

Curriculum Map Year 2

2024/25

	Autumn 1 (7 wks + 3) 4.9.24-25.10.24	Autumn 2 (7wks) 04.11.24-20.12.23 Phonics Checks	Spring 1 (6 wks) 7.1.25-24.2.25	Spring 2 (6 wks) 25.2.25-4.4.25	Summer 1 (5 wks) 22.4.25-23.5.25	Summer 2 (7 wks) 2.6.25-22.7.25
<p>Literacy Consolidation of Yr 1 end of year objectives. Ongoing-</p> <ul style="list-style-type: none"> RML x3 in class daily. Reading and spelling of Yr 1 and Yr2 Common Exception words Reinforcement of capitals and full stops when writing. Weekly spelling test. Practising oracy skills -rehearse what they are going to say before writing. - Use of talk partners and trips outdoors. Daily story. Daily HW sessions- cursive and CAPITALS Daily reading fluency lessons after the first three weeks 	<p>Literacy - 'Lights on Cotton Rock' by David Litchfield (The Literary Curriculum)</p> <p>The Bear and the Piano 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>SPAG: 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>'The Journey Home' 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>SPAG: present and past tense, sentence types- ! ?. expanded noun phrases, co-ordination,</p>	<p>Literacy- We are water protectors by Carole Lindstrom (The Literary Curriculum)</p> <p>Genre focus: - 1. Non chronological report, 2. Dictionaries, glossaries, charts & diagrams 3.Instructions 4. Own adventure narratives</p> <p>SPAG: present and past tense, subordination, apostrophes for contractions, prefix-'un'</p>	<p>Literacy- 'Ocean Meets Sky' by Eric Fan and Terry Fan (The Literary Curriculum)</p> <p>Jim and the Beanstalk by Raymond Briggs (The Literary Curriculum)</p> <p>Genre focus: - 1. Narrative retelling, including dialogue 2. Instructions 3. Own version fantasy</p> <p>SPAG: present and past tense, suffixes, apostrophes for singular possession</p>	<p>Literacy- Great Fire of London (texts outlined in weekly planning) – link to 'The Great Fire of London' by Emma Adams (The Literary Curriculum)</p> <p>Genre focus: - 1.NF: discuss, persuade & entertain 2.Independent story writing 3. Information booklets</p> <p>SPAG: present and past tense, suffixes, subordination, commas in a list.</p>	<p>Literacy- 'The Tadpoles Promise' by Jeanne Willis (The Literary Curriculum)</p> <p>'A Walk in London' by Salvatore Rubbino (The Literary Curriculum)</p> <p>Genre focus: - 1.Explanations 2. Setting descriptions 3. Guidebooks</p> <p>SPAG: present and past tense, expanded noun phrases, sentence types, subordination, adverbs</p>

<p>Maths Consolidation of Yr 1 end of year objectives.</p> <p>Ongoing- 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>Oracy- chn to speak in full sentences.</p>	<p>(Number) Place Value:</p> <ul style="list-style-type: none"> -Counting objects to 100 -Counting forwards and backwards -Ordering two-digit numbers - Writing numbers within 100 -Partition numbers to 100 -Count in 2s, 5s and 10s -Count in 3s <p>(Number) Addition and Subtraction:</p> <ul style="list-style-type: none"> -10 more and 10 less -Adding and subtracting two digit numbers using 10s and 1s -Number bonds to 10 and 20 -Bonds to 100 -Add and subtract tens -Add 3 1-digit numbers -Addition and subtraction crossing 10 	<p>Continue Addition and Subtraction</p> <p>(Geometry) Shape:</p> <ul style="list-style-type: none"> -recognise 2D & 3D shapes -counts side and vertices on 2D shapes -count edges, vertices and faces in 3D shapes -line of symmetry -make patterns with shapes 	<p>(Measurement) Money:</p> <ul style="list-style-type: none"> - count money (notes and coins) -find the total, change, difference -compare money <p>(Number) Multiplication and Division:</p> <ul style="list-style-type: none"> -make equal groups - make arrays -Use 'x' symbol -2/5/10 times tables -share and group amounts -divide by 2/5/10 --odd and even numbers 	<p>(Measurement) Length and height:</p> <ul style="list-style-type: none"> -measure length with cm/m -compare and order lengths and heights -problem solving with lengths <p>Mass, capacity and temperature:</p> <ul style="list-style-type: none"> -measure and compare mass -measure mass in grams and kg -measure capacity and volume -measure in ml and l -four operations with mass and volume -temperature 	<p>(Number) Fractions:</p> <ul style="list-style-type: none"> -recognise halves and quarters -recognise and find a third -unit and non-unit fractions -find three quarters -count in fractions -problem solving with fractions <p>(Measurement) Time:</p> <ul style="list-style-type: none"> -telling the time to the hour/half hour -quarter past and quarter to -telling time to five minutes -writing time -hours and days 	<p>(Number) Statistics:</p> <ul style="list-style-type: none"> -make tally charts -draw and interpret pictograms -block diagrams <p>(Geometry) Position & Direction:</p> <ul style="list-style-type: none"> -describe movement, turns and position -problem solving with position
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<p>Science</p> <p>Plants continued over the whole year</p>	<p>Living things and their habitats</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>Gardening Day Planting bulbs</p> <p>Observations of environment- plants, leaves falling, deciduous trees, evergreen.</p>	<p>Living things and their habitats.</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>Use of everyday materials</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>Towards end of half term observe changes in the environment.</p>	<p>Use of everyday materials</p> <p>-use of everyday materials (inc. how things move on different surfaces)</p> <p>Materials – suitability for purpose, flammable, fire resistant.</p>	<p>Plants (life cycles)</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>Use magnifiers to examine plant parts and do close observational drawings.</p>	<p>Animals including humans</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>Pond dipping</p>
<p>Computing</p>	<p>Navigating the Web and Staying Safe</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>Writing Algorithms</p> <p>Computer Science</p> <p>Write clear and precise algorithms for computers to follow</p>	<p>Beginning Desktop Publishing</p> <p>Digital Literacy – inc. online safety</p> <p>Use software to create digital artefacts</p>	<p>Programming Probots</p> <p>Computer Science</p> <p>Write, test and debug algorithms for digital device</p>		

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

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

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

<p>R.E</p>	<p>How and why do we celebrate special and sacred times? Part 1 Christianity, Judaism & Hinduism</p> <p>Harvest Divali Hannukah Christmas</p>	<p>How and why do we celebrate special and sacred times? Part 1 Christianity, Judaism & Hinduism</p> <p>Special days Sukkot comparison of Divali Hannukah Christmas</p>	<p>What does it mean to belong to a faith community? Christianity, Islam & Judaism</p> <p>The meaning of belonging Christian belonging Muslim belonging Jewish belonging Welcoming a baby Showing belonging</p>	<p>How and why do we celebrate special and sacred times? Part 2 Christianity, Islam & Judaism , Hinduism</p> <p>Easter Pesach Eid-al-fitr Holi</p>	<p>How should we care for others and the world and why does it matter? Christianity & Judaism Care Christian teachings Jewish teachings Golden rule The beginning of the world</p>	
<p>Other units/ Choice/cultural/ long etc</p>	<p>3rd October Florence Nightigale workshop</p>	<p>18th December Y2 Christmas Show to Parents 4th Decemeber Church visit</p>	<p>Healthy eating/cooking</p>		<p>7th May Great fire of London Map workshop</p>	<p>Planting & growing</p> <p>Tate Modern trip Weir hall trip dates to be confirmed</p>