

## YEAR 2 Curriculum Map (2021/2022)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PSHE</b>	<b>Being Me In My World</b> Hopes and dreams for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	<b>Celebrating Difference</b> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	<b>Dreams and Goals</b> Achieving realistic goals Perseverance Learning strengths Learning with others Group op-operation Contributing to and sharing success	<b>Healthy Me</b> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	<b>Relationships</b> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	<b>Changing Me</b> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Communicating Effectively</b>	<p><b>Listening and responding appropriately</b> - Know the key points they need to focus on in order to answer a question.</p> <p><b>Ask relevant questions to extend understanding and knowledge</b> - Ask a range of different types of questions to find out specific information including 'how' and 'why'. Recognise when a message is not clear and be able to provide some information about why.</p> <p><b>Use relevant strategies to build vocabulary</b> - Recognise when they haven't understood a word or words and be able to provide some information about why. Able to compare words by the way they look, sound or their meaning for example bare/bear, two/to/too, and begin to comment on this.</p> <p><b>Articulate and justify answers, arguments and opinions</b> - Use simple conjunctions to justify or explain something.</p> <p><b>Give well structured descriptions, explanations, and narratives for different purposes (including expressing feelings)</b> - Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order. Describe in 2-3 sentences how to solve a problem. Able to use conjunctions to increase the length and grammatical complexity of sentences (e.g. 'because', 'when').</p> <p><b>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</b> - Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils.</p> <p><b>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</b> - Accurately predict what will happen in a story or retelling of an event.</p> <p><b>Speak audibly and fluently with an increasing command of standard English</b> - Produce speech that is clear and easy to understand, with only a few immaturities. Able to say words with 4 or more syllables fairly consistently. Able to manipulate sounds in words such as deleting sounds from words (e.g. what word would you get if you take the 'f' from feet? - 'eat'). Know that there are some terms or expressions that are only used amongst friends. (e.g. Hiya, see you later)</p> <p><b>Participate in discussions, presentations, performances, role play, improvisations and debates</b> - Take turns to talk, listen and respond in two way conversations and groups.</p> <p><b>Gain, maintain and monitor the interest of the listener(s)</b> - Usually able to keep to a topic in a conversation. Can be easily prompted to move on if they are talking too much.</p> <p><b>Consider and evaluate different viewpoints, attending to and building on the contributions of others</b> - Ask lots of questions to find out information and respond appropriately to the answers.</p> <p><b>Select and use appropriate registers for effective communication</b> - Know that there are some terms or expressions that are only used amongst friends (e.g. 'wicked', 'yeah right' with friends but not teachers).</p>					
<b>English - Reading - Fiction</b>	<b>The Way Home for Wolf - Rachel Bright (6 weeks)</b> - This is an alliterative, rhyming text with plenty to explore. Its rhymes and rhythms make it enjoyable to read aloud and perform. The book is rich in evocative and unusual vocabulary, used to good effect to describe the Arctic setting. Children will enjoy listening to and learning new words in context. The animals of the tundra are portrayed with real character both in the text and the illustrations, which means this book	<b>Message From the Moon (poetry) - Hilda Offen (3 weeks)</b> - The collection contains a good balance of poems with humour and those which are more reflective. Hilda Offen uses a variety of poetic structures and this leads to opportunities to explore the way poems are organised as well as their content. Language is used creatively and the variety of subjects could lend themselves to links with topic work. There are poems which will support young readers to develop	<b>Lots: The Diversity of Life on Earth (4 weeks)</b> - Nicola Davies Lots: The Diversity of Life on Earth brilliantly tackles the challenging concept of biodiversity in a way that can be easily understood by a child in KS1. A narrative text is presented in large font, while the information register is presented in italic font, providing an opportunity for children to develop skills in reading different kinds of text. The illustrations provide scope for creative work.	<b>Moon Dragons - Dyan Sheldon (5 weeks)</b> - The Moon Dragons has a straightforward narrative following whether Alina will tell the greedy king about the whereabouts of the moon dragons. However, the themes of truth and value make it a book with potential for rich and deep discussion. The illustrations portray characters in detail which make it accessible for all readers to develop their inference making skills.	<b>Grey Island, Red Boat - Ian Beck (4 weeks)</b> - Grey Island Red Boat has the feel of a classic traditional tale told with rich language and atmospheric illustrations. The short chapters are perfect for readers in year two who are gaining fluency and reading stamina. The cast of characters including a princess and a king will feel familiar but challenge stereotypes. The theme of how outsiders are welcomed or not to a new community has relevance to society today.	<b>The Glassmakers Daughter - Dianne Hofmeyr (4 weeks)</b> - Diane Hofmeyr's lyrical text reads aloud well and is at a challenging level for year 2. However, repeated rereadings to develop familiarity with the text will increase the children's fluency. They will be introduced to literary language and to challenging vocabulary, which they can explore at a deeper level. Although this is an original story, the traditional structure and tropes allows children to make

## YEAR 2 Curriculum Map (2021/2022)

	<p>connects well across the curriculum to support a science topic on polar animals and habitats. Jim Field's illustrations are full of humour and invite the making of visual inferences.</p>	<p>greater fluency as well as poems to support inference making and deeper thinking. Using this collection in the classroom offers a rich and rewarding poetry experience. There is also a great range from the accessible to the more demanding.</p>	<p><b>The Night Gardener - Terry and ric Fan (3 weeks)</b> - This is a visually rich book and offers wonderful opportunities to develop visual literacy. Much of the story is told through the illustrations rather than the text. There are openings for discussions about motivation, predictions and individual response. So much is conveyed through the illustrations and use of colour, but the language is well chosen and offers tremendous scope for useful vocabulary work.</p>		<p><b>Lila and The Secret of Rain - David Conway (4 weeks)</b> - Lila's home and culture is one that might be unfamiliar to many children and widens their world view in a positive way. The subject matter encourages empathy and an understanding of the importance of home for all people. David Conway's use of repetition and simile brings a poetic quality to his writing, and these literary features reward careful study. The universal theme of a small person making a big difference is inspiring and familiar, but delivered in an unfamiliar location. The setting is of great importance in the story. Jude Daly's attractive illustrations are evocative and bring the Maasai Mara vividly to life. The enormous sun is ever present, emphasising its importance in the story and making clear how extremes of weather impact on human life.</p>	<p>connections with other stories that they know. World knowledge is built through the Venetian setting and introduction to glass making/blowing. Jane Ray's sublime illustrations support and extend the text providing greater contextual knowledge for the children to explore. The expressiveness provides a great starting point for exploration of character using a range of drama strategies. There are also opportunities to teach visual language and to explore technique, particularly with regard to the painting of the glass palace.</p>
<p><b>English Reading - Non-Fiction</b></p>		<p><b>Ice Bear - Nicola Davies (3 weeks)</b> - Ice Bear is a beautifully illustrated, nonfiction book about polar bears. Its narrative format contains lots of interesting information and explores the life of these iconic creatures in an attractive and engaging style.</p>			<p><b>The Great Fire of London - Stewart Ross (4 weeks)</b> A high-quality non-fiction text, this book has been chosen for its good fit with the KS1 wider curriculum, and because its layout, clarity and vocabulary make this text an excellent tool to develop children's non-fiction comprehension skills. It contains many common features of a good nonfiction book and allows for exploration of contents and index pages, and a building of subject-specific</p>	

## YEAR 2 Curriculum Map (2021/2022)

					vocabulary.	
<b>English - Writing Fiction</b>	In My Heart: A Book of Feelings - Jo Witek Little Red Riding Hood - Lucy Rowland	Meerkat Christmas - Emily Gravett My Christmas Star (BBC)	The Marvellous Fluffy Squishy Itty Bitty - Beatrice Alemagna The Owl Who was Afraid of the Dark - Frank Jill Litchfield	George and the Dragon - Christopher Wormell The Day the Crayons Quit - Drew Darwell	Stardust - Jeanne Willis Man on the Moon - Simon Bartram	The Building Boy - Ros Montgomery & David Litchfield The Crow's Tale - Naomi Howarth
<b>English - Writing Non-Fiction</b>	<i>Books about animals and humans - offspring / food / exercise etc.</i>	<i>Books about other places - hot and cold places</i>	<i>Books about fruit and vegetables</i>	<i>Books about significant people in history - Florence Nightingale / Mary Seacole / Pieter Bruegel the Elder etc.</i>	<i>Books about The Great Fire of London</i>	<i>Books on different materials.</i>
<b>Maths</b>	<b>Unit 1</b> - Number - Place Value - number to 100 <b>Unit 2 &amp; 3</b> - Number - Addition and Subtraction	<b>Unit 4</b> - Measurement - Money <b>Unit 5</b> - Number - Multiplication and Division	<b>Unit 6</b> - Number - Multiplication and Division <b>Unit 7</b> - Statistics <b>Unit 8</b> - Measurement - Length and Height <b>Unit 9</b> - Geometry - properties of shape	<b>Unit 9</b> - Geometry - properties of shape (continued) Unit 10 - Number - Fractions Unit 11 - Geometry - position and direction	<b>Unit 12</b> - Number - Addition and Subtraction (problem solving and efficient methods) <b>Unit 13</b> - Measurement - Time	<b>Unit 14</b> - Measurement - Weight, Volume and Temperature  Consolidation of key objectives for Year 2
<b>Science</b>	<p><b>Animals Including Humans</b> - notice that animals, including humans, have offspring which grow into adults.</p> <p><b>Animals Including Humans</b> - find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p><b>Animals Including Humans</b> - describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>		<p><b>Living Things and their Habitats</b> - explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p><b>Living Things and their Habitats</b> - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p><b>Living Things and their Habitats</b> - identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p><b>Living Things and their Habitats</b> - describe how animals obtain their food from plants and other animals, using the ideas of a simple food chain and identify and name the different sources of food.</p>		<p><b>Plants</b> - observe and describe how seeds and bulbs grow into mature plants.</p> <p><b>Plants</b> - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>Everyday Materials</b> - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p><b>Everyday Materials</b> - find out how the shapes of solid objects made from some materials can be changed by squashing, bending twisting and stretching.</p>
	<p><b>Working Scientifically</b> - asking simple questions and recognising that they can be answered in different ways.</p> <p><b>Working Scientifically</b> - observing closely, using simple equipment.</p> <p><b>Working Scientifically</b> - performing simple tests.</p> <p><b>Working Scientifically</b> - identifying and classifying</p> <p><b>Working Scientifically</b> - using their observations and ideas to suggest answers to questions.</p> <p><b>Working Scientifically</b> - gathering and recording data to help in answering questions.</p>					
<b>Humanities (history &amp; geography)</b>	Our School and Local Area	Hot and cold places Continents and oceans	Mugumareno village - Zambia	Holidays	Our Local Heroes	Beyond Living Memory: The Great Fire of London
<b>Religious Education</b>	Who influences our lives?	How do the stories of Jesus inspire Christians today?	Who is Muslim and what do they believe?	What do Christians do at Easter and why is it important to them?	Who is Muslim and what do they believe?	In what ways are religious buildings important to believers? (mosque focus)

## YEAR 2 Curriculum Map (2021/2022)

Computing	We are Astronauts	We are Games Testers	We are Photographers	We are Safe Researchers	We are Animators	We are Zoologists
<b>Art</b>	<p><b>African Art</b> - use a range of materials creatively to design and make products.</p> <p><b>African Art</b> - to use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p><b>African Art</b> - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p><b>Australian Aboriginal Art</b> - use a range of materials creatively to design and make products.</p> <p><b>Australian Aboriginal Art</b> - to use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p><b>Australian Aboriginal Art</b> - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b>Australian Aboriginal Art</b> - learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>			<p><b>Giuseppe Arcimboldo</b> -</p>	
<b>Design and Technology</b>			<p><b>Eat More Fruit and Vegetables</b> - design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p><b>Eat More Fruit and Vegetables</b> - generate, develop, model and communication their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><b>Eat More Fruit and Vegetables</b> - select from and use a range of tools and equipment to perform practical tasks.</p> <p><b>Eat More Fruit and Vegetables</b> - select form and use a wide range of materials and components, including construction materials, textiles and</p>	<p><b>Moving Minibeasts</b> - design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p><b>Moving Minibeasts</b> - generate, develop, model and communication their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><b>Moving Minibeasts</b> - select from and use a range of tools and equipment to perform practical tasks.</p> <p><b>Moving Minibeasts</b> - select form and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Moving Minibeasts</b> - explore and evaluate a range</p>		<p><b>Stable Structures</b> - design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p><b>Stable Structures</b> - generate, develop, model and communication their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><b>Stable Structures</b> - select from and use a range of tools and equipment to perform practical tasks.</p> <p><b>Stable Structures</b> - select form and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Stable Structures</b> - explore and evaluate a range of</p>

## YEAR 2 Curriculum Map (2021/2022)

			<p>ingredients, according to their characteristics.  <b>Eat More Fruit and Vegetables</b> - explore and evaluate a range of existing products.  <b>Eat More Fruit and Vegetables</b> - evaluate their ideas and products against a range of existing products.  <b>Eat More Fruit and Vegetables</b> - use basic principles of a healthy and varied diet to prepare dishes.  <b>Eat More Fruit and Vegetables</b> - understand where food comes from.</p>	<p>of existing products.  Puppets - evaluate their ideas and products against a range of existing products.  <b>Moving Minibeasts</b> - evaluate their ideas and products against design criteria.  <b>Moving Minibeasts</b> - explore and use mechanisms (levers, sliders, wheels, axels) in their products.</p>		<p>existing products.  Puppets - evaluate their ideas and products against a range of existing products.  <b>Stable Structures</b> - build structures, exploring how they can be made stronger, stiffer and more stable.</p>
<b>Languages</b>	<p>Pupils start with the phonics, learning the vowels first. Pupils practise these using a variety of activities. Pupils learn basic greetings and how to ask and give their age. Pupils then learn the other key phonic sounds. Pupils read a story about All Saints day in Mexico and sing a Christmas song.</p>		<p>Pupils focus on memory and performance. Pupils to retell a familiar story – The Very Hungry Caterpillar – in Spanish. Pupils are first introduced to useful vocabulary from the story – numbers 1-10, days of the week and fruits, – and then introduced to the story in video and audio format. Pupils complete activities developing memory and practising pronunciation. Pupils will feel confident to retell part of the story with pictures and subtitles (for those who need written support). Pupils have a go and feel successful. Pupils take voice recordings of performances to evaluate.</p>		<p>Pupils learn some nouns (body parts). Pupils are taught about gender through colour coding (blue=male, red=female). Pupils use the verb forms 'tengo – I have' practising singing a body song. Pupils learn Spanish playground games and recap what they have learnt as well as asking and answering what's their name in conversations. Pupils are encouraged at all times to strive to become independent, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence. Pupils broaden their vocabulary. Pupils learn what flamenco is and practice dancing using the body parts they learnt previously.</p>	
<b>Music</b>	<b>I Wanna Play (rock music)</b> listening, appraising, composing, improving and performing	<b>Songs (Christmas)</b> Songs and activities that can be used for daily activities	<b>Zootime (Reggae)</b> listening, appraising, composing, improving and performing	<b>Songs (different places)</b> Collection of songs and activities to use as a stimulus for exploring the world	<b>In the Groove (Various Styles)</b> A range of styles and genres to develop listening, appraising, composing, improving and performing	<b>Songs (Changes)</b> Celebrate the end of the KS1 hase through songs and activities
<b>Physical Education</b>	Dodging (Locomotion) Gymnastics: Linking	Hands 1 (Ball Skills) Gymnastics: Pathways	Feet 1 (Ball Skills) Dance: Water	Hands 2 (Ball Skills) Dance: Explorers	Jumping (Locomotion) Games for Understanding	Team Building Health and Wellbeing

### Life Skills

<b>Year 2</b>	Play a board game (PHSE)	Visit a library (English)	Make ice and feel how cold it is (Geography & Science)	Go on a bus/train (History)	Learn a poem and perform it to an audience (English)	Visit a london Landmark (History)	Learn a gymnastic routine with, balances, jumps, starting and ending positions (P.E)	Perform a puppet show (English & D&T)	Learn to thread a needle (D&T)	Taste a range of fruit and vegetables (D&T)	Visit a mosque (R.E.)
---------------	--------------------------	---------------------------	--	-----------------------------	--	-----------------------------------	--	---------------------------------------	--------------------------------	---	-----------------------

## **YEAR 2 Curriculum Map (2021/2022)**