



## Curriculum Map, Year 2 2021-2022

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
<b>English</b>	<p><b>Narrative and non-fiction writing, poetry.</b></p> <p>Weekly SPAG and handwriting lessons</p> <p>Recount of summer holidays (plan, write, review)</p> <p>Exploring stories with familiar settings. (Percy the Park Keeper)</p> <p>Creating a fact sheet about owls.</p> <p>Cat poems</p>	<p><b>Narrative and nonfiction writing.</b></p> <p>Weekly SPAG and handwriting lessons</p> <p>Character and setting descriptions. (Little Red riding hood)</p> <p>Diary entry in the role of story character. (Little Red)</p> <p>Book review.</p> <p>Riddles and acrostic poems</p> <p>Letters to Santa</p>	<p><b>Non-fiction writing.</b></p> <p>Weekly SPAG and handwriting lessons</p> <p>Writing instructions using imperative verbs- beware of boys recipe writing</p> <p>Simple adventure story based on book character Lars the Polar bear</p> <p>Recounts (plan, write, review)</p>	<p><b>Narrative and non-fiction writing, poetry.</b></p> <p>Weekly SPAG and handwriting lessons</p> <p>Fantasy story inspired by dragons</p> <p>Creating a dragon profile</p> <p>Dragon poems</p> <p>Book Week - a range of activities to celebrate reading and writing.</p>	<p><b>Narrative and non-fiction writing, poetry.</b></p> <p>Weekly SPAG and handwriting lessons</p> <p>Superhero comics</p> <p>Factual writing about the Great Fire.</p> <p>Fire poems</p> <p>Writing a diary entry in the role of an historical character</p>	<p><b>Narrative and nonfiction writing, poetry.</b></p> <p>Weekly SPAG and handwriting lessons</p> <p>Creating a fact file about Meerkats</p> <p>Adventure story for a book character based on Meerkat mail storyline.</p> <p>Letters to Year 1/3 about Year 2/ questions for about Year 3</p> <p>Writing a summer poem</p>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p); combine</li> </ul>	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems with addition and subtraction:</li> <li>Choose and use appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Order and arrange combinations of mathematical objects in patterns and sequences</li> </ul>	<ul style="list-style-type: none"> <li>Tell the time to the hour and half past the hour and draw the hands on a</li> </ul>

	<p>related facts up to 100</p> <ul style="list-style-type: none"> <li>• Use concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>• Add two-digit number and ones</li> <li>• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>• Add two-digit number and tens</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems</li> <li>• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>• Add two two-digit numbers</li> </ul>	<p>amounts to make a particular value</p> <ul style="list-style-type: none"> <li>• Find different combinations of coins that equal the same amounts of money</li> <li>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>• Recognise and know the value of different denominations of coins and notes</li> <li>• 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</li> <li>• Calculate mathematical statements for multiplication and division within the multiplication tables and write</li> </ul>	<p>tables, including recognising odd and even numbers</p> <ul style="list-style-type: none"> <li>• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> <li>• Interpret and construct simple pictograms, tally charts, block diagrams and simple table</li> <li>• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> </ul>	<p>standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <ul style="list-style-type: none"> <li>• Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> <li>• Using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>• Identify and describe the properties of 3-D</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Use place value and number facts to solve problems</li> <li>• Solve problems with addition and subtraction:</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems</li> <li>• Show that multiplication of two numbers can be done in any order (commutative) and division of one</li> </ul>	<p>clock face to show these times</p> <ul style="list-style-type: none"> <li>• Compare and sequence intervals of time</li> <li>• 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</li> <li>• Know the number of minutes in an hour and the number of hours in a day</li> <li>• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>• Compare and order lengths, mass, volume/capacity and record the</li> </ul>
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	<ul style="list-style-type: none"> <li>• Add three one-digit numbers</li> </ul>	<p>them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</p> <ul style="list-style-type: none"> <li>• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> <li>• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about totalling and comparing categorical data</li> </ul>	<p>shapes, including the number of edges, vertices and faces</p> <ul style="list-style-type: none"> <li>• Compare and sort common 2-D and 3-D shapes and everyday objects</li> <li>• Order and arrange combinations of mathematical objects in patterns and sequences</li> <li>• Recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> <li>• 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</li> <li>• 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></li> </ul>	<p>number by another cannot</p> <ul style="list-style-type: none"> <li>• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> <li>• Using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> </ul>	<p>results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></p>
<p><b>Computing</b></p>	<p><u>Computer Science</u></p>	<p><u>Computer Science</u></p>	<p><u>Digital Literacy</u></p>	<p><u>Communication</u></p>	<p><u>Data and Information</u></p>	<p><u>Communication and Online Safety</u></p>

	<p>Algorithms - completing simple algorithms relating to daily tasks Understanding flowcharts</p>	<p>Understanding of algorithms, creating and debugging programs using a floor robot.</p>	<p>How computers work Develop knowledge of computers in everyday life outside of school</p>	<p>How to use technology safely and respectfully. Keeping personal information private and identifying where to go for help and support.</p>	<p>Using technology purposefully to create and organise digital content</p>	<p>Keeping personal information safe online and how to present themselves in person and when communicating through technology Keeping personal information safe and to careful when sharing information</p>
<p><b>Science</b></p>	<p><b><u>Exploring everyday materials</u></b></p> <ul style="list-style-type: none"> <li>Explore the uses of everyday materials including wood, plastic, metal, glass, brick, paper and cardboard.</li> <li>Compare the suitability of different everyday materials for different purposes.</li> <li>Explore how objects made of some everyday materials can change shape and how the recycling process is able to reuse some everyday materials numerous times.</li> <li>Learning about new discoveries which have been made over time with a</li> </ul>	<p><b><u>Seasonal Changes</u></b></p> <ul style="list-style-type: none"> <li>Use a class weather station to observe, measure and record the weather in different seasons and will make comparisons between two seasons, winter and spring, as well as across all four seasons.</li> <li>Observe changes across the seasons by exploring the signs of spring and summer through nature and wildlife.</li> </ul> <p><i>Autumn walk in the Botanical gardens</i></p>	<p><b><u>The Environment</u></b></p> <ul style="list-style-type: none"> <li>Understanding ecological challenges that face the modern world.</li> <li>Engage with environmental issues and look at simple changes we can make to live more sustainable lives, such as ways to save energy and water.</li> <li>Research and present to the class a fact file on an endangered animal.</li> </ul>	<p><b><u>Animals including Humans</u></b></p> <ul style="list-style-type: none"> <li>What animals, including humans, need in order to grow, thrive and survive.</li> <li>Explore the life cycles of various animals</li> <li>Investigate how young develop into adults, looking specifically at what humans need to live a healthy life.</li> </ul> <p>STEM week - A range of activities to deepen our knowledge. Cambridge Science centre visit and workshop</p>	<p><b><u>Growing Plants</u></b></p> <ul style="list-style-type: none"> <li>Learn what plants need in order to grow, thrive and survive.</li> <li>Explore the life cycles of various plants that grow from seeds and bulbs</li> <li>Investigate how they change as they grow and develop.</li> </ul>	<p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>Find out about different habitats and all the living things within.</li> <li>Explore the difference between living and non-living things and then find out about habitats in familiar local areas, such as woodlands or ponds, before looking further afield from sea sides to the Sahara.</li> </ul>

	specific focus on John McAdam.					
<b>Humanities</b>	<p><b>Map Making</b></p> <ul style="list-style-type: none"> <li>Develop key map skills</li> <li>Learn how to navigate around an atlas.</li> <li>Create their own simple sketch maps and learn the compass directions.</li> </ul> <p><i>Walks around the local area</i></p>	<p><b>Significant Exploders</b></p> <p>Learn about some significant exploders and what makes them significant</p> <p>Compare different exploders and their national and international contributions</p> <p><i>Attendance at Remembrance day service</i></p>	<p><b>Let's go to China</b></p> <ul style="list-style-type: none"> <li>Learn about the geography, history and culture of China.</li> <li>Look at similarities and differences between their life in the UK and the life of a Chinese child.</li> </ul>	<p><b>Florence Nightingale</b></p> <p>Learn who Florence Nightingale was and her contributions to modern day nursing</p> <p>Look at similarities and differences between hospitals in Scutari and modern ones in the UK</p>	<p><b>Beside the Sea</b></p> <ul style="list-style-type: none"> <li>Learn about the geographical features of the seaside, both human and physical.</li> <li>Find out where they are located in the United Kingdom, about the similarities and differences between seaside resorts and their own locality.</li> <li>Look at how resorts have changed over time.</li> </ul> <p><i>Trip to the beach</i></p>	<p><b>The Great Fire of London and Samuel Pepys</b></p> <ul style="list-style-type: none"> <li>Look at the key events of the Great fire and will be introduced to Samuel Pepys and his diaries.</li> <li>Compare past and present- day London and look at how life was different in the 17th century.</li> </ul> <p>Dramatic recreation of the Great Fire of London</p>
<b>RS</b>	Nature & God	Celebrations	Ceremonies	Places of worship	Rules and routines	Beginnings & Endings
<b>PSHCEE</b>	Rights, rules & responsibilities	My emotions.  Anti-Bullying.	Working together  Financial capability	Sex and Relationships Education.  Drug Education.	Managing Risk  Safety Contexts	Healthy lifestyles
<b>ART/DT</b>	* Create a sketch of your own imaginary material monster. *Work as a class to make your own material class monster using different	*Firework night pictures patterns. Tin forest scene - drawing and painting to create different animals from memory.	<u>Arctic</u> Modroc to use to create igloos. Snow scene / individual scene - collage. Arctic animals - model magic clay. Working with	<u>Great Fire of London</u> Make houses using cereal boxes - sketching houses of period. Scream pictures	Pop Art pictures Andy Warhol Comparing different artists' work. Seaside individual scenes using working with natural materials.	Teaching Pointillism Beach scene Different brush strokes.

	<p>materials/media. Children working with different size papers. *Autumn collage - Tissue Paper / Tearing paper skills Drawing from experience Visit to Botanical Gardens</p>	<p>Create a forest scene. Tin foil. *Clay making Christmas decorations with clay tools / creating patterns.</p>	<p>different materials / clay . modroc / model magic. Northern lights - chalk pastels. Skills - blending and shading. <u>China</u> Creating paper fans - paper folding. Visit to Fitzwilliam Museum to view Chinese art. World Art.</p>	<p>Edward Munch - Famous artists. Great tissue paper - jam jar silhouette template.</p>	<p>Sand shells / Lighthouse - collage Tissue paper Beach huts - wooden sticks.</p>	
<b>Music</b>	<p>Peter and the wolf by Prokofiev Learning to identify the instruments and sections of the orchestra  Singing - Preparation for our Harvest Festival performance  Nativity show rehearsals begin</p>	<p>Nativity show rehearsals and performance to whole school and parents</p>	<p>The Polar Bear Using the keyboards and instrument sound effects students explore pitch, dynamics and tempo to tell the story of a polar bear on a journey in The Arctic.  Reading notation  Preparations for Spring themed performance to parents</p>	<p>The Polar Bear Using the keyboards and instrument sound effects students explore pitch, dynamics and tempo to tell the story of a polar bear on a journey in The Arctic.  Reading notation  Preparations for Spring themed performance to parents</p>	<p>Recorders  Students begin to learn how to play the recorder and work towards an end of term performance. Individual and ensemble work.  Reading notation</p>	<p>Recorders  Students begin to learn how to play the recorder and work towards an end of term performance. Individual and ensemble work  Reading notation  Preparations for end of term service singing performance to whole school and parents</p>
<b>Spanish</b>	<p>Languages Week  The map and flag of Spain  Revision of conversation skills: 'What is your name?'</p>	<p>Spelling numbers 1-31 in Spanish  The days of the week and their spellings  Christmas activities</p>	<p>The months of the year and their spellings  'How do you spell your name?'  Revision of the vowels and the alphabet</p>	<p>Classroom items vocabulary  Revision of the masculine and feminine articles  Singular and plural</p>	<p>Revision of the colours and numbers  Animals vocabulary.  Reinforcement of the masculine, feminine, articles, and singular and plural agreements.</p>	<p>Revision and consolidation of the vocabulary and grammar introduced this year through the songs and games learned and further</p>

	'How old are you?', Spelling the colours. Halloween activities	Asking and answering 'When is your birthday?'		Classroom instructional language  Using the negative		reading and writing practice.  Reading and listening to stories in Spanish.
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<p style="text-align: center;"><b>PE</b></p>	<p>Indoor Hockey- Passing, dribbling, shooting, (Limited tackling and game play)</p> <p><u>Indoor- Gymnastics and dance-Movement,</u> travelling, rolls, Balances Creating sequences, in groups or as individuals. Levels, speed, directions.</p> <p><u>Gymnastics</u> Rolls, teddy bear, forward, pencil, backward rolls. Balance, points and patches, mirror and match Developing Individual and group routines</p>	<p>Football- To be able to maintain possession of the ball through dribbling To be able to maintain possession of the ball through passing To be able to contest possession through tackling To be able to state the teaching points to punting the football into goal To be able to identify tactics to maintain possession of the ball To be able to perform in a competition with outstanding sportsmanship</p> <p>Dance: Develop flexibility, strength, technique, control and balance within Dance. Perform dances using a range of movement patterns individually and in a pair creating a sequence.</p>	<p>Ball games Invasion style ball games, Tag Rugby and handball Larger ball skills Netball and basketball Passing Shooting Defending Putting skills into game play.</p>	<p>Striking and Fielding  Cricket and rounders skills, Batting and fielding skills, Catching Targets Scoring points</p> <p>Ball games Invasion style ball games, Tag Rugby and handball Larger ball skills Netball and basketball Passing Shooting Defending Putting skills into game play.</p>	<p>Athletics Performing at Maximal levels Develop understanding of sprinting techniques Body position and movement Sprint start and finish Adopt correct over arm throwing techniques for ball throw events Junior shot put, turbo javelin Develop standing long jump techniques</p> <p>Tennis</p> <p>Racket position and ball control Serve Forehand Returns Rally</p>	<p>Athletics Performing at Maximal levels Develop understanding of sprinting techniques Body position and movement Sprint start and finish Adopt correct over arm throwing techniques for ball throw events Junior shot put, turbo javelin Develop standing long jump techniques</p> <p>Sports day Practice</p> <p>Tennis</p> <p>Racket position and ball control Serve Forehand Returns Rally</p> <p>Swimming</p>