

## YEAR 2 CURRICULUM MAP 2024-2025 (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 Billy Goats Gruff 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 Highway Rat</p> <p><b>Book week:</b> Visiting author workshop on adventure poems</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> Mr Benn (multiple texts)</p> <p>Leaflets</p>		
<b>ENGLISH</b> (Spelling/Phonics)	<p>Floppy's Phonics revise Alternative spellings Books 31-36 Orange book band for reading</p>		<p>Homophones &amp; near homophones Contractions</p> <p>Sentence structure Verbs Adverbs CEW's</p>	<p>Spell words with contracted form Suffix ed and ing -ly suffix</p> <p>Sentence structure Verbs Adverbs CEW's</p>	<p>Spell suffixes ment, ness, ful, less, ly</p> <p>Sentence structure Verbs Adverbs CEW's</p>	<p>Spell suffixes ed ing ment, ness, ful, less, ly Contractions</p> <p>Sentence structure Verbs Adverbs CEW's</p>	
<b>MATHS</b>	<b>White Rose</b>	<p>Number &amp; Place Value Addition Subtraction</p>	<p>Measure: Money Measure: Time Statistics</p>	<p>Multiplication Geometry-shape Division</p>	<p>Division Fractions Measure: length &amp; height</p>	<p>Measure: mass, capacity, temperature Revision</p>	<p>Geometry: position &amp; direction Statistics Revision</p>
	<b>Mastering Number</b>	<p>Composition of 6, 7, 8 and 9 as '5 and a bit' Compare numbers within 10/language of comparison (sets of objects and numbers) Inequality and equals symbols Odd/ even parts (doubles) Composition of 6 Identify missing addends and complete missing symbols, expressions and equations using the equals or inequality symbol Composition of 8 Composition of 10 Apply knowledge to expressions and equations</p>	<p>Composition of odd numbers composition of 7, apply knowledge to expressions and equations Composition of 9, apply knowledge to expressions and equations composition of the numbers 11 to 19 as '10 and a bit', apply to missing addend equations Compare numbers within 20 Identify the position of numbers within 20 in the linear number system, using midpoints of 5, 10 and 15</p>	<p>Doubling numbers to 10, Focus on the composition of 20 Use known facts within 10 to find missing parts of 20 when the known part is greater than 10 Apply knowledge of facts within 10 to addition and subtraction within 20 WITHIN the 10s boundary Knowledge and understanding of near doubles Identify strategies for near doubles</p>	<p>Add 3 numbers using known facts Add 2 numbers by 'bridging through 10' Consolidate understanding of adding 2 numbers by 'bridging through 10' Solve missing addend problems Subtract by 'bridging through 10' Consolidate understanding of subtracting by 'bridging through 10'</p>	<p>Multiples of 10 Identify the position of numbers within 100 in the linear number system Connect missing addend problems to subtraction problems Subtract across the 10 boundary Practise subtracting within 20, selecting from a range of strategies See that all subtractions can be solved by thinking of how a number is composed and identifying the missing part Composition of 20 Use known facts within 10 to find missing part of 20 when the known part is less than 10</p>	<p>Use knowledge of composition to reason about expressions and equations and use the equals and inequality symbols in expressions and equations Consolidate doubles and near doubles Adding two adjacent odd numbers or two adjacent even numbers into a double Consolidate understanding and develop fluency in transforming addition calculations involving two adjacent odd or two adjacent even numbers into a double Develop fluency in bonds within 10 and apply this to calculations within and across the 10-boundary</p>
<b>SCIENCE</b>		<p><b>Animal's need for survival</b> Mammals Birds Fish Amphibians</p>	<p><b>Materials</b> Explore materials Wood, paper, cardboard Brick and rock Glass and plastic</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>Plants</b> Bulbs or seeds? What do plants need to grow? Plan- bulbs and seeds</p>	<p><b>Plants</b> Findings from bulbs and seeds</p> <p><b>Growing Up</b></p>	

	Reptiles Humans  <b>Humans</b> Exercise Food Hygiene Teeth	Metal Fabrics Same object, different material Testing materials Planning and carry out a waterproof experiment  <b>Sustainability</b> Plastics	<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?  <b>Plants (light &amp; dark)</b> Findings from investigation  <b>Look Out Trip</b>	Plant- bulbs and seeds  <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?	Butterfly diary  <b>Wildlife</b> What does wildlife do for us? What can we do for wildlife?  <b>Woolley Firs Trip</b>	
<b>ART</b>	<b>Shape, proportion, colour</b> Colour Mixing Create flames Paint explosions 2D houses Drawing with pencil Collage: London on fire	<b>PTA Rangoli pattern competition</b>	<b>Shape, proportion, colour, line</b> Mondrian/ Kandinsky Collage	<b>Art Week: Block printing workshops</b>	<b>Colour, texture</b> Monet & seascapes Wax and watercolour (blocks) Salt Paper already wet Paper crinkled Sea animal drawing	
<b>DT</b>		Bread Making (Harvest)		Sewing: Egg cosies  Pop Up Card Easter		Vehicles- axles and wheels  Healthy Eating
<b>COMPUTING</b>	Text and images	Images and text for a purpose (Bonfire night invitation) Publishing: Christmas cards	Algorithms – create  Photograph imagery	Algorithms - debug	Internet safety	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		Comparing Kenya and Maidenhead  Locate Africa Locate Kenya Human and physical features National Parks/Maasai
<b>HISTORY</b>	What caused the Great Fire of London and what changed as a result?  <b>Drama workshops</b>		Why was Isambard Kingdom Brunel a significant person? Can we still see the impact of his work today?		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  <b>Harvest performance</b>	Ho Ho Ho (Christmas) Pulse & rhythm Untuned instruments to create an effect  Performance  <b>Festive sing-a-long</b>	I Wanna Play in a Band (Rock) Pitched instruments to create an effect (D + C)  Prokofiev- Peter & the Wolf <b>Music Week: visiting musicians</b>	Zootime (Reggae) Pulse Rhythm Pitch C + D + E	Friendship Song (Pop) Glockenspiels Pulse Rhythm Pitch C + D + E + G	Singing Percussion <b>Performance- Leavers' Concert</b>
<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  <b>Diwali Dance Workshops</b>	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 <b>Sports Fortnight: visiting sports coaches</b>  <b>Sports Day</b>
<b>PSHE</b>	<b>Me and My Relationships</b> Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation  Our classroom/Alwyn Aims Feelings / Friendship	<b>Valuing Difference</b> Being kind and helping others Celebrating difference People who help us Listening Skills  What makes us special Special people Others' feelings Feeling left out Kindness / Problem solving	<b>Keeping Myself Safe</b> Safe and unsafe secrets Appropriate touch Medicine safety  Feeling safe What should I do? I don't like that Fun or not? Should I tell?	<b>Rights and responsibilities</b> Cooperation Self-regulation Online safety Looking after money – saving and spending  Getting on with others Managing feelings Feeling safe Money/saving Looking after the environment  <b>NSPCC: Speak Out Stay Safe</b>	<b>Being My Best</b> Growth Mindset Looking after my body Hygiene and health Exercise and sleep Setting goals Clean & healthy Body functions Body needs Basic First Aid	<b>Growing and Changing</b> Life cycles Dealing with loss Being supportive Growing and changing Privacy 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>Visit from church group</b>  <b>Diwali Dance Workshops</b>	<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>Visit from church group</b>	<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 <b>Visit from Mosque</b>