



## Year 2 Curriculum Map 2023-24

| Subject        | Autumn 1<br>8 Weeks   | Autumn 2<br>7 Weeks  | Spring 1<br>5 weeks   | Spring 2<br>5 weeks  | Summer 1<br>7 weeks  | Summer 2<br>7 weeks   |
|----------------|---|--|---|--|--|---|
| <b>English</b> | <p><b>Ongoing Core Learning</b></p> <ul style="list-style-type: none"> <li>-Continue to apply phonic knowledge to read words accurately without overt sounding out and blending of familiar words.</li> <li>-Read a wide range of texts discussing what has happened so far, their predictions and any inferences that can be made based on what is said and done.</li> <li>-Ask and answer questions about a book using the information they have read.</li> <li>-Continue to spell many words correctly including common exception words, contracted forms, homophones and words with suffixes.</li> <li>-Form lower-case letters of the correct size starting to use some diagonal and horizontal stroke to join letters. Continue to write capital letters of the correct size and appropriate spacing between words.</li> <li>-Plan what to write before beginning, thinking about new vocabulary choices and make simple additions and corrections to their own writing.</li> </ul> |  |   |  |  |   |
|                | <p><b>Text: Winnie the Witch by Valerie Thomas</b></p> <p>Recount<br/>Character description<br/>Setting description<br/>Letter<br/>Alternative ending<br/>Report<br/>Instructions<br/>Write a book review</p>   | <p><b>Text: The Proudest Blue by Ibtihaj Muhammad</b></p> <p>Non-chronological report<br/>Character perspective<br/>Character description<br/>Poetry<br/>Diary Entry<br/>Persuasive text<br/>Retell of story</p> | <p><b>Text: Fantastic Mr Fox by Roald Dahl</b></p> <p>Character description<br/>Newspaper report<br/>Persuasive piece<br/>Setting description<br/>Story summary</p> | <p><b>Text: Meerkat Mail by Emily Gravett</b></p> <p>Recount<br/>Letter<br/>Report<br/>Persuasive piece<br/>Poetry</p> | <p><b>Text: The Owl Who Was Afraid of the Dark by Jill Tomlinson</b></p> <p>Non-Chronological report<br/>Character perspective<br/>Character profile<br/>Information leaflet<br/>Create a story<br/>Book review<br/>Instructions</p> | <p><b>Text: Clean Up! By Nathan Bryon</b></p> <p>Setting description<br/>Non- Chronological report<br/>Persuasive Writing<br/>Diary<br/>Poetry<br/>Letter</p> |
| <b>Maths</b>   | <p><b>Ongoing Core Learning</b></p> <ul style="list-style-type: none"> <li>-Read, write and order numbers up to 100 correctly in numerals and words.</li> <li>-Recognising the value of each one-digit and two-digit number.</li> <li>-Add and subtract using concrete objects, pictorial representations and mentally.</li> <li>-Use multiplication and division facts for 2, 5 and 10 multiplication tables.</li> <li>-Continue to identify and describe properties of 2D and 3D shapes.</li> </ul>   |  |   |  |  |   |
|                | <p>Place Value (2 weeks)<br/>Addition (2 weeks)<br/>Subtraction (2 weeks)<br/>Multiplication<br/>Division</p>   | <p>Multiplication and division<br/>Money<br/>Fractions (2 weeks)<br/>Measures (2 weeks)<br/>Addition and Subtraction</p>   | <p>Statistics<br/>Position and direction<br/>Shape (Geometry)<br/>Fractions<br/>Number Recap (Starter activities)</p>   | <p>Measures<br/>Multiplication &amp; Division<br/>Money<br/>Time<br/>Recap and revise (calculations)</p>               | <p>Calculations<br/>Measures and geometry<br/>Arithmetic<br/>Fractions<br/>Position and Direction<br/>Recap and Revise</p>   | <p>Shape<br/>Time<br/>Calculations<br/>Statistics<br/>Estimating investigation<br/>Money</p>  |



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| Subject          | Autumn 1<br>8 Weeks  | Autumn 2<br>7 Weeks   | Spring 1<br>5 weeks  | Spring 2<br>5 weeks   | Summer 1<br>7 weeks   | Summer 2<br>7 weeks  |
|------------------|--|---|--|---|---|--|
| <b>Science</b>   | <b>Healthy Me</b><br>To describe the importance of exercise, eating the right amounts of food and hygiene.   | <b>Material Monsters</b><br>To identify and compare a variety of everyday materials and find out how some materials can be changed.   | <b>Mini Worlds</b><br>To compare the differences between living and non-living things. To identify and name the habitats of living things and how they obtain their food and basic needs.              | <b>Young Gardeners</b><br>To observe and describe how seeds/bulbs grow and their needs to grow and stay healthy.  | <b>Master Chefs</b><br>To find out about the basic needs for survival and the importance of different types of food.  |  |
| <b>RSE</b>       |  |   |  |   | RSE Year 2 unit   |  |
| <b>PE</b>        | Perform a variety of throws with control and co-ordination<br>Use equipment safely<br>(Multi-skills)   | Balance on isolated parts of the body showing control<br>Create a short sequence<br>(Dance)   | Remember and repeat simple gymnastic actions<br>Develop a range of gymnastic movements particularly balancing  | Develop strong spatial awareness.<br>Develop simple tactics<br>Begin to develop defending skills<br>(Hockey, basketball and tennis)   | Striking and fielding<br>Send the ball to others in a range of ways<br>Begin to use attacking skills.<br>(cricket and rounders)   | Change speed and direction whilst running<br>Jump from a standing position with accuracy<br>(Athletics)  |
| <b>Topics</b>    | <b>Inventors and Explorers</b><br><b>Key Question: Where and who are your favourite inventors and explorers?</b><br><b>Enrichment: Space day</b>                                       |   | <b>Rainforests</b><br><b>Key Question: What is happening to the rainforest? Where are the rainforests?</b><br><b>Enrichment: Botanical garden trip</b>   |   | <b>Island Home</b><br><b>Key Question: Is my home an island? What is it like living on different islands?</b><br><b>Enrichment: Pizza express trip/seaside themed day</b>   |  |
| <b>History</b>   |  | Sequence inventions in a chronological order.<br>Explore the global significance of the first moon landing by Neil Armstrong.<br>Research the expedition of Captain James Cook. |  | Changes to the rainforest in the past and within their lifetime.<br>Explore how different tribes live and use the rainforest.<br>Look at the life of John Cadbury, a significant figure in Birmingham | Research the island life of Grace Darling and her achievements.<br>Describe what life was like for Victorian children.<br>Identify the similarities and differences between trips to the seaside now and in the past. |  |
| <b>Geography</b> | Compare similarities and differences between Australia and the United Kingdom.<br>Use an atlas to locate the 7 continents and 5 oceans.<br>Locate and name on a UK map major features. |   | Daily and seasonal weather patterns in the United Kingdom and abroad.<br>Use an atlas to name and locate world continents and oceans.<br>Compare similarities and differences to rainforest locations. |   |   | Use physical and human vocabulary to describe island locations.<br>Use map skills to practise compass directions.<br>Create own island maps with a key.<br>Devise simple maps from aerial photographs. |
| <b>Art</b>       | Self Portrait- start of year 2<br>Aboriginal art using pointillism   | Water colour backgrounds using silhouette shadows   | Rainforest animal prints<br>The similarities and differences between Van Gogh and Picasso.   | Tribal jewellery design   | Design and create a weave   | Sketch and paint a seascape<br>Self-portrait end of year 2   |
| <b>DT</b>        |  |   |  | Plan, design, create and evaluate a rainforest diorama.<br>Modelling using textiles   |   | Plan, design, and create an island.<br>Follow safe procedures for food preparation. (Pizza making)<br>Investigate and create pulley systems  |
| <b>Computing</b> | Coding   | Online Safety   | Spreadsheets   | Questioning   | Effective Searching   | Creating pictures  |
| <b>Music</b>     | Hands, Feet, Heart<br>(Finding the rhythm)   | Ho Ho Ho<br>(Performing a song)   | I wanna play in a band<br>(Playing an instrument)  | Zootime<br>(Discussing styles of music)   | Friendship Song<br>(Learning musical vocabulary)  | Sea Shanties<br>Reflect, rewind, replay<br>(Applying all musical skills)   |
| <b>RE</b>        | Choice- living by rules<br>Being temperate and exercising self-discipline  | Compassion- being regardful of suffering<br>Sharing and being generous  | Community – creating unity and harmony<br>Participating and being willing to lead  | Compassion- being merciful and forgiving<br>Caring for others, animals and our environment.   | Contemplation – being reflective and self-critical<br>Being silent and attentive  | Creativity – being imaginative and explorative<br>Appreciating beauty  |