



## Year 2 Curriculum Map 2023-2024 onwards

Subject	Autumn	Spring	Summer
<b>Science</b>	<p style="text-align: center;"><b>Working scientifically</b></p> <p style="text-align: center;">What do animals need for survival and what do humans need to stay healthy?</p> <p style="text-align: center;"><b>Animals including humans</b></p>	<p style="text-align: center;"><b>Working scientifically</b></p> <p style="text-align: center;">Which is the best material to insulate the ice cube?</p> <p style="text-align: center;"><b>Everyday materials</b></p>	<p style="text-align: center;"><b>Working scientifically</b></p> <p style="text-align: center;">Describe the conditions in different habitats and microhabitats</p> <p style="text-align: center;"><b>Living things and their habitats</b></p> <p style="text-align: center;"><b>Plants</b></p>
<b>Geography</b>	<p style="text-align: center;"><b>Locational knowledge</b></p> <p style="text-align: center;"><b>Human and Physical Geography</b></p> <p style="text-align: center;"><b>Geographical skills and fieldwork</b></p> <p style="text-align: center;">Discovering Africa</p>	<p style="text-align: center;"><b>Locational knowledge</b></p> <p style="text-align: center;"><b>Human and Physical Geography</b></p> <p style="text-align: center;">Arctic and Antarctic</p>	<p style="text-align: center;"><b>Locational knowledge</b></p> <p style="text-align: center;"><b>Human and Physical Geography</b></p> <p style="text-align: center;"><b>Geographical skills and fieldwork</b></p> <p style="text-align: center;">UK countryside including our local area of Amphill Great Park</p>
<b>History</b>	<p style="text-align: center;"><b>Events beyond living memory that are significant nationally</b></p> <p style="text-align: center;">What are we remembering on Remembrance Day?</p> <p style="text-align: center;"><b>The lives of significant individuals in the past who have contributed to national and international achievements using these to compare aspects of life then and now</b></p> <p style="text-align: center;">Florence Nightingale, Mary Seacole and Edith Cavell (Guy Fawkes)</p>	<p style="text-align: center;"><b>Events beyond living memory that are significant nationally</b></p> <p style="text-align: center;">The Great Fire of London and The Plague</p> <p style="text-align: center;"><b>The lives of significant individuals in the past who have contributed to national and international achievements using these to compare aspects of life then and now</b></p> <p style="text-align: center;">Samuel Pepys</p>	<p style="text-align: center;"><b>Significant historical events, people and places in their own locality</b></p> <p style="text-align: center;"><b>The lives of significant individuals in the past who have contributed to national and international achievements using these to compare aspects of life then and now</b></p> <p style="text-align: center;">Henry VIII, Catherine of Aragon and Amphill Great Park</p>
<b>Design and Technology</b>	<p style="text-align: center;"><b>Cooking and Nutrition</b></p> <p style="text-align: center;">Perfect Pizza</p>	<p style="text-align: center;"><b>Mechanisms and stable structures</b></p> <p style="text-align: center;">Make a fire engine (with ladder and light) to save London</p>	<p style="text-align: center;"><b>Puppets</b></p> <p style="text-align: center;">Countryside critters</p>
<b>Art and Design</b>	<p style="text-align: center;"><b>Drawing/Collage/Painting/Digital Media</b></p> <p style="text-align: center;">Art History and Artists – <b>Carl Warner/Claud Monet</b></p>	<p style="text-align: center;"><b>Drawing/Painting/Textiles</b></p> <p style="text-align: center;">Art History and Artists - <b>David Hockney</b></p>	<p style="text-align: center;"><b>Digital media/Textiles/Collage</b></p> <p style="text-align: center;">Art History and Artists - <b>Siobhán Healey &amp; Mairead Burke</b></p>
<b>Music</b>	<p style="text-align: center;"><b>Hands, Feet, Heart</b></p> <p style="text-align: center;">Ho Ho Ho linked to Christmas performance</p>	<p style="text-align: center;"><b>I Wanna Play In A Band</b></p> <p style="text-align: center;">Zootime</p>	<p style="text-align: center;"><b>Friendship Song</b></p> <p style="text-align: center;">Reflect, Rewind and Replay</p>
<b>Drama</b>	<p style="text-align: center;"><b>Christmas Production</b></p>		
<b>Computing</b>	<p style="text-align: center;"><b>Digital Literacy</b></p> <p style="text-align: center;"><b>Computing systems and networks - IT around us</b></p> <p style="text-align: center;">Identifying IT and how its responsible use improves our world in school and beyond.</p> <p style="text-align: center;"><b>Information Technology</b></p> <p style="text-align: center;"><b>Creating media</b></p> <p style="text-align: center;"><b>Digital Photography</b></p> <p style="text-align: center;">Capturing and changing digital photographs for different purposes</p> <p style="text-align: center;"><b>E-Safety</b></p>	<p style="text-align: center;"><b>Computer Science</b></p> <p style="text-align: center;"><b>Robot algorithms</b></p> <p style="text-align: center;">Creating and debugging programs, and using logical reasoning to make predictions.</p> <p style="text-align: center;"><b>Information Technology</b></p> <p style="text-align: center;"><b>Data</b></p> <p style="text-align: center;"><b>Pictograms</b></p> <p style="text-align: center;">Collecting data in tally charts and using attributes to organise and present data on a computer.</p> <p style="text-align: center;"><b>E-Safety</b></p> <p style="text-align: center;">Safer Internet Day</p> <p style="text-align: center;">Safe use of the internet</p>	<p style="text-align: center;"><b>Information Technology</b></p> <p style="text-align: center;"><b>Creating Media</b></p> <p style="text-align: center;"><b>Digital Music</b></p> <p style="text-align: center;">Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p> <p style="text-align: center;"><b>Computer Science</b></p> <p style="text-align: center;"><b>Programming quizzes</b></p> <p style="text-align: center;">Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p> <p style="text-align: center;"><b>E-Safety</b></p>

<b>PSHRE</b>	<b>Health and Wellbeing (H) Relationships (R)</b>	<b>Health and Wellbeing (H) Relationships (R)</b>	<b>Health and Wellbeing (H) Relationships (R) Living in the Wider World (L)</b>
<b>PE</b>	<b>Gymnastic unit 1/Attack, Defend and Shoot Unit 1/Gymnastic unit 2/Yoga</b>	<b>Hit, Catch, Run Unit 1/Dance Unit 1/Hit, Catch, Run Unit 2/Attack, Defend and Shoot Unit 2</b>	<b>Run, Jump, Throw Unit 1/Send and return Unit 1/Run, Jump, Throw Unit 2/Send and return Unit 2</b>
<b>RE</b>	<b>How and why do we celebrate significant times? What makes some celebrations sacred to believers? What can we learn from sacred books and stories?</b>	<b>How do we show we care for others? Why does it matter? How do we show we care for Earth and why does it matter?</b>	<b>Who is an inspiring person? What stories inspire Christians, Muslims and/or Jewish people? What is the 'good news' Christians believe Jesus brings?</b>
<b>Maths</b>	Number: Place Value Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division	Number: Multiplication and Division Statistics Geometry: Properties of Shape Number: Fractions Measurement Length and Height	Geometry: Position & Direction Problem solving and efficient methods Measurement: Time Measurement: Mass, Capacity and Temperature Investigations
<b>Spelling</b>	ai, ee, igh, oa, oo, or Ur, ow, oi, ear, air, c, s/ The /s/ sound spelt 'c' before e, l and y, /j/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y /dʒ/, /m/n/ The /n/ sound spelt kn and (less often) gn at the beginning of words	Adding -ing, -ed, -to words of one syllable ending in a single consonant letter after a single vowel letter. Adding the endings -ing, -ed, to words ending in -e with a consonant before it. Adding -es to nouns and verbs ending in -y Adding to word ending in y with a consonant The /l/ or /əl/ sound spelt -el, -al, -il at the end of words The /ɔ:/ sound spelt a before l and ll The /aɪ/ sound spelt -y at the end of words.  Adding the endings -, -er, -est and -y to words ending in -e with a consonant before it. Words ending in -tion. The suffixes -ful, -less. Contractions	Adding -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter. The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w The suffixes -ment and -ness. The /i:/ sound spelt -ey. The /u/ sound spelt o. The suffixes -ly. Adding -ed, -er and -est to a word ending in -u with a consonant before it. The /r/ sound spelt wr at the beginning of words. The /l/ or /əl/ sound spelt -le at the end of words. Possessive apostrophe (singular nouns) Homophones and near homophones. The /o/ sound spelt 'a' after w and qu. The /ʒ/ sound spelt s
<b>VGP</b>	Ready To Write – 3wks Commas – 1wk Word classes - 3wks Conjunctions – 3wks Sentence types – 3wks	Word classes 2 – 3wks Apostrophes – 3wks Sentence types – 2wks Tenses – 3wks	Suffixes – 2wks SATs revision – 2wks SATs assessment – 1wk Consolidation of KS1 – 9wks
<b>Writing genres</b>	Informal Letter Writing Compare and contrast stories Setting Description Story Writing Character description Retell and innovate a story Drama and Role play with speaking and listening focus Non-chronological Report	Non-fiction chronological report Character description Drama and Role play – see speaking and listening Non-fiction narrative Formal letter writing Poetry – descriptive Narrative - retell and innovate SATs practise papers.	Wanted poster Instructions Non-chronological report SATs Blurb for a familiar story Compare and contrast stories by the same author: Eric Carle – reading focus week Write a story in the style of Eric Carle. Descriptive setting Playscript Class debate

