Curriculum Map for Year 2

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|   | Autumn Term  | Spring Term  | Summer Term  |
| Writing (including grammar taught in context) | What was it like once upon a time in Lower Pilsley ?Dear Teacher – introductory writing baselineInvestigating Traditional tales The 3 little Pigs* features of traditional tales
* Story sequencing
* comparison of traditional tales

The Write Stuff – alternative traditional talesLittle Red Reading Hood* Use capital letters and full stops in most of my sentences.
* Use different forms of sentences – statements, questions, commands and exclamations.
* Use the past and present tense correctly in my writing.

Why was London burning ?Writing narratives about personal experiences and those of others (real and fictional)Remembrance Day (Sgt Stubby)-making inferences about character-collecting ideas -writing from an animals point of viewWriting about real eventsVlad and the Great Fire of London – Historical narrativeWriting a diary* Write an opening using capital letters and full stops
* Write using verbs in the past tense

Shape poetry – ‘Fire’* -writing poetry

[See this document for NC coverage](file:///P%3A%5C07%20English%5CWriting%5CNC%20Curriculum%20Coverage%5CYear%202%20-%202022.docx)  |  | Who are our local movers and shakers (Florence Nightingale and Richard Arkwright)The Write Stuff – Question and answer text – Florence NightingaleWriting narratives about personal experiences and those of others (real and fictional) Vlad and the Florence Nightingale Adventure – literacy through ScienceRecount of visit to Cromford MillHow does my garden grow ?At the Bottom of the Garden poetryDown behind the flowerpots…* writing poetry

Instructions – How to Make a Bird Feeder/Bug Hotel – The Write Stuff[See this document for NC coverage](file:///P%3A%5C07%20English%5CWriting%5CNC%20Curriculum%20Coverage%5CYear%202%20-%202022.docx) |  | Do tribes live in the PeakNational Park ?The Owl who was afraid of the dark – The Write Stuff – Narrative* Use capital letters and full stops in most of my sentences.
* Use different forms of sentences – statements, questions, commands and exclamations.
* Use the past and present tense correctly in my writing.

Why do animals live in different habitats ?Where Zebra Goes – Poetry* writing poetry

 Non-Chronological Reports – Big Cats – The Write Stuff[See this document for NC coverage](file:///P%3A%5C07%20English%5CWriting%5CNC%20Curriculum%20Coverage%5CYear%202%20-%202022.docx) |  |
| Reading1a- vocabulary1b- retrieval1c- sequencing1d- inference 1e - predict | * The 3 Little Wolves and the Big Bad Pig Narrative 1a,b,d,e,
* Prince Cinders Narrative 1e
* On the way home Narrative 1c
* Remembrance Day Non-Narrative 1b
* The Great Fire of London Non-Narrative 1a
* Vlad and the Great Fire of London Narrative 1d
* The Great Fire of London Non-Narrative 1c

[See this document for NC coverage](../Guided%20reading/Year%202%20reading%20overview%2023.docx) |  | * Peter Rabbit Narrative 1d , 1b, 1e
* What is Pink ? Poetry 1c, 1b
* Scavenger Boy Narrative 1a, 1b
* The Seeds of Friendship Narrative 1d, 1a

 * Egg to bee Non-Narrative 1a,1b,1c
* Tadpole to Frog Non-Narrative 1b,1c

[See this document for NC coverage](file:///C%3A%5CUsers%5Ccooks%5CDesktop%5CNew%20Y2%20Planning%5CGuided%20reading%5CYear%202%20reading%20overview%2023.docx) |  | SAT revision  The Mousehole Cat 1aThe Mousehole Cat 1dThe Mousehole Cat 1a[See this document for NC coverage](file:///C%3A%5CUsers%5Ccooks%5CDesktop%5CNew%20Y2%20Planning%5CGuided%20reading%5CYear%202%20reading%20overview%2023.docx) |  |
| SPAG and Phonics | * Capital letters and full stops to demarcate sentences
* Capital letters and full stops to demarcate sentences
* Capital letters for proper nouns
* Capital letters for the pronoun I
* Nouns, Compound nouns
* Nouns, Noun phrases.
* Expanded Noun phrases
* Commas in a list
* Statements, questions, exclamations and commands.
* The sound /igh/ spelt with ‘-y’ at the end of words
* The sound /j/ spelt with ‘-dge’
* Adding –es to nouns and verbs ending in –y
* The sounds /n/ spelt ‘kn’ and less often ‘gn’ at the beginning of words
* The sounds /n/ spelt ‘kn’ and less often ‘gn’ at the beginning of words
* Adding –ed and ing to a word ending in –y with a consonant before it
* wr as r at the beginning of words
* l as le The sound /l/ spelt with ‘-le’ at the end of words
* Adding -er and
* est to a word ending in –y with a consonant before it
* The sound /l/ spelt with ‘-el’ at the end of words
* The sound /l/ spelt with ‘-il’ and ‘-al’ at the end of words
* Adding –-ed, -er - words ending in –e with a consonant before it
 |  | * Co-ordinating conjunctions.
* Subordinating conjunctions
* apostrophes for contractions
* apostrophes for possession
* eer as ear
* cher sound spelt ture
* Adding –-est and –y to words ending in –e with a consonant before it
* mb saying m (lamb)
* The sound /or/ spelt ‘a’ before l or ll
* Adding –ing, -ed, to cvc and cvcc words
* The sound /u/ spelt with ‘o’
* The sound /ee/ spelt with ‘-ey’
* Adding –e rest and y, to cvc and cvcc words
* Contractions
* The stressed/er/ spelt with ‘or’ after w and the sound / or/ spelt ‘ar’ after w
* Adding suffix ment and ness
*
 |  | * apostrophes for contractions
* apostrophes for possession
* The sound /zh/ spelt ‘s’
* The /o/ sound spelt with ‘a’ after w and qu
* Words ending in -tion
* The suffixes ful - less and –ly Homophones and near homophones
* Prefix - dis
 |  |
| Mathematics –White Rose Mastery  | Place Value (4 weeks)Read ,write and represent numbers to 100 in numerals and words identify, represent and estimate numbers using different representations, including the number line\*compare and order numbers from 0 up to 100\*use place value and number facts to solve problems\*use < > and = signs correctly\*count in steps of two, three, and five from 0, and in tens from any number, forward and backwardAddition and Subtraction (5 weeks)\* solve problems with addition and subtraction:using concrete objects and pictorial representations, including those involving numbers, quantities and measuresrecall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100add and subtract numbers using concrete objects, pictorial representations, and mentally, including:a two-digit number and onesa two-digit number and tenstwo two-digit numbersadding three one-digit numbersshow that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannotrecognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.Shape (3 weeks)\*identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical lineidentify and describe the properties of 3-D shapes, including the number of edges, vertices and faces\*identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]compare and sort common 2-D and 3-D shapes and everyday objects. |  | Money (2 weeks)\* recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular valuefind different combinations of coins that equal the same amounts of moneysolve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving changeMultiplication and Division (5 weeks)recall multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers\*calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs\*show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot\*solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.Length and Height (2 weeks)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, using rulers, scales, thermometers and measuring vesselscompare and order lengths, mass, volume/capacity and record the results using >, < and =Mass, Capacity and Temperature (3 weeks)\*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, using rulers, scales, thermometers and measuring vessels |  | Fractions (2 weeks)\*recognise, find, name and write fractions 1 3, 1 4, 2 4 and 3 4 of a length, shape, set of objects or quantity\*write simple fractions, for example 1 2 of 6 = 3 and recognise the equivalence of 2 4 and 1SAT’s Summer 2Fractions (3 weeks)\*recognise, find, name and write fractions 1/ 3, 1/ 4, 2/ 4 and 3/ 4 of a length, shape, set of objects or quantity\*write simple fractions, for example 1 /2 of 6 = 3 and recognise the equivalence of 2/ 4 and ½Time (3 weeks)Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these timesStatistics (2 weeks)\*interpret and construct simple pictograms, tally charts, block diagrams and simple tables\*ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantityPosition and Direction (2 weeks)Order and arrange combinations of mathematical objects in patterns and sequences.\*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 (clockwise and anti-clockwise). |  |
| Science  | Everyday materialsIdentify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Look at materials within our local environment.Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Think about the properties of materials that make them suitable or unsuitable for particular purposes . Think about unusual and creative uses for everyday materials. Find out about people who have developed useful new materials, for example John McAdam Working scientifically- asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. |  | Animals including humansNotice that animals, including humans, have offspring which grow into adultsFind out about and describe the basic needs of animals, including humans, for survival (water, food and air)Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.PlantsObserve and describe how seeds and bulbs grow into mature plants.Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.Working scientifically- asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. |  | Living things and their habitatsExplore and compare the differences between things that are living, dead, and things that have never been alive.Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.Identify and name a variety of plants and animals in their habitats, including micro-habitats (linked to our sea side and coastal topic).Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.Working scientifically- asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. |  |
| Geography  | What was it like once upon a time in Lower Pilsley ?Local GeographyUse simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment.Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features on a map of school. Locate set points around school.Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map of Pilsley; and use and construct basic symbols in a key. |  |  |  | Do tribes live in the Peak National Park ?Name and locate the world’s seven continents and five oceans.Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country – Peak District National Park and the Masai Mara National ParkUse basic geographical vocabulary to refer to:key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherkey human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |  |
| History | Once upon a time in Lower Pilsley ? Compare the differences in local land use and housing.Why was London Burning ?Find out about events beyond living memory that are significant nationally or globally - the Great Fire of London.- London in 1666- events of the Great fire - the significance for Britain of the Great Fire of London.Find out about the lives of significant individuals in the past who have contributed to national and international achievements – Samuel Pepys. |  | Who are our local movers and shakers ? (Florence Nightingale and Richard Arkwright)Find out about the lives of significant individuals in the past who have contributed to national and international achievements – Florence NightingaleFind out about significant historical events, people and places in their own locality – Richard Arkwright |  |  |  |
| Art  | ARTTo develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.- Local ‘Timescape’ paintings inspired by the London artist Ferha Farooqui-Pastel Poppies in perspective- The Great Fire of London chalk Silhouette  |  | To use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationTo develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space-Florence Nightingale pencil portraits |  | To use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationTo develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.- African animal water colour sunset Silhouette – Paul Goldstein - Under the sea habitats - sewing pictures |  |
| DT  | What was it like once upon a time in Lower Pilsley ?Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.Moving storybooks – traditional tales |  | Who are our local movers and shakers ? (Florence Nightingale and Richard Arkwright)Use the basic principles of a healthy and varied diet to prepare dishesunderstand where food comes fromHealthy fruit kebabsHow does my garden grow ?Design purposeful, functional, appealing products for themselves and others.Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.Design and make Bug Hotels |  |  |  |
| Computing | Teach computing Unit 1 – IT around usUse technology purposefully to create, organise, store, manipulate, and retrieve digital contentRecognise common uses of information technology beyond schoolUse technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologiesTeach computing Unit 2 – Creating MediaUse technology purposefully to create, organise, store, manipulate, and retrieve digital content.Recognise common uses of information technology beyond school.Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |  | Teach computing Unit 3 – Programming A – Robot Algorithms Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructionsCreate and debug simple programsUse logical reasoning to predict the behaviour of simple programsTeach computing Unit 4 – PictogramsUse technology purposefully to create, organise, store, manipulate and retrieve digital contentUse technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |  | Teach computing Unit 5 – Creating musicUse technology purposefully to create, organise, store, manipulate and retrieve digital contentUse technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.Teach computing Unit 6 – Programming quizesUnderstand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programsUse technology purposefully to create, organise, store, manipulate and retrieve digital content |  |
| PE | Fundamental movementsMaster basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.Fundamental games - Invasion GamesParticipate in team games, developing simple tactics for attacking and defending5:60 coaching |  | Dance – Dance Festival focusPerform dances using simple movement patternsGymMaster basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |  | Invasion games – sport specific – basketballParticipate in team games, developing simple tactics for attacking and defendingAthletics – Animal OlympicsMaster basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.Tennis |  |
| RE  | What does it mean to belong to a faith community?How and why do we celebrate special and sacred times? Christmas focus. |  |  How can we learn from sacred books? Christian, Muslim and JewishWho is Jewish and what do they believe? |  |  Who is a Christian and what do they believe? Who is a Muslim and what do they believe?  |  |
| PSHE  | Being me – Jigsaw unit 1Celebrating differences – Jigsaw unit 2Recycling – Science Link |  | Dreams and Goals – Jigsaw unit 3Healthy me – Jigsaw unit 4 |  | Relationships – Jigsaw unit 5Changing me – Jigsaw unit 6 |  |

Curriculum Map for Year 2

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| Music  | The Long and short of it – Exploring durationJackass/Tinga Layo/Some sounds are short…Dot/Dash – rhythmic notationNativity |  | Feel the pulse 1 – Exploring pulse and rhythmGrandpa/DinahIntroduction to String Instruments – demonstrate violin*Piece with changing tempo?* *Short Ride in Fast Machine? – fast**String Music – Elgar?* |  | Feel the Pulse 2 - Exploring pulse and rhythm. Layering patterns – Plate of Potatoes/How many people here for dinner?*Piece showing layering – Philip Glass?* | Exploring Pitch 1 Looby Loo Lines – staff notation. Jazzyquacks |  | Exploring Pitch 2Fossil Feet – pitch recognition/class arrangement. Prehistoric Animal Brigade – arrangement with drone |
| Trips/Events  | Walk around the local area |  | Cromford Mill – Meet Richard Arkwright |  |  |  |