometry – position and direction	Measurement – time, mass, capacity temp
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SCIENCE

Working Scientifically Ask questions and recognise that they can be answered in different ways. Observe closely using simple equipment. Perform simple tests and use observations/ideas to suggest answers to questions	Animals including Humans Basic needs and hygiene	Animals including Humans Basic needs and hygiene <i>Build on from Year 1</i>	Materials Uses and properties. Working scientifically <i>Build on from Year 1</i>	Plants Growing plants and what they need. <i>Build on from Year 1</i>	Living things and their habitats food chains and habitats
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GEOGRAPHY

Comparing places & Oceans and seas Know the names of and locate the seven continents and five oceans of the world. Atlas work <i>Build on from Year 1, names of the 4 countries that make up the UK and the three main seas that surround it</i>		Comparing Kenya to Hertfordshire Comparing Hertford to Chembukali in Kenya. Human and Physical Geography, climate, crops and animals.		Seaside study Key physical features - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. Key human features port, harbour, shops, pier. <i>Build on from Year 1 Know the difference between city, town, village. Recap seasons - which is hottest/coldest</i>
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HISTORY

	Famous people Florence Nightingale and Mary Seacole Know famous people are well known. Know that people can be famous for lots of reasons and understand why they can be important. Understand why Florence Nightingale and Mary Seacole are significant.		Local area How has it changed over the last 100 years? Use aerial photos, atlases and maps. Know that more houses have been built in Bengo over the last 100 years. Know that the Water Tower is an important feature of the local area and why it was built.	Great Fire of London. Know about an event. Use artefacts. Sequence the main events. Look at how we know about the past (diaries, paintings etc) Look at how things have changed since this event. E.g. fire service, houses and roads. <i>Build on year 1 - toys - changes in recent memory.</i>	
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	Build on from year 1 - why people are famous		Know that some areas are protected and can't be built upon.		
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RE

<p>Religious rules</p> <p>Religious symbols Christians & Muslims Build on from Year 1 How we know how and when to be good Explore symbol of light and look at similarities in the different festivals of light</p>	<p>Holy places and Christmas What makes a place Holy What makes a place holy for Muslims. How do Muslims pray.</p> <p>Christian festival - Christmas Name events that Christians are remembering and believing at Christmas. Discuss the importance of festivals and celebrating together. Build on from year 1 topic - Christmas</p>	<p>The Lord's Prayer Christians all over the world pray 'The Lord's Prayer'. Explore the Lord's prayer and the meaning of certain words and phrases in images.</p>	<p>Festivals Christian festival - Easter Building on From year 1 Knowing the events of Good Friday and Easter Sunday and symbols of Easter. Jewish festival - Passover</p>	<p>Judaism Jewish festival - Passover And Shabbat Why do Jews celebrate the Passover and what is the significance of the Seder plate? Shabbat - know why Shabbat is important to Jewish people and know some of the important events. Build on from year 1 special books</p>	<p>Theological thinking Think about how the world was made. Compare Christian and Islamic stories of creation and the Big Bang</p>
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ART

<p>Drawing pencil & pastel</p> <p>Artists: Degas</p> <p>To know that applying different pressure to the pencil will create different tones. To use different techniques for pastel work which creates different effects - draw with the end of the pastel, using the edge of the pastel, cross hatching and blend pastels.</p> <p>To know the key terms: Light shades, dark shades, different tones, layering, blending, hatching, cross hatching.</p> <p>Children will create a moon drawing linked to the space topic.</p>	<p>Collage Using a variety of media and by folding, crumpling and tearing materials. Know that collage comes from the French word meaning 'to glue'. To be able to practise an array of collage techniques eg tear, layer, crumple, fold, crease, cut, fold, pop-outs, fringe. Children to create a bog baby collage linked to English.</p> <p>Artist: Matisse Build on from Year 1 Be aware of different vocabulary.</p>	<p>Sewing and joining fabrics - running/ over stitch.</p> <p>Artist: Joana Vasconcelos and Ana Barboza</p> <p>Know the key terms: Fabric, textiles, sewing, running stitch, over stitch, joined, thread, needle, eye of the needle Know that fabrics can be joined. To know how to use a running stitch and over stitch.</p> <p>Design and create an animal puppet. Sew the puppet together and decorate</p>			<p>Printing</p> <p>Artist: Sue Brown (collograph artist) Build on from Year 1 Which mediums rub the best</p> <p>To know that raised objects stuck down and inked up will produced an image. To know that the primary colours are:- red, yellow and blue. Know that secondary colours can be made by mixing:- red + yellow = orange, blue + yellow = green blue + red = purple Children to create a print linked to the seaside topic using both primary and secondary colours. Key words: Primary, secondary, mixing, printing</p>
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D&T

		Textiles	Structures Build on from Year 1	Mechanism, wheels and Axels. Design, make and evaluate	
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		<p>Puppet designing, making, sewing and evaluating</p> <p>Joining materials in different ways</p> <p>Complete a row of stitches - introduce over stitching.</p> <p>Build on from Reception</p>	<p>Make a purposeful stand for something in the classroom.</p> <p>Work as a team to design and make.</p> <p>Choose appropriate resources and tools.</p> <p>Know that an object's centre of gravity is the point where the weight is even on all sides. As a freestanding structure becomes taller its centre of gravity rises.</p>	<p>What is a mechanism?</p> <p>What are the main parts of a vehicle called?</p> <p>How do wheels and axles work?</p> <p>What is friction and how does it affect how a vehicle will move?</p> <p>Build on from Year 1</p> <p>And vocab design/make/evaluate/structure/stronger/stable</p>	
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PE

Fundamentals Gymnastics	Dance Ball skills	Sending and receiving Yoga	Invasion games Fitness	Athletics Net and Wall	Striking and fielding Team Building
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COMPUTING

<p><u>IT around us</u></p> <p>Building on from Technology Around us in Year 1 (parts of a computer).</p> <ol style="list-style-type: none"> Recognise the uses and features of information technology (IT) Identify the different uses of IT around the school Identify uses of IT beyond school Know how IT helps us Explain how to use IT safely Know that IT can be used in different ways. <p>E Safety – self image and identity</p>	<p><u>Digital Music</u></p> <p>Using Chrome Music Lab (https://musiclab.chromeexperiments.com/)</p> <p>Cross curricular links with Music – rhythm, pitch, tempo,</p> <ol style="list-style-type: none"> Consider how music makes us feel Know how to create a rhythm pattern on a computer. Experiment with sound using a computer (pitch) Use a computer to make a musical pattern Create a rhythm on a computer. Review and edit music on a computer. <p>E Safety – self-image and identity</p>	<p><u>Programming A – Robot Algorithms</u></p> <p>Link to prior learning: creating short programs using floor robots (Y2)</p> <ol style="list-style-type: none"> Describe a series of instructions as a sequence Explain what happens when we change the order of instructions. Use logical reasoning to predict the outcome of a program. Explain that programming projects can have code and artwork. Design an algorithm Create and debug a program. <p>E Safety – online reputation</p>	<p><u>Creating Media - Digital Photography</u></p> <p>Link to prior learning: Digital painting in Year 1.</p> <ol style="list-style-type: none"> Know how to use a digital device to take a photograph. Understand the terms landscape and portrait and take photos in these orientations. Know what makes a good photograph Explore the effect that light has on a photograph Know that images can be changes and use tools to make changes. Recognise that photos can be changed. <p>E Safety – managing online information</p>	<p><u>Programming B - Programming quizzes</u></p> <p>Link to prior learning: programming animations in Year 1 (commands and sprites).</p> <ol style="list-style-type: none"> Know that a sequence of commands has a start Know that a sequence of commands has an outcome To build sequences of blocks Know how to change a background and character. Create a program using a design Evaluate and improve a project by adding features. <p>E Safety – privacy and security</p>	<p><u>Teach Computing – Data and Information - Pictograms</u></p> <p>Link to prior learning: grouping data in Year 1.</p> <ol style="list-style-type: none"> Know how to record data in a tally chart Know what a pictogram is and how it can be used to answer simple questions Create a pictogram Consider how to group data by a common 'attribute'. Recognise that people can be described by attributes Explain how to present information using a computer. <p>E Safety – copyright and ownership</p>
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MFL

Key Spanish vocab

<p>Recap vocabulary from Year 1 - Hello, goodbye, good afternoon, yes, no, what is your name/</p>	<p>Greetings Say 'hello' (formally and informally) in Spanish. Say 'my name is...' in Spanish. Ask somebody in Spanish how they are feeling and give a reply. Say 'goodbye' and 'see you soon' in Spanish.</p>	<p>Colours and Numbers 1-10 Say 10 common colours in Spanish. Count from 1-10 in Spanish.</p>	<p>Key language Come here Well done How are you? Very well What is this? This is a Do you understand? I do not understand</p>	<p>Fruits Learn the names of 10 fruits Learn how to say which fruits I like and dislike. Attempt to spell more than five of these fruits in Spanish with relative accuracy. Ask somebody in Spanish if they like a particular fruit with no reminder first. Say in Spanish which of the ten fruits I like and dislike, without the need of a model answer. Name and recognise all ten vegetables presented in this unit in their plural form. Learn to ask somebody in Spanish for a particular vegetable, using "Quisiera..." ("I would like...") Learn to perform a very simple Spanish role play about buying vegetables at a market stall.</p>
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MUSIC

<p>Our land Musical focus: Exploring sounds Explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths. Links to Geography</p>	<p>Animals Musical focus: Pitch Link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments. Links to PE</p>	<p>Ourselves Musical focus: Exploring sounds Discover ways to use their voices. Link to English</p>	<p>Our bodies Musical focus: Beat The children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments. Links to maths</p>	<p>Ocarina Performing a steady beat Identifying ways of producing sounds Rehearsing and refining to develop a performance Recognising and playing rhythmic patterns Playing steady beats at different tempi on instruments Performing to an audience</p>
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PSHE

<p>Being me in my world Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment</p>	<p>Celebrating differences Assumptions and stereotypes about gender Understanding bullying Standing up for self and others</p>	<p>Dreams and goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation</p>	<p>Healthy me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing</p>	<p>Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation</p>	<p>Changing me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology)</p>
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Valuing contributions Choices Recognising feelings	Making new friends Gender diversity Celebrating difference and remaining friends	Contributing to and sharing success	food	Expressing appreciation for special relationships	Assertiveness Preparing for transition
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