



# Year 2 Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>	All About Me – Writing to Inform – This is me fact file Michael Rosen – Poetry Focus – Class book about the poet The Gruffalo – Writing to Entertain – Character Description The True Story of the Three Pigs – Writing to Inform – Letter to explain Florence Nightingale – Writing to Inform – Postcard from Scutari Christmas Around the World – Writing to Entertain – Group brochure Instruction – Writing to Inform – Instructions to make a decoration <u><b>Grammar and Punctuation</b></u> Full stops, capital letters, expanded noun phrases, subordination and co-ordination, past and present tense		The Naughty Bus – Writing to Entertain – Fictional Writing about a Naughty Bus Acrostic Poems – Writing to Entertain Oracy Project – Sentence types – An Interview with female pilot National Railway Museum – Writing to Inform – Recount of Visit to National Railway Museum  Whistleless - Animations, Writing to Entertain Non-Chronological reports – Writing to Inform <u><b>Grammar and Punctuation</b></u> Full stops, commas, exclamations, questions, possessive comma, sentence types, past and present text, subordination and co-ordination		Traction Man – Writing to Entertain SATs King Charles – Writing to Inform Danny Drawbridge – Writing to Entertain – Dairy Writing <u><b>Grammar and Punctuation</b></u> Full stops, commas, exclamations, questions, possessive comma, sentence types, past and present text, subordination and co-ordination	
<b>Educational visits/speaker</b>	<b>Florence Nightingale Visitor</b>		<b>York Railway Museum</b>		<b>1066 Lady Catherine Visitor</b>	
<b>Science</b>	<u><b>Taking Care</b></u> Eating a healthy, balanced diet. Understanding the importance of exercise, hygiene and keeping clean.  <i><b>How do we care for ourselves?</b></i>	<u><b>Our Changing World: Living and Non-living, Habitats and Food Chains</b></u> Living, dead and things that have never been alive, different habitats (including micro-habitats), food chains	<u><b>Use of Everyday Materials</b></u> Use of everyday materials Properties of materials Changing the shape of materials  <i><b>Why are different materials used for different purposes?</b></i>		<u><b>Plants in Our Locality</b></u> Observe and describe how seeds and bulbs grow into mature plants. Describe the conditions a plant needs to grow.	<u><b>Humans and Growing Up</b></u> Human life cycle and their basic needs for survival at different stages of life  <i><b>What can adults do that babies and children cannot do?</b></i>



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		<i>Why do different animals live in certain environments?</i>			<i>What do plants need to grow and stay healthy?</i>	
<b>Computing</b>	<u><b>Information Technology</b></u> Computer Systems and Networks <i>What IT devices can you find at school and home?</i>	<u><b>Information Technology</b></u> Word Processing – using the keyboard to edit text <i>Which key on the keyboard do I need to use?</i>	<u><b>Information Technology</b></u> Using a Graphics Package <i>What tools can I use to create a picture?</i>	<u><b>Computer Science</b></u> Programming Probots <i>Can I program and debug a probot?</i>  <u><b>Computer Science</b></u> Logo - Logo Shapes <i>Can I create a shape using code and debug if needed?</i>	<u><b>Computer Science</b></u> Creating Algorithms <i>Can I use an algorithm to make a sprite change?</i>	<u><b>Information Technology</b></u> Word Processing – using Publisher to add text and images <i>Can I add text and images to a document?</i>
<b>Online safety</b>	<u><b>Digital Literacy</b></u> Staying Safe Online <i>Do I know what to do when something doesn't feel right online?</i>	<u><b>Digital Literacy</b></u> Follow the Digital Trail <i>What is a digital trail?</i>	<u><b>Digital Literacy</b></u> Screen out the Mean <i>How do people feel when something is spread online about them?</i>	<u><b>Digital Literacy</b></u> Using Keywords <i>Why is it important to use a 'keyword' in a search?</i>	<u><b>Digital Literacy</b></u> Sites I Like <i>Which website is more suitable for your age and why?</i>	-
<b>History</b>	<u><b>Nurses Of the Past</b></u> Who were Florence Nightingale and Mary Seacole and why were they famous? Who is Edith Cavell? How are these nurses different or the same? How did the work of these nurses effect modern day nurses? <i>What impact did these nurses have on healthcare then and now?</i>		<u><b>Transport through Time</b></u> Studying changes in transport through history and the impact of this on society Developments made in train travel Learn about the engineer George Stevenson and the aviator Amy Johnson <i>How has transport changed in the last 100 years?</i>		<u><b>What Happened in 1066?</b></u> What makes a good leader? Who wanted to be King? What lead up to the Battle of Hastings? Why did the Battle of Hasting happen? <i>How did 1066 impact on England?</i>	



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Geography	<b><u>Comparing Localities – Craven and Thoddoo</u></b> Identifying continents and seas around the world Comparing a small area of the UK (Craven) and a small non-European area (Thoddoo, Maldives) <i>How does Thoddoo compare to Craven?</i>	<b><u>Maps and Planning Journeys</u></b> Looking at different scales of maps and their symbols Interpreting and following maps Using keys on maps <i>How can I represent a location on paper?</i>	<b><u>KS1 Geography Assessment</u></b> Can I share my knowledge and understanding from KS1? <i>What can I tell you about my Geography journey?</i>
	<b><u>Sculpture</u></b> Study the natural sculpture Andy Goldsworthy. Create sculptures using natural materials.  <i>Can I name a sculptor? What is a sculpture?</i>	<b><u>Portraits</u></b> Study a range of famous portrait artists. Learn about how to draw the proportions of a face and its features.  <i>Can I name a portrait artist? Do I know how to create a portrait?</i>	<b><u>Weaving</u></b> Study the textiles work of Gunta Stolzl. Explore weaving techniques and weave with paper.  <i>Can I name an artist who weaves? Do I know the technique for weaving?</i>
	<b><u>Smoothies</u></b> Design, make and evaluate a healthy fruit smoothie.  <i>Can I design and make a healthy drink?</i>	<b><u>Moving Vehicles</u></b> Design and make a vehicle with a working axle, wheels and chassis.  <i>Can I design and make a moving mechanism using axles and wheels?</i>	<b><u>Winding Mechanisms</u></b> Design and make a castle with a working pulley system for a drawbridge  <i>Can I make a castle with a working drawbridge?</i>  Yorkshire Highfield Rascal Scones  <i>What are the ingredients for a Highfield Rascal and how do I bake it?</i>
	<b><u>Myself and Celebrations</u></b> What rules do religions follow in order to live a good, honest life? What celebrations are held to show dedication to their faith?  <i>How are different faiths celebrate festivals?</i>	<b><u>Stories, Leaders and Teachers</u></b> What morals from different faiths and beliefs teach us right from wrong? What are the qualities of good leadership?  <i>What makes a good leader?</i>	<b><u>Belonging and Beliefs</u></b> What religious and non-religious symbols and badges show belonging? What is it like inside different religious places of worship? <i>How are different places of worship different or the same?</i>
	<b><u>Mental health and emotional wellbeing - Mindmate</u></b> Celebrating strengths and setting goals, right and wrong, perseverance  <b><u>Keeping safe and managing risk - Being safe</u></b>	<b><u>Sex and relationships education - Boys and girls, families</u></b> Lifecycles, gender stereotypes, types of families, caring for each other <i>What a family can look like?</i>	<b><u>Mental health and emotional wellbeing - Friendship</u></b> What makes a good friend? How can I be a good friend? How can I keep a friend? <i>What makes a good friend?</i>



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	Staying safe both indoors and outdoors <i>How do I stay safe in my home and public?</i>		<u>Drugs, alcohol and tobacco education - Medicines and me</u> The purpose of different medicines, rules for keeping safe around medicines <i>How and when can medicine help me?</i>		<u>Physical Health and Wellbeing</u> What a healthy person looks like. What makes us healthy. Basic hygiene. <i>What does a healthy person look like?</i>	
<b>PE</b>	Floor movement static balance Throwing and catching – inventing games <i>Can you complete floor movement patterns on different legs and in different directions?</i>	Dynamic balance Static balance Parts high – parts low  <i>Can you hold a balance on either leg without support?</i>	Dynamic balance static balance Transport and trains dance <i>Can you travel forwards and backwards coordinating opposite arms and legs?</i>	Ball skills Counter balance Turning, spinning and twisting  <i>Can you perform a range of tasks whilst balancing on low apparatus?</i>	Co-ordination with equipment Reaction and response Athletics  <i>Can you react and catch a moving ball?</i>	Static balance Ball chasing Dribbling, kicking and hitting  <i>Can you describe how your body feels during &amp; after exercise?</i>
<b>Music</b>	Exploring duration, sounds pulse and pitch in musical pieces and explore using percussion instruments Learn and perform songs for the Christmas play Boomwackers <i>How can I represent long and short sounds?</i>		Composition – Trains Listen to Rossini's William Tell's Overture, identify instruments used to create effect Understand how symbols can be used to represent sounds and describe changing sounds Boomwackers <i>What picture does this music paint in your head when you listen to it?</i>		Exploring instruments and symbols Exploring timbre, tempo and dynamics Boomwackers <i>Can I play a tune on the boomwhacker which how high and low sounds?</i>	
<b>Maths</b>	<ul style="list-style-type: none"> <li>Count in steps of 2, 3 and 5 from 0.</li> <li>Count in tens from any number forward and backward.</li> <li>Recognise the place value of each digit in a two-digit number (tens,ones)</li> <li>Identify, represent and estimate numbers using different representations, including the number line.</li> <li>Compare and order numbers from ) up to 100; use &lt;, &gt; and = signs.</li> </ul>		<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables including recognising odd and even numbers.</li> <li>Calculate mathematical statements for multiplication and division and write them using the appropriate signs.</li> <li>Show that multiplication of two numbers can be done in any order and division of one number by another can not.</li> <li>Solve problems involving multiplication and division using materials, arras, repeated addition,</li> </ul>		<ul style="list-style-type: none"> <li>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 with appropriate equipment.</li> <li>Compare and order length, mass, volume/capacity and record using &lt;,&gt;.</li> <li>Find different combinations of coins that equal the same amount of money.</li> </ul>	



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	<ul style="list-style-type: none"> <li>•Read and write numbers to at least 100 in numerals and words.</li> <li>•Use place value and number facts to solve problems.</li> </ul> <p>Solve problems with addition and subtraction: using objects and pictorial representations, including those involving numbers, quantities and measures and to apply increasing knowledge of mental and written methods.</p> <ul style="list-style-type: none"> <li>•Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>•Add and subtract numbers using objects, pictorial representations and mentally including:             <ul style="list-style-type: none"> <li>-a two-digit number and ones</li> <li>-a two-digit number and tens.</li> <li>-two two-digit numbers</li> <li>-adding 3 one digit numbers</li> </ul> </li> <li>•Show that addition of two numbers can be done in any order and subtraction of one number from another can not.</li> <li>•Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> <li>•Identify and describe the properties of 2D shapes including number of sides and line of symmetry.</li> <li>•Identify and describe the properties of 3D shapes including number of edges, vertices and faces.</li> </ul>	<p>mental methods, and multiplication and division facts.</p> <ul style="list-style-type: none"> <li>•Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li> <li>•Write simple fractions (<math>\frac{1}{2}</math> of 6=3)</li> <li>•Order and arrange combinations of mathematical objects in patterns and sequence.</li> <li>•Recognise and use symbols for pounds and pence; combine amounts to make a particular value.</li> <li>•Find different combinations of coins that equal the same amount of money.</li> <li>•Compare and sequence intervals of time.</li> <li>•Tell and write the time to the quarter hour. Draw hands on a clock face to show these.</li> <li>•Know the number of minutes in an hour and hours in a day.</li> </ul>	<ul style="list-style-type: none"> <li>•Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> <li>•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.</li> <li>•Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>•Ask and answer questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li>•Ask and answer questions about totalling and comparing categorical data.</li> </ul>
End of Topic Piece	Harvest Christmas Smoothies	Vehicles Class Assemblies	Castles



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