

## Year 2 Curriculum Map 2024-2025

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
<b>RE</b>	Branch One: Creation and covenant	Branch Two: Prophecy and promise	Branch Three: Galilee to Jerusalem	Branch Four: Desert to Garden	Branch Five: To the ends of the Earth	Branch Six: Dialogue and encounter
<b>PSHE</b>	<p><b>Being me in my world</b></p> <p>Identify hopes and dreams for the year. Understand rights and responsibilities in school and class.</p>	<p><b>Celebrate Difference</b></p> <p>Understand some ways in which boys and girls are different and accept that this is OK. Understand differences make us special and unique.</p>	<p><b>Dreams and Goals</b></p> <p>Choose realistic goals and how to achieve them. Persevere when find tasks difficult. Understand how working with others help them learn.</p>	<p><b>Healthy Me</b></p> <p>Make healthy choices. Importance of safe use of medicines. Know which foods my body needs to be healthy.</p>	<p><b>Relationships</b></p> <p>Accept that everyone’s family is different. Understand that there are acceptable and unacceptable forms of physical contact within a family. Recognise and appreciate people who can help me in my family, my school and my Community.</p>	<p><b>Journey in Love</b></p> <p>Recognise the joy and friendship of belonging to a diverse community. Describe ways of being safe in communities. Celebrate ways of meeting God in our communities.</p>
<b>English Spoken language</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>					
<b>English Reading</b>	<p><b>Through Shared class reading and Guided group reading-</b> listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction, become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales, discuss the sequence of events in books, be introduced to non-fiction books that are structured in different ways, recognise simple recurring literary language in stories and poetry, discuss and clarify the meanings of words, link new meanings to known vocabulary, discuss their favourite words and phrases, continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear, understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher: checking that the text makes sense to them as they read and correcting inaccurate reading, make inferences on the basis of what is being said and done, answer and ask questions, predict what might happen on the basis of what has been read so far, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, take turns and listen to what others say, explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><b>Quality texts- ‘Flat Stanley’. Books by Roald Dahl- Matilda, Charlie and the Chocolate Factory, the BFG. A Christmas Carol by Charles Dickens</b></p> <p><b>In addition through individual daily/3 times weekly reading -</b></p>					

	apply phonic knowledge and skills, read accurately by blending the sounds in words, read accurately words of two or more syllables, read words containing common suffixes, read common exception words, read most words quickly and accurately, read aloud books, build up their fluency and confidence in word reading,					
<b>Reading</b>	<b>Plazoom</b> Exploring Non-fiction Text: 'Janus - God of New Beginnings' by Jo Franklin Exploring Fiction Text: 'Corine's First Day' by Jo Franklin	<b>Plazoom</b> Exploring Poetry Text: 'New Baby' by Josha Seigal	<b>Plazoom</b> Exploring Non-fiction Text: 'Talent in the House' by Ross Montgomery Exploring Fiction Text: 'A Very Inventive Family' by Ross Montgomery	<b>Plazoom</b> Exploring Poetry Text: 'Families' by Sue Hardy-Dawson	<b>Plazoom</b> Exploring Non-fiction Text: 'Khalsa Aid: How Sikhs care for others' by Lucy Strange	<b>Plazoom</b> Exploring Fiction Text: 'Diary of a Paramedic' by Lucy Strange Exploring Poetry Text: 'The Lady with the Lollipop' by Sue Hardy-Dawson
<b>English</b>  <b>Composition</b>	Fiction- <b>Summer Read- 'Dread Cat' by Michael Rosen.</b> Write a character description using adjectives and adverbs, write a poem using adjectives and adverbs, write an explanation report keeping mice safe from cats.  Fiction – <b>What would you do?</b> - Write a letter in role and write story based on own experiences.  <b>-Talk for Writing- 'Harry's Purple Crayon'</b> . Retell story, writing narratives about personal experiences and those of others	-Non-fiction- <b>All about Orang-utans-</b> Write instructions, non-chronological report  <b>Poetry – Pattern, Rhythm and Rhyme-</b> write whole class poetry  <b>Christmas-</b> writing about real events	- Fiction – <b>Tales with a twist-</b> , writing narratives including traditional tales from other cultures	-Non-fiction- <b>Does chocolate grow on trees?</b> <b>-Explanation text-</b> Plan and write explanation texts.  <b>Talk for Writing- 'The Talking Papaya-</b> Retell story, writing narratives about personal experiences and those of others	<b>Big Write- 'The disgusting sandwich' &amp; 'Diary of a killer cat.'</b> (preparation for SATs) - writing for different purposes and genres- narrative, letter, character description, instructions, book review), planning, writing, making simple additions, revisions and corrections, reading aloud with appropriate intonation	Fiction- <b>Muddles and Mishaps-</b> Write an advert, Write instructions, Write narratives about personal experiences.  <b>Poetry-Silly stuff-</b> Write, edit and evaluate stanzas and poems based on models.
<b>English</b>  <b>Grammar</b>	capital letters and full stops, statement sentences, exclamation sentences, command sentences, question sentences, commas in lists	expanded noun phrases, past and present tense, past and present progressive subordination, co-ordination	compound nouns, formation of nouns using suffixes such as -ness, -er, -full, -less, -ment,	adjectives to adverbs, adverbs, apostrophes for contractions, singular possession, apostrophes revision	Revision of previous terms, practise tests for SATs	Go over areas of weakness highlighted in tests
<b>English</b>  <b>Spelling</b>	<b>ULS-Phase 5a- spelling recap</b>  <b>ULS Phase 5b mastery</b>	<b>ULS-Phase 5c mastery</b>	<b>Read write inc</b> -or sound spelt a before l or ll , soft c , adding suffix -y , adding suffix -ly , red words, homophones, n sound spelt kn and gn , igh spelt y	<b>Read write inc</b> -, adding suffix -ing , the j sound , homophones, contractions and apostrophes, the u sound spelt o and the or sound spelt ar after w	<b>Read write inc</b> - adding suffix – ed, r sound spelt wr, adding suffixes er or est, ee sound spelt ey, adding suffix –ness, words ending in –le, words ending in –el,	<b>Read write inc</b> - words ending in –al, suffix –ful, suffix –less, suffix –ment, words ending in –tion, adding the suffix –es, words ending in –il and words where s makes zh sound, homophones, ir sound spelt or after w

<p><b>English</b> <b>Handwriting</b></p>	<p><b>Y1 revision-beginning joins</b> Diagonal join to Set 1 letters ed, eg, ac Diagonal join to Set 1 and 2 letters id, iu, ig, iy Diagonal join to Set 3 letters ar, an, am, ap Diagonal join to Set 4 letters aw, ew, ex, ux Diagonal join to the top of Set 1 letters if, ef, ief Diagonal join to the top of Set 2 letters il, ai, ail Diagonal join to the top of Set 3 letters ck, ch, tch</p>	<p><b>Y1 revision-beginning joins</b> Diagonal join -To form and join from the letter w wa, wo, fo, fa Practising the horizontal join oon, oom Horizontal join to Set 3 letters or, ore, orn Practising the fourth join to Set 1 letters of, ff Practising the fourth join to Set 2 letters wl, vl, rl Practising break letters b, p, z, j, g, q, y Revising the four handwriting joins ai, al, ow, ol</p>	<p><b>Y2 joins</b> practising joining to the top ai, ay, ey practising the join from the letter e ee, ea, ey practising joining from the letter i ie, ide, igh practising the horizontal join oa, ow, oe practising the size and height of letters oo, ue, ew practising joining from the letter o oi, ou, oy practising capital letters whole alphabet</p>	<p><b>Y2 joins</b> practising joining to the letter a ea, ear, ead practising joining to the letter r er, ir, ur practising the horizontal join ou, out, ow practising small letters: same height and size or, aw, au practising joining to the letter r ar, air, are practising joining to ascenders al, all, alk practising joining from the letter o ot, on, oe</p>	<p><b>Y2 joins</b> practising printing whole alphabet practising joining to/from the letter c ice, ace, cel practising writing the letter g age, dge, nge, gen practising the diagonal join le, el, al, il practising the two ways of joining the letter s sh, as, es practising joining to the letter y ky, hy, ly practising joining to the letter g ting, ring, king</p>	<p><b>Y2 joins</b> reviewing the four handwriting joins kn, mb, wr, wh practising joining from the letter w war, wan, wap practising correct height and size of letters ily, ely, kly punctuation l'm, l'll, he's, she's practising joining to/from the letter i cian, sion, tion practising joining to/from the letter s less, ness practising joining from the letter e er, ier, est, iest</p>
<p><b>Maths</b></p>	<p><b>Place value-</b> Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line <b>Addition and subtraction-</b> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers,</p>	<p><b>Money-</b> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. <b>multiplication-</b> Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p><b>Multiplication and division-</b> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. <b>Statistics-</b> 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 quantity. Ask and answer questions about</p>	<p><b>Shape-</b> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify 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. <b>Fractions-</b> 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.  Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p>	<p><b>Length and height-</b> 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. Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.  <b>Position and direction-</b> 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).  Order and arrange combinations of mathematical objects in patterns and sequences.</p>	<p><b>Time -</b> 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 times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time. <b>Mass, capacity and temperature</b> 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. Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</p>

	quantities and measures; applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.		totaling and comparing categorical data.		<b>Consolidation and problem-solving-</b>	
<b>Science</b>	Living Things	Uses of everyday materials	Plants:-Growing plants	Inventors and inventions	Animals (including humans) Feeding and exercise	Habitats (forest school link)
<b>Computing</b>	<p><b>Online Safety</b> Project EVOLVE is used across the school to assess and plan appropriate lessons linked to the eight strands in Education for a Connected World.</p> <ul style="list-style-type: none"> <li>• Self-image and Identity</li> <li>• Online Relationships</li> <li>• Online Reputation</li> <li>• Online Bullying</li> <li>• Managing Online Information</li> <li>• Health, Well-being and Lifestyle</li> <li>• Privacy and Security</li> <li>• Copyright and Ownership</li> </ul> <p>ProjectEVOLVE resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "<a href="#">Education for a Connected World</a>" with perspectives; research; activities; outcomes; supporting resources and professional development materials. PSHE days at the beginning of each term are used to assess children's knowledge in 2/3 strands and from outcomes personalised lessons are taught to meet the children's needs.</p>					
	<p><b>Computing systems and networks- information technology around us.</b></p> <p>In this unit, learners will look at information technology at school and beyond. Learners will investigate how information technology improves our world, and they will learn about using information technology responsibly. <b>(internet safety)</b></p>	<p><b>Creating media- digital photography.</b></p> <p>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.<b>(internet safety)</b></p>	<p><b>Programming A – Robot algorithms</b></p> <p>This unit develops pupils' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Pupils will use given commands in different orders to investigate how the order affects the outcome. Pupils will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p>	<p><b>Data information- pictograms.</b></p> <p>Learners will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.</p>	<p><b>Creating media- making music.</b></p> <p>Learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.</p>	<p><b>Programming A – Programming quizzes</b></p> <p>Learners begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.</p>

<p><b>Art</b></p>	<p><b>Paper Art</b>(4 lessons) To be able to use paper to create a collage. To be able to use papier mâché to create a sculpture. To be able to create sculptures from paper.</p> <p><b>Investigating Materials</b> (3 lessons) To investigate a range of materials and their properties. To experiment with a variety of ways in which to join materials together. To use magnifying glasses to explore how fabrics were constructed. To experiment with warps and wefts to create a weaving out of paper.</p>	<p>Christmas activity- card printing</p> <p>Make a clay animal for the Nativity scene ( to tie in with science- living things- EOU assessment)</p>	<p><b>Can Buildings speak</b> To identify shapes in a variety of buildings. To be able to use a viewfinder to identify patterns and features in buildings. To use different printing techniques and tools to create an image of a building. To gather a variety of patterns in a building using rubbings. To design, make and evaluate a clay tile to represent our school</p>	<p><b>Vincent Van Gogh</b> To express their own views on art To practise using different brush strokes in the style of the artist. To use charcoal, pastels and acrylic paints to create a picture in the style of Van Gogh</p> <p><b>lesson 4 from paper art topic-</b> Mothers day gift/card- making paper beads</p>		<p><b>Andy Goldsworthy</b> (part of Forest School topic) To develop observational skills in drawing natural objects using different media. To express their own views in art. To create a work of art using natural objects in the style of Andy Goldsworthy.</p>
<p><b>DT</b></p>	<p>Homemade burger</p>	<p>Gingerbread biscuits</p> <p><b>Textiles-Delightful Decorations</b> To practise cutting and sewing skills To design, make and evaluate a Christmas decoration</p>	<p>Pea soup</p> <p><b>Mechanisms-wheels and Axles- making fire-engines</b> Explore the uses of fire engines Explore ways of making ales and axle holders Deign and follow a plan for making a fire engine Evaluate finished product</p>	<p>Vegetable pasta bake</p>	<p>Summer salad</p>	<p><b>Aspect: Food</b> Preparing Fruit and Vegetables. Design, make and evaluate a Vegetable kebabs (BBQ) (product) for themselves (user) for a celebration (End of SATs party).</p>
<p><b>Music</b></p>	<p>Singing Games</p> <p>Sing with a sense of the shape of the melody, and perform simple patterns and accompaniments using a steady pulse or ostinato.</p> <p>Recognise and explore the ways sounds can be combined and used expressively.</p>	<p>preparation for KS1 Christmas concert.</p> <p>Sing with a sense of the shape of the melody, and perform simple patterns and accompaniments using a steady pulse or ostinato.</p> <p>Recognise and explore the ways sounds can be combined and used expressively</p>	<p>Tuned Percussion Represent sounds with symbols <i>including some standard rhythmic notation.</i></p> <p>Recognise how the musical elements can be used to create different moods and effects and communicate ideas.</p>	<p>Compound rhythms Sing with expression and perform simple melodic and rhythmic parts.</p>	<p>Preparation for the infant summer concert Improvise repeated patterns and combine several layers of sound with an awareness of the combined effect.</p> <p>Recognise how the different musical elements are combined and used expressively.</p>	<p>making music with traditional stories Make improvements to their own work, commenting on the intended effect.</p> <p>Describe, and compare different kinds of music (including live and recorded music) using an appropriate musical vocabulary.</p>

<b>PE</b>	<p><b>(Games)</b> Throwing and Catching</p> <p>Multi Skills</p> <p>Football skills (4 wks)</p> <p><b>(Gym) <u>Basic actions</u> =</b></p> <p>Control &amp; co-ordination, repeat sequences of gymnastic actions, move smoothly from stillness to travelling</p> <p><b>Travelling in diff pathways (2), low apparatus (2), high apparatus (2)</b></p> <p>ECC Scheme of Work p.140-143</p> <p>Fundamental Movement skills-Climb</p>	<p><b>(Games)</b> Football, Foot dribbles, Kick Football skills (3 wks)</p> <p><b>(Gym) <u>Basic actions</u>=</b></p> <p>Control &amp; co-ordination, repeat sequences of gymnastic actions, move smoothly from stillness to travelling</p> <p><b>Travelling in diff pathways (2), low apparatus (2), high apparatus (2)</b></p> <p>ECC Scheme of Work p.140-143</p> <p>Fundamental Movement skills-Climb</p>	<p><b>(Games)</b></p> <p>Multi Skills , One-handed, two-handed strike</p> <p>Handball skills (3 wks)</p> <p><b>(Gym) <u>Basic actions</u></b></p> <p>=Control &amp; co-ordination, repeat sequences of gymnastic actions, move smoothly from stillness to traveling</p> <p><b>Turning &amp; rotating, rocking &amp; rolling (5)</b></p> <p>ECC Scheme of Work p.144-146Fundamental Movement skills-Forward rolls</p>	<p><b>(Games)</b></p> <p>Tag-Rugby Overhand throw, Handball skills (2 wks)</p> <p><b>(Gym) <u>Basic actions</u> =</b></p> <p>Control &amp; co-ordination, repeat sequences of gymnastic actions, move smoothly from stillness to traveling</p> <p><b>Turning &amp; rotating, rocking &amp; rolling (5)</b></p> <p>ECC Scheme of Work p.144-146</p> <p>Fundamental Movement skills-Forward rolls</p>	<p><b>(Games)</b></p> <p>Multiskills Continuous leap, Vertical jump Cricket skills</p> <p><b>(Gym) <u>Basic actions</u> =</b>Control &amp; co-ordination, repeat sequences of gymnastic actions, move smoothly from stillness to travelling</p> <p><b>Supporting body weight, Balance &amp; Symmetry (5)</b></p> <p>ECC Scheme of Work p.147-151</p>	<p><b>(Games)</b></p> <p>Multiskills , Sprint run, Cricket skills</p> <p><b>(Gym) <u>Basic actions</u>=</b>Control &amp; co-ordination, repeat sequences of gymnastic actions, move smoothly from stillness to travelling</p> <p><b>Supporting body weight, Balance &amp; Symmetry (5)</b></p> <p>ECC Scheme of Work p.147-151</p>
<b>History</b>		Florence Nightingale and Edith Cavell	Great Fire of London			Mary Secole
<b>Geography</b>	Map Makers			Seas and Coasts	Australia	
<b>Enrichment Activities</b>			<b>Tower of London Trip</b>			<b>Forest School- Science links (Habitats) Art links (Andy Goldsworthy)</b>