

Curriculum Map Year 2

2023/24

	Autumn 1 (6 wks + 4) 5.9.23-20.10.23	Autumn 2 (7wks + 3) 30.10.23-20.12.23 Phonics Checks	Spring 1 (5 wks) 8.1.24-9.2.24	Spring 2 (6 wks) 19.2.24-28.3.24	Summer 1 (6 wks) 15.4.24-24.5.24	Summer 2 (7 wks + 3) 3.6.23-24.7.24
<p><b>Literacy</b> Consolidation of Yr 1 end of year objectives.</p> <p><b>Ongoing-</b></p> <ul style="list-style-type: none"> <li>RML x3 in class daily.</li> <li>Daily reading sessions</li> <li>Reading and spelling of Yr 1 and Yr2 Common Exception words</li> <li>Reinforcement of capitals and full stops when writing.</li> <li>Weekly spelling test.</li> <li>Practising oracy skills -rehearse what they are going to say before writing. - Use of talk partners and trips outdoors.</li> <li>Daily story.</li> <li>Daily HW sessions- cursive and CAPITALS</li> <li>Daily reading fluency lessons</li> </ul>	<p><b>Literacy -</b> <b>'Lights on Cotton Rock'</b> by David Litchfield (The Literary Curriculum)</p> <p><b>The Bear and the Piano</b> by David Litchfield (The Literary Curriculum)</p> <p>Genre focus: - 1. Narrative recount 2. Writing descriptions 3. Letter and diary writing</p> <p>RML – Revision lesson. Catch up phonics.</p> <p><b>SPAG:</b> Capitals and full stops, present and past tense, expanded noun phrases, co-ordination (or, and, but), 's' and 'es' plural noun suffixes, commas in a list.</p>	<p><b>Literacy –</b> <b>'Gregory Cool'</b> by Caroline Binch</p> <p><b>'The Journey Home'</b> by Fran Preston Gannon (The Literary Curriculum)</p> <p>Genre focus: - 1.Retelling story of Gregory Cool 2.Personal letter 3.Character Profiles/Fact file</p> <p>RML– Revision lessons. Catch up phonics.</p> <p><b>SPAG:</b> present and past tense, sentence types- ! ? . expanded noun phrases, co-ordination,</p>	<p><b>Literacy-</b> <b>We are water protectors</b> by Carole Lindstrom (The Literary Curriculum)</p> <p><b>'The Minpins'</b> by Roald Dahl (The Literary Curriculum)</p> <p>Genre focus: - 1. Non chronological report, 2. Dictionaries, glossaries, charts &amp; diagrams 3.Instructions 4. Own adventure narratives</p> <p><b>SPAG:</b> present and past tense, subordination, apostrophes for contractions, prefix-'un'</p>	<p><b>Literacy-</b> <b>'Ocean Meets Sky'</b> by Eric Fan and Terry Fan (The Literary Curriculum)</p> <p><b>Jim and the Beanstalk</b> by Raymond Briggs (The Literary Curriculum)</p> <p>Genre focus: - 1. Narrative retelling, including dialogue 2. Instructions 3. Own version fantasy</p> <p><b>SPAG:</b> present and past tense, suffixes, apostrophes for singular possession</p>	<p><b>Literacy-</b> Great Fire of London (texts outlined in weekly planning) – link to <b>'The Great Fire of London'</b> by Emma Adams (The Literary Curriculum)</p> <p><b>'The Dragon Sitter'</b> by Josh Lacey</p> <p>Genre focus: - 1.NF: discuss, persuade &amp; entertain 2.Independent story writing 3. Information booklets</p> <p><b>SPAG:</b> present and past tense, suffixes, subordination, commas in a list.</p>	<p><b>Literacy-</b> <b>'The Tadpoles Promise'</b> by Jeanne Willis (The Literary Curriculum)</p> <p><b>'A Walk in London'</b> by Salvatore Rubbino (The Literary Curriculum)</p> <p>Genre focus: - 1.Explanations 2. Setting descriptions 3. Guidebooks</p> <p><b>SPAG:</b> present and past tense, expanded noun phrases, sentence types, subordination, adverbs</p>

after the first  
three weeks

<p><b>Maths Consolidation of Yr 1 end of year objectives.</b></p> <p><b>Ongoing-</b> Daily opportunities to practise maths skills. E.g counting when lining up, register numbers, telling the time, positional lang, reading class thermometer," I'm thinking of a number/shape" game, Topmarks games, etc...</p> <p><b>Oracy-</b> chn to speak in full sentences.</p>	<p><b>(Number) Place Value:</b></p> <ul style="list-style-type: none"> <li>-Counting objects to 100</li> <li>-Counting forwards and backwards</li> <li>-Ordering two-digit numbers</li> <li>- Writing numbers within 100</li> <li>-Partition numbers to 100</li> <li>-Count in 2s, 5s and 10s</li> <li>-Count in 3s</li> </ul> <p><b>(Number) Addition and Subtraction:</b></p> <ul style="list-style-type: none"> <li>-10 more and 10 less</li> <li>-Adding and subtracting two digit numbers using 10s and 1s</li> <li>-Number bonds to 10 and 20</li> <li>-Bonds to 100</li> <li>-Add and subtract tens</li> <li>-Add 3 1-digit numbers</li> <li>-Addition and subtraction crossing 10</li> </ul>	<p><b>Continue Addition and Subtraction</b></p> <p><b>(Geometry) Shape:</b></p> <ul style="list-style-type: none"> <li>-recognise 2D &amp; 3D shapes</li> <li>-counts side and vertices on 2D shapes</li> <li>-count edges, vertices and faces in 3D shapes</li> <li>-line of symmetry</li> <li>-make patterns with shapes</li> </ul>	<p><b>(Measurement) Money:</b></p> <ul style="list-style-type: none"> <li>- count money (notes and coins)</li> <li>-find the total, change, difference</li> <li>-compare money</li> </ul> <p><b>(Number) Multiplication and Division:</b></p> <ul style="list-style-type: none"> <li>-make equal groups</li> <li>- make arrays</li> <li>-Use 'x' symbol</li> <li>-2/5/10 times tables</li> <li>-share and group amounts</li> <li>-divide by 2/5/10</li> <li>--odd and even numbers</li> </ul>	<p><b>(Measurement) Length and height:</b></p> <ul style="list-style-type: none"> <li>-measure length with cm/m</li> <li>-compare and order lengths and heights</li> <li>-problem solving with lengths</li> </ul> <p><b>Mass, capacity and temperature:</b></p> <ul style="list-style-type: none"> <li>-measure and compare mass</li> <li>-measure mass in grams and kg</li> <li>-measure capacity and volume</li> <li>-measure in ml and l</li> <li>-four operations with mass and volume</li> <li>-temperature</li> </ul>	<p><b>(Number) Fractions:</b></p> <ul style="list-style-type: none"> <li>-recognise halves and quarters</li> <li>-recognise and find a third</li> <li>-unit and non-unit fractions</li> <li>-find three quarters</li> <li>-count in fractions</li> <li>-problem solving with fractions</li> </ul> <p><b>(Measurement) Time:</b></p> <ul style="list-style-type: none"> <li>-telling the time to the hour/half hour</li> <li>-quarter past and quarter to</li> <li>-telling time to five minutes</li> <li>-writing time</li> <li>-hours and days</li> </ul>	<p><b>(Number) Statistics:</b></p> <ul style="list-style-type: none"> <li>-make tally charts</li> <li>-draw and interpret pictograms</li> <li>-block diagrams</li> </ul> <p><b>(Geometry) Position &amp; Direction:</b></p> <ul style="list-style-type: none"> <li>-describe movement, turns and position</li> <li>-problem solving with position</li> </ul>
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<p><b>Science</b></p> <p>Plants continued over the whole year</p>	<p><b>Living things and their habitats</b></p> <p>-explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>-describe how different habitats provide for the basic needs of different animals and plants</p> <p><b>Gardening Day</b> <b>Planting bulbs</b></p> <p><b>Observations of environment- plants, leaves falling, deciduous trees, evergreen.</b></p>	<p><b>Living things and their habitats.</b></p> <p>-identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>-describe how animals get their food from plants and other animals (food chains)</p>	<p><b>Use of everyday materials</b></p> <p>-identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>-find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><b>Towards end of half term observe changes in the environment.</b></p>	<p><b>Use of everyday materials</b></p> <p>-use of everyday materials (inc. how things move on different surfaces)</p> <p>Materials – suitability for purpose, flammable, fire resistant.</p>	<p><b>Plants (life cycles)</b></p> <p>-observe and describe how seeds and bulbs grow into mature plants</p> <p>-find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p><b>Use magnifiers to examine plant parts and do close observational drawings.</b></p>	<p><b>Animals including humans</b></p> <p>-notice that animals, including humans, have offspring which grow into adults</p> <p>-find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p><b>Pond dipping</b></p>
<p><b>Computing</b></p>	<p><b>Navigating the Web and Staying Safe</b></p> <p>online</p> <p>Digital Literacy – inc. online safety</p> <p>Use computers to navigate the World Wide Web and find information</p>	<p><b>Writing Algorithms</b></p> <p>Computer Science</p> <p>Write clear and precise algorithms for computers to follow</p>	<p><b>Beginning Desktop Publishing</b></p> <p>Digital Literacy – inc. online safety</p> <p>Use software to create digital artefacts</p>	<p><b>Programming Probots</b></p> <p>Computer Science</p> <p>Write, test and debug algorithms for digital device</p>		

<p><b>Geography</b></p>	<p><b>Jamaica –</b>  <i>What are the similarities between Jamaica and the UK?</i>          Comparing London with Kingston in Jamaica (small area in a contrasting non-European country)</p>	<p><b>Jamaica –</b>  <i>What are the similarities between Jamaica and the UK?</i>          Comparing London with Kingston in Jamaica (small area in a contrasting non-European country)</p>	<p><b>The UK –</b>  <i>How are the countries of the UK similar and different?</i>          What are the capital cities of the four countries of the UK?          What are mountains, rivers and lakes?</p>	<p><b>The UK –</b>  <i>How are the countries of the UK similar and different?</i>          What are the capital cities of the four countries of the UK?          What are mountains, rivers and lakes?</p>	<p><b>Settlements –</b>  <i>How would you describe different settlements of the UK?</i></p> <p><b>Our local environment-</b>          mapping, school &amp; local park          Fieldwork/map skills: orienteering around the school</p>	<p><b>Settlements –</b>  <i>How would you describe different settlements of the UK?</i></p> <p><b>Our local environment-</b>          mapping, school &amp; local park          Fieldwork/map skills: orienteering around the school</p>
<p><b>History</b></p>	<p><b>Mary Seacole</b>  <b>Cause &amp; Consequence:</b>  <i>Why is it important to remember Mary Seacole today? What impact did she have?</i>          Compare to Florence Nightingale  <b>Key events</b> e.g. Black History Month, Bonfire night</p>	<p><b>Mary Seacole</b>  <b>Cause &amp; Consequence:</b>  <i>Why is it important to remember Mary Seacole today? What impact did she have?</i>          Compare to Florence Nightingale  <b>Key events</b> e.g. Black History Month, Bonfire night</p>	<p><b>Ernest Shackleton</b>  <b>Similarity, difference &amp; significance:</b>  <i>Who was Ernest Shackleton and why did he become famous?</i></p>	<p><b>Ernest Shackleton</b>  <b>Similarity, difference &amp; significance:</b>  <i>Who was Ernest Shackleton and why did he become famous?</i></p>	<p><b>The Great Fire of London including Samuel Pepys</b>  <b>Cause &amp; Consequence:</b>  <i>Why did the Great Fire of London spread so quickly and how did this affect the future of London?</i></p>	<p><b>The Great Fire of London including Samuel Pepys</b>  <b>Cause &amp; Consequence:</b>  <i>Why did the Great Fire of London spread so quickly and how did this affect the future of London?</i></p>
<p><b>D&amp;T</b></p>		<p><b>Textiles-</b>          Making own bunting. Create templates and use joining techniques. Props for show (plan, measuring, marking out, cutting and assembling)</p>		<p><b>Food -</b>          Making vegetable soup.          Preparing fruit and vegetables.</p>		<p><b>Mechanisms -</b>          wheels and axles (Making a trailer for Mr Grinling’s cat.)</p>

<p><b>ART</b></p>	<p><b>Artwork: Yayoi Kusama 'Pumpkins' Theme – Sculpture</b></p> <p><i>Children to make their own fruit and vegetable clay sculptures with a pattern inspired by Yayoi Kusama.</i></p> <p><b>Making skills –</b> sculpture</p> <p><b>Techniques –</b> pattern, texture, shape and form, colour</p> <p><b>Additional:</b></p> <p>- observational drawings of bulbs and seeds</p>	<p><b>Additional:</b></p> <p>-Props for show and class hall display(2d and 3d design)</p>	<p><b>Artwork: Pablo Picasso, Portrait of Dora Marr, 1937 Theme – Portrait</b></p> <p><i>Children to paint their own Picasso style self-portrait using shape and colour.</i></p> <p><b>Making skills –</b> painting</p> <p><b>Techniques –</b>shapes, colour, space, line and pattern</p>		<p><b>Artwork: L.S Lowry, Corner Shop, 1970 Theme – Portrait</b></p> <p><i>Children to draw a landscape of their school/local area inspired by Lowry focusing on line and shape.</i></p> <p><b>Making skills –</b> drawing</p> <p><b>Techniques –</b> shapes, space, line and colour and tone</p>	
<p><b>Music</b></p>	<p><b>African Song Performance and Composition</b></p> <p><i>What is call and response? How can we create our own call and response song?</i></p> <p><b>Music History:</b> Traditional African song</p>	<p><b>Melody Makers Performance and Composition</b></p> <p><i>What are the musical note names? How can we create our own melody using the note names?</i></p>	<p><b>Under the sea Listening and Performance</b></p> <p><i>What words can we use to describe musical contrasts? How do we perform musical contrasts?</i></p> <p><b>Music History:</b> 20th Century Film Music</p>	<p><b>Musical Superheroes Performance</b></p> <p><i>What are pitch and tempo? How do we change the pitch and tempo when performing?</i></p>	<p><b>British Song Listening and Performance</b></p> <p><i>How do we listen carefully to music? How do we sing with confidence?</i></p> <p>Music History: Traditional British Songs</p>	<p><b>Inspired by Myths Composition</b></p> <p><i>How can we create graphic scores for longer pieces of music? What is structure in music?</i></p>

PE	<p><b>Games</b> <i>Dribbling</i></p> <p><b>Fundamental Skills</b></p> <p><b>Gymnastics</b> <i>Balance</i></p>	<p><b>Dance</b> <i>Communicate different moods, feelings and ideas</i></p> <p><b>Games</b> <i>Throwing and catching</i></p>	<p><b>Gymnastics</b> <i>Parts high and low</i></p> <p><b>Dance</b> <i>Using dynamics to develop the dance</i></p>	<p><b>Games</b> <i>Sending skills</i></p> <p><b>Gymnastics</b> <i>Jumping and landing</i></p>	<p><b>Games</b> <i>Hitting and striking</i></p> <p><b>Gymnastics</b> <i>Spinning and turning</i></p>	<p><b>Games</b> <i>Running jumping and hopping</i></p> <p>Athletics (Sports Day)</p> <p><b>Dance</b> <i>Performing different styles of cultural dance</i></p>
<p><b>PHSE</b></p> <p><b>Ongoing –</b></p> <p><b>Mindfulness sessions</b></p> <p><b>School values- Respect, Determination, Responsibility and KINDNESS</b></p> <p><b>Weekly talktime but also as and when situations arise.</b></p>	<p>Wilbury school values and rules for behaviour including class contract.</p> <p>Ambitions (Y2)</p> <p>Health (physical and mental) and Hygiene – COVID</p> <p>Democaracy – school MPs</p> <p>Being thankful- Harvest</p>	<p>Different cultures &amp; Religions</p> <p>Health(physical and mental) and Hygiene - COVID</p>	<p>BLP &amp; P4C</p> <p>Revisit Ambitions</p> <p>Health(physical and mental) and Hygiene - COVID</p>	<p>BLP &amp; P4C</p> <p>Growing up and Getting on</p> <p>Health (physical and mental) and Hygiene - COVID</p>	<p>BLP &amp; P4C</p> <p>Caring for others &amp; animals</p> <p>Health (physical and mental) and Hygiene - COVID</p>	<p>BLP &amp; P4C</p> <p>Changes (transition to Year 3)</p> <p><b>SRE</b></p> <p>Health (physical and mental) and Hygiene - COVID</p>

<b>R.E</b>	<b>What makes some places sacred?</b> Christianity, Islam & Judaism Safe places The Church The Synagogue The Mosque	<b>What can we learn from sacred books?</b> Christianity, Islam & Judaism Special stories Stories of Jesus Respecting Holy Books Stories of Moses Stories of Prophet Muhammad	<b>How and why do we celebrate special and sacred times? Part 2</b> Christianity, Islam & Judaism , Hinduism Easter Pesach Eid-al-fitr Holi		<b>Who is a Muslim and what do they believe? Part 2 only</b>  Islam The Mosque Prayer – Mecca, removing shoes and washing Qur’an Main beliefs	<b>How should we care for others and the world and why does it matter?</b> Christianity & Judaism Care Christian teachings Jewish teachings Golden rule The beginning of the world
<b>Other units/</b> Choice/cultural/long etc	<b>3<sup>rd</sup> October</b> Florence Nightingale workshop	Y2 Christmas Show to Parents TBC	Healthy eating/cooking		Fire safety visit	Planting & growing  Great Fire of London trip