Year 2 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme (History/ Geography)	**History** *Important figures: Florence Nightingale / Mary Seacole*	***History*** *History all around me – The Great Fire of London*	**Geography** **Theme: Human v Physical features** Contrasting localities: England and China	SATS revision	SATS assessments	**Theme: Map work and Human v Physical Geography** The Seaside
Enquiry question / hook into learning	**Who should we remember?**	***Was the Great Fire of London a good or bad event?***	**What human and physical geographical features are unique to the UK?**		SATS assessment	**Why do people choose to live by the seaside? (how does this affect the human Geography of the UK)**
English focus	*Belonging* Mufaro's Beautiful Daughters - John Steptoe/ Jamil's Clever Cat: a folktale from Bengal - Fiona Frenh	*Toby and The Great Fire of London* *Samuel Pepy's*	*Somebody Swallowed Stanley* *The Secret Sky Garden* *Wind in the Willows* *The Disgusting Sandwich* *Daddy Long Legs* That Rabbit Belongs to Emily Brown - Cressida Cowell Scaredy Squirrel - Melanie Watt On the Way Home - Jill Murphy *Fantastic Mr Fox* *Percy the Park Keeper*		SATS revision	*The Lighthouse Keeper's lunch* *Creation Stories* *Katie Morag* *How the Zebra got their Stripes* *Pandora's Box* Just So Stories: How the Leopard Got his Spots (and others in the series) - Shoo Rayner

		Diary *Historical Stories* *The story of the Great Fire of London* *Raven Boy*	*The Sheep Pig*			
Specific genre	Fiction: Traditional Tales - Fairy Tales (Non-European) Non-Fic: Explanations/Recount Poetry: Vocabulary building (list poems) / Structure – calligrams (single word)		Fiction: Stories with recurring literary language Non Fic: Report Poetry: Free verse/ Shape poems		Fiction: Traditional tales – Myths (creation stories) Non-Fic: Instructions / Explanations Poetry: Free verse (closely observed experiences) / Take One Poet	
Grammar &	S1 Subordination (using when, if, that, because) and co-ordination (using or, and, but) S2 Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] S3 How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command W1 Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] W2 Formation of adjectives using suffixes such as –ful, –less W3 Use of the suffixes –er, –est in adjectives W4 and the use of –ly in Standard English to turn adjectives into adverbs P1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences P2 Commas to	S1 Subordination (using when, if, that, because) and co-ordination (using or, and, but) S2 Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] S3 How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command W1 Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] W2 Formation of adjectives using suffixes such as –ful, –less W3 Use of the suffixes –er, –est in adjectives W4 and the use of –ly in Standard English to turn adjectives into adverbs P1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences P2 Commas to	S1 Subordination (using when, if, that, because) and co-ordination (using or, and, but) S2 Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] S3 How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command W1 Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] W2 Formation of adjectives using suffixes such as –ful, –less W3 Use of the suffixes –er, –est in adjectives W4 and the use of –ly in Standard English to turn adjectives into adverbs	S1 Subordination (using when, if, that, because) and co-ordination (using or, and, but) S2 Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] S3 How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command W1 Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] W2 Formation of adjectives using suffixes such as –ful, –less W3 Use of the suffixes –er, –est in adjectives W4 and the use of –ly in Standard English to turn adjectives into adverbs P1: Use of capital letters, full stops, question marks	S1 Subordination (using when, if, that, because) and co-ordination (using or, and, but) S2 Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] S3 How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command W1 Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] W2 Formation of adjectives using suffixes such as –ful, –less W3 Use of the suffixes –er, –est in adjectives W4 and the use of –ly in Standard English to turn adjectives into adverbs	S1 Subordination (using when, if, that, because) and co-ordination (using or, and, but) S2 Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] S3 How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command W1 Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] W2 Formation of adjectives using suffixes such as –ful, –less W3 Use of the suffixes –er, –est in adjectives W4 and the use of –ly in Standard English to turn adjectives into adverbs P1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

	separate items in a list P3 Apostrophes to mark where letters are missing in spelling T4 Correct choice and consistent use of present tense and past tense throughout writing	separate items in a list P3 Apostrophes to mark where letters are missing in spelling T 4 Correct choice and consistent use of present tense and past tense throughout writin	P1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences P2 Commas to separate items in a list P3 Apostrophes to mark where letters are missing in spelling P4 and to mark singular possession in nouns [for example, the girl's name] T4 Correct choice and consistent use of present tense and past tense throughout writing	and exclamation marks to demarcate sentences P2 Commas to separate items in a list P3 Apostrophes to mark where letters are missing in spelling P4 and to mark singular possession in nouns [for example, the girl's name] T4 Correct choice and consistent use of present tense and past tense throughout writing	P1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences P2 Commas to separate items in a list P3 Apostrophes to mark where letters are missing in spelling P4 and to mark singular possession in nouns [for example, the girl's name] T4 Correct choice and consistent use of present tense and past tense throughout writing	P2 Commas to separate items in a list P3 Apostrophes to mark where letters are missing in spelling P4 and to mark singular possession in nouns [for example, the girl's name] T4 Correct choice and consistent use of present tense and past tense throughout writing
punctuation S: sentence P:punctuation T: text	1					

Year 2 Curriculum Map

Spelling	The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words (knock, know, knee) The sounds /r/ spelt 'wr' at the beginning of words (write, written, wrote, wrap, wrong) The sound /s/ spelt 'c' before e, i and y (race, ice, city, fancy) The sound /j/ spelt with '-dge' and '-ge' at the end of words (badge, edge, bridge, age) The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u (gem, giant, jacket, join) Common Exception Words (door, floor, again, climb, only)	The sound /l/ spelt with '-le' at the end of words (table, apply, bottle, middle) The sound /l/ spelt with '-el' at the end of words (camel, tunnel, travel, towel) The sound /l/ spelt with '-il' and '-al' at the end of words (pencil, fossil, metal, pedal) The sound /igh/ spelt with '-y' at the end of words (cry, reply, shy) Adding –ies to nouns and verbs ending in –y (flies, tries, babies, carries) Common Exception Words (find, mind, old, cold, gold, hold)	Adding –ed, -er and –est to a word ending in –y with a consonant before it (copied, happier, cried) Adding –ing to a word ending in –y with a consonant before it (copying, crying, replying) Adding –ing, -ed, -er,-est and –y to words ending in -e with a consonant before it (hiking, nicer, shiny, being) Adding –ing, -ed, -er,-est and –y to words of one syllable ending in a single consonant after a single vowel (patting, hummed, saddest) The sound /or/ spelt 'a' before l or ll (talk, ball, call, walk) Common Exception Words (fast, last, father, class, grass, plant)	The sound /u/ spelt with 'o' (other, mother, nothing, money) The sound /ee/ spelt with '-ey' (key, donkey, valley) The /o/ sound spelt with 'a' after w and qu (want, quantity, squash) The stressed /er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w (word, worm, war) The sound /zh/ spelt 's' (television, usual, treasure) Common Exception Words (even, break, great, move, improve)	The suffixes –ment, -ness and –ful (enjoyment, careful) The suffixes –less and –ly (badly, happily, penniless) Words ending in –tion (station, fiction, national) Contractions (didn't, can't, couldn't) The possessive apostrophe (Megan's, the girl's, woman's) Common Exception Words (many, clothes, water, beautiful)	Homophones and near homophones (there, their, they're) Homophones and near homophones (be, bee, quite, quiet) Months of the year/time (January, July, September, hour, past, half, after, quarter) SPaG terms (adverb, adjective) and question words (which, where, when) Revision of common exception words turn adjectives into adverbs

						Formation of nouns using suffixes such as –ness, -er and by compounding.
Maths	Demonstrate an understanding of place value, though may still need to use apparatus to support them. count in twos, fives and tens from 0 and use counting strategies to solve problems. read and write numbers correctly in numerals up to 100.	use number bonds and related subtraction facts within 20. add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. 23 + 5; 46 + 20), they can demonstrate their method using concrete apparatus or pictorial representations. recall doubles and halves to 20 recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes	partition two-digit numbers into different combinations of tens and ones. This may include using apparatus. use estimation to check that their answers to a calculation are reasonable. add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations. use different coins to make the same amount . read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given . read the time on the clock to the nearest 15 minutes describe properties of 2-D and 3-D shapes	subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 – 33) recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems(e.g. – 14 = 28) recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary. identify 1/3 , 1/4 , 1/2 , 2/4 , 3/4 and knows that all parts must be equal parts of the whole	reason about addition work out mental. calculations where regrouping is required(e.g. 52−27;91–73). solve word problems that involve more than one step. solve more complex missing number problems (e.g. 14+?–3= 17;14+ = 15 + 27) recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements use multiplication facts to make deductions outside known multiplication facts determine remainders given known facts	find and compare fractions of amounts (e.g. 1/4 of £20 = £5 and 1/2 of £8 = £4 so 1/4 of £20 is greater than 1/2 of £8). read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given. read the time on the clock to the nearest 5 minutes. describe similarities and differences of shape properties

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Science	Animals including humans	Everyday materials	Living things and their habitats	Plants	SATS assessments	Weather
History/ Geography	Important figures	The Great Fire of London	*Contrasting localities: England and China* Landmarks – London and global		SATS assessment	The history of leisure.
Art	Sketching - views through a window		Diorama of mini-beast habitat		Degas – The Beach	
Design & Technology		Construction – Fire truck		Sewing Chinese shadow puppets		Cooking – seaside themed snacks
Computing	Online safety	Data Handling	Multi-media and sound	Bee Bot Coding Purple Mash Coding	Digital Imagery	Communicating and collaborating
Music	Long and Short	Christmas Performance Preparation	High and low	Beat/ Rhythm	Sandwich music	Timbre
P.E.	Sports: Ugly Bug Ball Dance Fitness: Skip to the beat		Sports: Groovy Gymnastics Fitness:	Mighty movers (running)	Sports: Brilliant Ball Skills Fitness: Fitness Frenzy	
R.E.	What makes a home? Hinduism and Jainism	How do we remember people and why? Humanism and Christianity	What rules are the most important and why? Judaism	Why is the cross important to Christians? Christianity	How are we the same and different from other people and does it matter? Islam (compare to two other faiths)	What does faith say about change? How does it make us feel and how can we become better? Buddhism

Year 2 Curriculum Map

PSHE	**Theme: Rights and Responsibilities** **How can we help?**	**Theme: Feelings and Friendship** **How do we show our feelings?**	**Theme: Safety and Risk** **How do we keep safe in different places?**	**Theme: Health** **How can we be healthy?**	**Theme: Money** **Where does money come from?**	**RHE** **Differences – anti-bullying**
Curriculum events including trips	London Philharmonic Orchestra Bright Sparks	Museum of London workshop/	Natural history Museum			Seaside