



Year 2 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Maths	<p>Read and write numbers from 1 to 100 in words</p> <p>Partition numbers in different ways (e.g. $23 = 20 + 3$ and $23 = 10 + 13$) to support subtraction</p> <p>Numbers can be added and multiplied in any order (associative rule)</p> <p>Know that multiplying and dividing are inverse calculations</p> <p>Share/divide by 2, 5 and 10</p> <p>Place value of hundreds, tens and ones</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Column addition and subtraction to two digits</p> <p>Calculate and write mathematical statements for multiplication and division</p> <p>To use appropriate language</p>		<p>Use all four operations to solve word problems</p> <p>Read and interpret a picture graph with confidence</p> <p>Choose and use appropriate standard units to estimate and measure: length/height/mass /temperature</p> <p>Read relevant scales to the nearest numbered unit</p> <p>Use mathematical vocabulary to describe position, direction and movement to include programming robots using instructions given in right angles</p> <p>Revise names and properties of common 2-D and 3-D shapes</p> <p>Solve simple problems in a practical context involving addition and subtraction of money including giving change</p>		<p>Count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line</p> <p>To compare and order fractions with different denominators</p> <p>Write simple fractions e.g. $\frac{1}{2}$ of $6 = 3$ and recognise equivalence</p> <p>Choose and use appropriate standard units to estimate and measure: volume</p> <p>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</p> <p>Tell and write the time to five minutes (linking to the 5 times table)</p> <p>Understand and use the connection between the units of time: seconds, minutes, hours, days, weeks</p> <p>Understand $>$ and $<$ symbols and answer problems accurately</p>		
Priority is given to mental arithmetic, problem solving and reasoning throughout the academic year.							

<p>English</p>	<p>Dick Whittington (Traditional Tale) (Narrative)</p> <p>Katie in London by James Mayhew (To Entertain)</p>	<p>The Runaway Iceberg</p> <p>Penguins National Geographic Reader, Level 2 (Non Chronological Reports)</p>	<p>The Magic Paintbrush by Julia Donaldson (Narrative)</p> <p>All About Japan: Stories, Songs, Crafts and Games (Inform/Instructions)</p>	<p>The World Came To My Place Today by Dr Jo Readman (Inform / Entertain)</p> <p>Tasty Poems by Jill Bennett</p>	<p>You Wouldn't Want to be a Victorian Schoolchild by David Salariya (Non-fiction)</p> <p>Lost in the Toy Museum by David Lucas (Entertain)</p>	<p>Field Trip to the Moon by Jeanne Willis (Narrative)</p>
<p>Comprehension skills and spelling are taught throughout the year within English lessons and guided reading sessions alongside Accelerated Reader. Spelling, punctuation and grammar skills are embedded in English lessons throughout the year. See here for further information.</p>						
<p>Wider Curriculum</p>	<p>London's Burning (History Focus)</p> <p>In this topic, pupils will be taken back in time to 17th century London where they will discover what life was like just prior to the Great Fire of London. They will become historical detectives, examining evidence (artefacts, diaries and paintings) to work out exactly what happened and how it changed London and the fire service for the better. Pupils will learn about the causes and consequences of the</p>	<p>Amazing Animals (Science Focus)</p> <p>In this topic, pupils will focus on learning about how animals change over their lives. They will consider what animals' basic needs for survival are and how we sort animals into classification groups. They will research why animals live in certain habitats and how animals are adapted to living in their habitats. They will focus on how penguins adapt to</p>	<p>Journey to a Faraway Land (Geography Focus)</p> <p>In this topic, pupils will embark on a journey to an unknown faraway land (country located in Asia). The topic will be taught in two parts. Firstly, the journey will immerse the pupils in ship life including mapping skills, material investigations and survival skills. Finally, they will arrive at their destination and immerse themselves</p>	<p>Farm to Fork (Science/Geography Focus)</p> <p>In this topic, pupils will learn about the journey of everyday items, with special emphasis on where food comes from. They will explore the locations and processes of different farms around the UK and beyond, reflecting on the origin of our foods and items that we eat and enjoy on a daily basis. Throughout the unit, the children</p>	<p>Spinning Tops and Finger Stocks (History Focus)</p> <p>In this topic, pupils will travel back in time to when Queen Victoria was on the throne (1837-1901). They will have the opportunity to experience life as a Victorian child. Pupils will find out about key elements of childhood including schools, toys, working life as well as the monarch and her</p>	<p>To Infinity & Beyond (Science Focus)</p> <p>In this topic, pupils will be taken on an adventure into space beginning with a rocket launch experience! They will complete 'astronaut training' in order to later learn about what's out there in our Solar System and develop their scientific understanding of how the planets orbit the Sun. Pupils will have the opportunity to find out about significant individuals</p>

	Great Fire of London and try to put themselves in the shoes of those that have been caught in fires and lost treasured possessions. They will have the opportunity to create fire-related artwork, as well as experience a real fire for themselves!	living in a polar habitat.	in the culture of the new country by learning about food, celebrations and basic geography.	will be encouraged to reflect on how we use the Earth's natural resources, how to appreciate them and how not to waste them.	family. Throughout the topic, children will be encouraged to make comparisons to their life as a child in the modern day 2020s.	and historic events concerning space travel in the past before touching down on the moon and building their own model moon buggies ready for exploration!
Art	<p align="center">Picture This</p> <p>Learn to draw what we see using a variety of materials and techniques.</p> <p align="center">Skills:</p> <p>Observation, ,mark-making, sketching, textural rubbings, blending, shadows and highlights and still life.</p>		<p align="center">Exploring Shape & Pattern</p> <p>Learn to use shapes to create patterns using a variety of materials and techniques.</p> <p align="center">Skills:</p> <p>Printing, design, pattern-making, spacing, colour, shape, collage and textiles.</p>		<p align="center">Mother Nature & the Designer</p> <p>Use mother nature's patterns, colours and textures to inspire your artwork.</p> <p align="center">Skills:</p> <p>Observation, mark-making, design, pattern, shape, form, scale, moulding and weaving.</p>	
RE	<p align="center">What did Jesus Teach?</p> <p>Key Question:</p> <p>Is it possible to be kind to everyone all of the time?</p>	<p align="center">Christmas – Jesus as Gift from God</p> <p>Key Question:</p> <p>Why do Christians believe God gave Jesus to the world?</p>	<p align="center">Prayer at Home</p> <p>Key Question:</p> <p>Does praying at regular intervals help a Muslim in his/her everyday life?</p>	<p align="center">Easter – Resurrection</p> <p>Key Question:</p> <p>How important is it to Christians that Jesus came back to life after his crucifixion?</p>	<p align="center">Community & Belonging</p> <p>Key Question:</p> <p>Does going to a Mosque give Muslims a sense of belonging?</p>	<p align="center">Hajj</p> <p>Key Question:</p> <p>Does completing Hajj make a person a better Muslim?</p>

PSHE	Me & My Relationships Link to detailed scheme of work here	Rights & Responsibilities Link to detailed scheme of work here	Valuing Difference Link to detailed scheme of work here	Being My Best Link to detailed scheme of work here	Keeping Myself Safe Link to detailed scheme of work here	Growing & Changing Link to detailed scheme of work here
MFL	<p>Revise numbers up to 20.</p> <p>Identify and recall some places in town. Say what is or isn't in your town using "there is" and "there is no".</p> <p>Ask for directions to various places in town. Give simple directions to a place in town.</p> <p>Revise meeting new people, introductions (name, age and residence).</p> <p>Recall key words for various types of people. Identify and say the name of some animals. Identify some examples of habitat. Ask where people or animals live and respond.</p> <p>Talk about Christmas and identify some Christmas related vocabulary.</p>		<p>Practise numbers up to 30.</p> <p>Identify and practise a few means of transports.</p> <p>Identify and practise a few countries. Say how they travel to a particular place. Understand and express simple opinions. Identify and name a few farm animals. Say what colour a particular animal is.</p> <p>Start to understand word order when using colours.</p> <p>Learn the words for "farmer" and "farmer's wife".</p> <p>Learn key expressions for "I see", "I hear", "I smell".</p> <p>Ask someone if they like a particular animal. Talk about Easter and identify some Easter related vocabulary.</p>		<p>Count up to 30.</p> <p>Identify tens up to 60.</p> <p>Learn the key words on the life cycle of a frog.</p> <p>Talk about the life cycle of a frog. Identify some natural habitats. Ask where the frog is and respond.</p> <p>Recall a variety of ice cream flavours. Ask for a single or a double ice cream. Understand and take part in a basic conversation on buying ice creams. Ask for a price.</p> <p>Express simple opinions.</p>	
Computing	<p>Creating and Publishing:</p> <p>Work related to Class Topic: 'London's Burning'</p> <p>Using Technology:</p> <p>Touch Typing (Introduction)</p>	<p>Programming and Control:</p> <p>Understanding instructions and making things happen Eg. Various Apps</p> <p>Creating and Publishing:</p>	<p>Programming and Control:</p> <p>Bee Bots and various programmable devices</p> <p>Using Technology:</p> <p>Communicating</p>	<p>Creating and Publishing:</p> <p>Creating Pictures. Looking at the work of artists such as Mondrian.</p> <p>Work related to class topic, 'Farm to Fork'</p>	<p>UsingData:</p> <p>Questions and answers – intro to binary/graph work and database</p> <p>Creating and Publishing: Work related to class topic, 'Spinning</p>	<p>Programming and Control:</p> <p>Understanding instructions and making things happen</p> <p>Software: Roamer SCRATCH JR/SCRATCH</p>

	<p>Programming and Control : Introduction to onscreen Programming</p> <p>Ongoing: Online Safety and introducing touch typing</p>	<p>DTP/ Greeting card</p> <p>Work related to Class Topic : 'Animal Magic'</p> <p>Ongoing: Online Safety and introducing touch typing</p>	<p>information by text</p> <p>Creating and Publishing: DTP/ Greeting card Work related to class topic, 'Journey to a Faraway Land'</p> <p>Ongoing: Online Safety and introducing touch typing</p>		<p>Tops and Finger Stocks'</p> <p>Ongoing: Online Safety and introducing touch typing</p>	<p>Creating and Publishing: Work related to class topic, 'To 'Infinity and Beyond'</p> <p>Ongoing: Online Safety and introducing touch typing</p>
Music	<p>Pulse and Rhythm, Performance Skills</p> <p>Listen attentively to and play instruments, with increasing control of technique, pulse and rhythm</p> <p>Introduce simple notes and rest durations in grid and staff notation</p> <p>Play and sing with increasing accuracy from graphic notations and by copying aural cues</p> <p>Develop singing, acting and movement skills to enhance expressive performance in front of an audience</p> <p>Link to topic: Tudor music (London's Burning)</p>	<p>Pitch, Loud and Quiet</p> <p>Introduce staff notation for note pitch</p> <p>Play and sing from simple step and leap notation patterns and perform note recognition exercises</p> <p>Identify and control sudden and gradual changes of volume</p> <p>Sing solo and as an ensemble</p> <p>Link to topic: World music (Journey to a Faraway Land)</p>	<p>Introduction to Recorder Technique Composition Soundscapes (Texture, Timbre, Structure)</p> <p>Create a group composition in ternary form incorporating a range of timbres and textures; notate it in a graphic score and perform it as an ensemble</p> <p>Learn about the history of the recorder; listen to/watch high quality live and recorded recorder music from baroque to contemporary times</p> <p>Begin Recorder Karate programme by exploring early recorder technique; learn to play one or two notes correctly by ear and from notation</p> <p>Link to topics: street cries and Music Hall</p>			

			(Victorian childhood) Space composition
Sport	<p><u>Football</u>: dribbling, receiving and passing the ball, dodging</p> <p><u>Hockey</u>: dribbling, receiving and sending the ball</p> <p><u>Dance</u>: music and movement, expression, including mood, and composition</p> <p><u>Swimming</u>: stroke development in all 4 areas</p> <p><u>Climbing</u>: All</p>	<p><u>Rugby</u>: carrying, passing and receiving the ball</p> <p><u>Ball Skills</u>: bouncing, catching, receiving, sending and shooting with hands and a racket in pairs and playing small games</p> <p><u>Gym</u>: movement, balance, expression. Use of small apparatus</p> <p><u>Swimming</u>: aquatic skills, personal survival, sculling, stroke awareness</p>	<p><u>Starting games</u>: bowling, catching, aiming to space, fielding incorporating aspects of cricket, tennis</p> <p><u>Athletics</u>: running, jumping, throwing</p> <p><u>Swimming</u>: stroke development, distances and times</p>
Matches with other schools take place throughout the year, from Year 3 upwards.			