

## YEAR 2 CURRICULUM MAP 2023-2024 (Curriculum coverage)

Term →	AUTUMN 1 New Beginnings Fire! Fire!		AUTUMN 2 Fire! Fire! Celebrations		SPRING 1 Heroes & Villains		SPRING 2 Heroes & Villains		SUMMER 1 What a wonderful world		SUMMER 2 What a wonderful world Healthy Me	
Subject ↓												
<b>ENGLISH</b> (Oracy & Writing)	<p><b>Statement sentences:</b> Review and write 2 and 3 part sentences Talk / write single clause sentences with expanded noun phrases (2 or 3 part sentence)</p> <p><b>Question sentences:</b> Understand and use a range of question words Talk/write question sentences with correct punctuation and conjunctions</p> <p><b>Command sentences:</b> Verbs (as an action/command) Talking in statements and commands and understand the difference Writing simple instructions</p> <p><b>Grammar &amp; punctuation</b> Know that <u>adjectives</u> change nouns and can be used in all parts of a sentence Use <u>expanded noun phrases</u> to add detail and interest in a sentence. Make and talk about their word choices. Reinforce capital letters and full stops <u>Commas</u> in a list Talk / write in multi clause coordinated sentences using and, but, or, so (<u>conjunctions</u>) Talk/ write in multi clause subordinated sentences using because, when etc</p> <p><b>Composition</b> Plan writing ideas effectively Talk/write narratives with beginning, middle, end structure (some single clause, some multi clause coordinated and some multi clause subordinated) Write narratives with correct punctuation (capital letter, full stops, commas) Write a poem following a simple structure/model</p> <p><b>Handwriting:</b> Letters of the correct size, orientation in relation to each other</p> <p><b>Key Texts:</b> Red Ted Vlad and The Great Fire of London Instructions Colour Poetry After The Storm</p>				<p><b>Composition</b> Write for a range of different purposes Plan their writing effectively Talking / write in statements, questions and commands Change a statement to a command and vice versa Write sentences using a range of conjunctions for coordination and subordination Write narratives with a beginning, middle, end structure (some single clause, some multi clause coordinated and some multi clause subordinated) Read through their work and read it aloud to aid edits (sense, punctuation, word choice)</p> <p><b>Grammar &amp; punctuation</b> Verbs and adverbs Past progressive and present progressive tense verbs Expanded noun phrases to describe and specify- making choices for effect Apostrophe for omission Commas for items in a list Use exclamation marks</p> <p><b>Handwriting:</b> Letters of the correct size, orientation in relation to each other Introduce simple joins</p> <p><b>Key Texts:</b> Thank you letter Superheroes/Villains Peter &amp; the Wolf (Music Week) Traction Man Tiger and the Jackal</p>				<p><b>Exclamation sentences:</b> Talk / write in exclamation sentences with exclamation marks (start with how/when and has a verb)</p> <p><b>Composition</b> Talking / write in statements, questions, commands and exclamation sentences Write sentences using a range of conjunctions for coordination and subordination Write for different purposes (entertain, instruct, inform, persuade) Plan their writing effectively Writing a series of multiple linked sentences in a beginning, middle, end structure Read their work and make some simple edits (sense, punctuation, word choice)</p> <p><b>Grammar &amp; punctuation</b> Apostrophe for possession</p> <p><b>Handwriting:</b> Start using diagonal and horizontal joins</p> <p><b>Key Texts:</b> Highway Rat</p>			
<b>ENGLISH</b> (Spelling/Phonics)	Floppy's Phonics revise Alternative spellings Books 31-36 Orange book band for reading		Homophones & near homophones Contractions		Spell words with contracted form Suffix ed and ing -ly suffix		Spell suffixes ment, ness, ful, less, ly		Spell suffixes ed ing ment, ness, ful, less, ly Contractions			
<b>MATHS</b>	Number & Place Value Addition Subtraction		Measure: Money Measure: Time Statistics		Multiplication Geometry-shape Division		Division Fractions Measure: length & height		Measure: mass, capacity, temperature Revision		Geometry: position & direction Statistics Revision	
<b>SCIENCE</b>	<p><b>Animal's need for survival</b> Mammals Birds Fish Amphibians Reptiles Humans</p> <p><b>Humans</b> Exercise Food Hygiene Teeth</p>		<p><b>Materials</b> Explore materials Wood, paper, cardboard Brick and rock Glass and plastic Metal Fabrics Same object, different material Testing materials Planning and carry out a waterproof experiment</p> <p><b>Sustainability</b> Plastics</p>		<p><b>Plants (light &amp; dark)</b> Exploring plants and parts What do they need to grow? Plan and observe investigation in light and dark</p> <p><b>Living things &amp; their habitats</b> Local area, Polar, Desert, Ocean, Forest Habitats Microhabitats Habitats and diets Food chains Living, dead or never alive?</p> <p><b>Plants (light &amp; dark)</b> Findings from investigation <b>Look Out Trip</b></p>				<p><b>Plants</b> Bulbs or seeds? What do plants need to grow? Plan- bulbs and seeds Plant- bulbs and seeds</p> <p><b>Growing Up</b> Mother and offspring Lifecycles of humans Lifecycles of mammals Lifecycles of amphibians <b>Lifecycle of a butterfly</b> Are there patterns between lifecycles of different animals?</p>		<p><b>Plants</b> Findings from bulbs and seeds</p> <p><b>Growing Up</b> Butterfly diary</p> <p><b>Wildlife</b> What does wildlife do for us? What can we do for wildlife? <b>Woolley Firs Trip</b></p>	
<b>ART</b>	<p><b>Shape, proportion, colour</b> Colour Mixing Create flames Paint explosions 2D houses Drawing with pencil Collage: London on fire</p>		<p><b>Shape, proportion, colour, line</b> Mondrian Collage</p>		<p><b>Colour, texture</b> Monet &amp; seascapes Wax and watercolour (blocks) Salt Paper already wet Paper crinkled Sea animal drawing</p>				<p><b>Design</b> African patterns Kenyan shields/necklaces</p>			
<b>DT</b>	Bread Making (Harvest)						Vehicles- axles and wheels  Pop Up Card Easter				Sewing: Joseph's Coat  Healthy Eating	
<b>COMPUTING</b>	Text and images		Images and text for a purpose Publishing: Christmas cards		Algorithms – create  Photograph imagery		Algorithms - debug		Invitation Posters		Images and texts Research on Kenya	

<b>GEOGRAPHY</b>		Four countries of the UK and key human and physical features. Compass directions		Locate the continents and oceans of the world The equator Hot and Cold places	Locate Africa Locate Kenya Human and physical features National Parks/Maasai Comparing Kenya and Maidenhead	
<b>HISTORY</b>	What caused the Great Fire of London and what changed as a result?	Why do we remember Guy Fawkes and the Gunpowder plot?	Why was Isambard Kingdom Brunel a significant person? Can we still see the impact of his work today? <b>Maidenhead heritage centre visitors</b>		How did the work of significant women change lives in society? Florence Nightingale <i>Koforowola Albeni Pratt</i>	
<b>MUSIC</b>	Hands, Feet, Heart (South African) Pulse Recognise and name instruments Singing Rounds- London's Burning  Harvest performance	Ho Ho Ho (Christmas) Pulse & rhythm Untuned instruments to create an effect  Performance	I Wanna Play in a Band (Rock) Pitched instruments to create an effect (D + C)  Prokofiev- Peter & the Wolf	Zootime (Reggae) Pulse Rhythm Pitch C + D + E	Friendship Song (Pop) Glockenspiels Pulse Rhythm Pitch C + D + E + G	Singing Percussion Performance- Leavers' Concert
<b>PE</b>	Health & Fitness (effects of exercise on the body)  Health & Fitness (Understanding the effects of Exercise)	Handball (ball skills)  Tag Rugby (Invasion Games) Speed, agility, quickness	Mini Squash – (Racket Skills)  Gymnastics	Football (Invasion Games)  Lacrosse	Athletics Team games, developing simple tactics for attacking and defending- Balance, Coordination, Agility	Alternative sports  Dance for performance Sports Fortnight  Sports Day
<b>PSHE</b>	<b>SCARF: Me and My Relationships</b> Our classroom/Alwyn Aims Feelings Friendship Bullying/Teasing	<b>SCARF: Valuing Difference</b> What makes us special Special people Others' feelings Feeling left out Kindness Problem solving	<b>SCARF: Keeping Myself Safe</b> Feeling safe What should I do? I don't like that Fun or not? Should I tell?	<b>SCARF: Rights and responsibilities</b> Getting on with others Managing feelings Feeling safe Money/saving Looking after the environment	<b>SCARF: Being My Best</b> Setting goals Clean & healthy Body functions Body needs Basic First Aid	<b>SCARF: Growing and Changing</b> Change Growing Bodies Privacy Secrets
<b>RE</b>	<b>Theme: What did Jesus teach?</b> Concept: Gospel Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity  Harvest	<b>Theme: Christmas - Jesus as gift from God</b> Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	<b>Theme: Prayer at home</b> Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life? Religion: Islam	<b>Theme: Easter - Resurrection</b> Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	<b>Theme: Community and Belonging</b> Key Question: Does going to a mosque give Muslims a sense of belonging? Religion: Islam	<b>Theme: Hajj</b> Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam