



Year 2 Curriculum Map

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reading A range of texts covered from the list provided	<ul style="list-style-type: none"> • Pirates Love Underpants – C. Freedman • Treasure Island (classic text) – R. L. Stevenson • Giant Jelly Jaws and the Pirates – H. Baugh and B. Mantle • Bear and Hare – digital text • Something Fishy – digital text • Non-fiction information books – Christmas, Chanukah celebrations, explorers, pirates 	<ul style="list-style-type: none"> • Beaver Towers – N. Hinton • Biography of John McAdam • The Owl and the Pussycat (classic poem) – E. Lear • Marshmallows – digital text • Non-fiction information books – Local History, science – materials, plants 	<ul style="list-style-type: none"> • The Enchanted Wood – E. Blyton • The Magic Faraway Tree – E. Blyton • Fantastic Mr Fox – R. Dahl • Non-fiction Information Books - Plants and Animals in the local area • Lizzie and The Birds – D. and M. Robertson • Non fiction texts: Martin Mere information and website, animals, birds, habitats, The Seaside • Zahra – digital text (Other Cultures) • Rhyme and Riddle book • Revolting Rhymes – R. Dahl
Writing A range of genres covered from the list provided	<ul style="list-style-type: none"> • Adventure story - Fiction • Wanted Poster – character description • Acrostic poems/ Alliterative poems about pirates • Descriptive Setting – Something Fishy • Story retell – Something Fishy • Christmas Fantasy – Bear and Hare 	<ul style="list-style-type: none"> • Character descriptions – Beaver Towers • Newspaper report on the story – Beaver Towers • Non-chronological report on animals – Beaver Towers • Descriptive poem fiction – The Owl and The Pussycat • Story writing - Marshmallows • Diary of a pit boy – Local History 	<ul style="list-style-type: none"> • Write a story/narrative – The Enchanted Wood, Zahra • Explanation text – non-fiction • Setting description – Lizzie and The Birds • Message in a bottle for a new friend – Lizzie and The Birds • Instructions – How to build a Bird House • Thank you letter to Martin Mere • Recount of Martin Mere trip • Animal riddles - fiction
Maths	<ul style="list-style-type: none"> • Place value – counting forwards and backwards within 20, tens and ones within 20 • Place value – counting forwards and backwards within 50, tens and ones within 50, compare numbers within 50 	<ul style="list-style-type: none"> • Recognise equal groups, make equal groups, add equal groups • Multiplication sentences using the x symbol • Multiplication sentences from pictures • Use arrays • Make doubles • 2 times table, 5 times table, 10 times table 	<ul style="list-style-type: none"> • Compare lengths and heights • Measure lengths, length cm, m • Compare lengths • Order lengths • Four operations with lengths • Describe position, movement and turns

	<ul style="list-style-type: none"> • Count objects to 100 and read and write numbers in numerals and words • Represent numbers to 100 • Tens and ones with a part-whole models • Tens and ones using addition • Use a place value chart • Compare objects, compare numbers • Order objects and numbers • Count in 2s, 5s, 10s, 3s • Fact families – addition and subtraction bonds to 20 • Check calculations and compare number sentences • Number facts • Bonds to 100 (tens) • Add and subtract 1s • 10 more and 10 less • Add and subtract 10s • Add by making 10 • Add a 2-digit and 1-digit number – crossing ten • Subtraction – crossing 10 • Subtract a 1-digit number from a 2-digit number – crossing ten • Add two 2-digit numbers – not crossing ten – add ones and add tens • Add two 2-digit numbers – crossing ten – add ones and add tens • Subtract a two 2-digit number from a 2-digit number – not crossing ten • Subtract a two 2-digit number from a 2-digit number – crossing ten – subtract ones and tens • Find and make number bonds • Bonds to 100 (tens and ones) • Add three 1-digit numbers • Recognising coins and notes 	<ul style="list-style-type: none"> • Make equal groups sharing, grouping • Divide by 2 • Odd and even numbers • Divide by 5, divide by 10 • Statistics – make tally charts, draw pictograms, interpret pictograms • Block diagrams • Recognise 2-D and 3-D shapes • Count sides on 2-D shapes, count vertices on 2-D shapes • Draw 2-D shapes • Lines of symmetry • Sort 2-D shapes • Make patterns with 2-D shapes • Count faces on 3-D shapes, count edges on 3-D shapes, count vertices on 3-D shapes • Sort 3-D shapes • Make patterns with 3-D shapes • Make equal parts • Recognise a half, find a half • Recognise a quarter, find a quarter • Recognise a third, find a third • Unit fractions • Non-unit fractions • Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ • Find three quarters • Count in fractions 	<ul style="list-style-type: none"> • Make patterns with shapes • Telling time to the hour, half hour • O'clock and half past • Quarter past and quarter to • Telling time to 5 minutes • Writing time • Hours and days • Find durations of time • Compare durations of time • Introduce weight and mass • Measure mass, compare mass • Measure mass in grams and kilograms • Introduce capacity and volume • Measure capacity, compare volume • Use millilitres, litres • Temperature • Solving word problems
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	<ul style="list-style-type: none"> Count money – pence, pounds and notes and coins Select money, make the same amount, compare money Find the total, difference, change Two-step problems Make equal groups Add equal groups Make arrays 							
Science	<p><u>Animals Including Humans</u> AIH1 notice that animals, including humans, have offspring which grow into adults AHI2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) AHI3 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Use of Everyday Materials</u> EM1 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses EM2 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><u>Use of Everyday Materials cont</u> EM1 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses EM2 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>John McAdam – scientist – Biography</p> <p><u>Plants</u> P1 observe and describe how seeds and bulbs grow into mature plants P2 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p><u>Living things and their habitats</u> LTH1 compare the differences between things that are living, dead, and things that have never been alive LTH2 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 LTH3 identify and name a variety of plants and animals in their habitats, including microhabitats LTH4 describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>					
	<p><u>Working scientifically</u> WS1 asking simple questions and recognising that they can be answered in different ways WS2 observing closely, using simple equipment WS3 performing simple tests WS4 identifying and classifying WS5 using their observations and ideas to suggest answers to questions WS6 gathering and recording data to help in answering questions.</p>							
Computing	<p><u>Unit 2.1 Coding</u> Program: 2Code</p>	<p><u>Unit 2.2 Online Safety</u> Programs: Writing Templates</p>	<p><u>Unit 2.3 Spreadsheets</u> Program: 2Calculate</p>	<p><u>Unit 2.4 Questioning</u> Programs: 2Question,</p>	<p><u>Unit 2.5 Effective Searching</u> Programs: Browser 2Quiz Writing Templates</p>	<p><u>Unit 2.6 Creating Pictures</u></p>	<p><u>Unit 2.7 Making Music</u> Program: 2Sequence</p>	<p><u>Unit 2.8 Presenting Ideas</u> Programs: 2Connect</p>

	Display boards 2Respond (2Email)	2Investigate 2Calculate	Programs: 2Paint A Picture Writing Templates	(Mind Map) 2Create a Story (ebook) 2Quiz Writing Templates
History	<p><u>The life of a significant person</u> Christopher Columbus-discovering Americas Recount the main events from a significant event in history. Use timelines to order events or objects or place significant people. Compare aspects of life, identifying similarities and differences between different periods. Appreciate that some famous people have helped our lives be better today. Understand that we have a queen who rules us and that Britain has had a king or queen for many years. Learn about the modes of transport, galleon ships and materials/ equipment from periods on time in history.</p>	<p><u>Local History</u> (Wigan, Leigh and Lowton, including significant events, people and places) Understand how our local area has changed over periods of time. Recognise periods of housing, buildings in the local area and understand what they were used for and learn about how the local area has changed over time. Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Identify and describe the main differences between old and new object. Explain why certain objects were different in the past, e.g. iron, music systems, televisions Explain differences between past and present in their life and that of other children from a different time in history. Observe and handle artefacts and ask and answer questions about artefacts i.e. 'What were they used for?' 'What material is it made from?'</p>	<p><u>Changes within living memory</u> The seaside over the last 100 years, similarities and differences Learn why some places became seaside resorts. Learn about how Britain's railways changed the way people go on holiday. Compare how holidays have changed over time within the last 100 years – similarities and differences. Compare aspects of life, identifying similarities and differences between different periods. Observe and handle artefacts and ask and answer questions about artefacts i.e. 'What were they used for?' 'What material is it made from?' Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Understand that we have a queen who rules us and that Britain has had a king or queen for many years.</p>	
Geography	<p><u>Locational knowledge</u> Name and label the world's seven continents, and five oceans</p> <p>Using world maps, atlases and globes to identify the USA and the United Kingdom through learning about Christopher Columbus.</p>	<p><u>Local Area</u> Wigan, Leigh and Lowton, including significant events, people and places)</p> <p><u>Locational knowledge</u> Using maps and fieldwork of the United Kingdom and the local area.</p> <p><u>Place knowledge: Geographical enquiry and fieldwork</u> Study of Wigan and Leigh locality - fieldwork. Use simple compass directions when using maps.</p>	<p><u>Seaside Resorts and Contrasting Localities</u> Features of seaside resorts – human and physical geographical features</p> <p><u>Locational knowledge</u> Using maps and atlases to identify the surrounding seas of the United Kingdom.</p> <p><u>A study of a contrasting non-European country</u> South Africa – understanding geographical similarities and differences.</p>	

<p>Art</p>	<p><u>Explorers</u> Observational drawings – portraits: small scale / large scale portraits – focus on features using pencil, pen inc. mixed media, line, shape, space, study portraits of Christopher Columbus/ Billy Bones Pirate – style, colour choice, mood, different media and choice of surfaces and backgrounds, focus on mark making and textures using pencil, pen, charcoal and graphite and develop a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Painting and colour mixing - matching colour to objects, skin tone, explore how to mix shades and tones</p> <p>Textiles - exploring colour – dye, natural dyes, fabrics Explore, observe and record the impact of adding more ingredient, water or paint to the colour strength. Experiment with different fabrics and materials. Study the artist Ellie Beck, her work and starting points.</p> <p>Artists – paintings depicting Christopher Columbus/ pirates – explorers and portraits</p> <p>Artists – Ellie Beck using natural dyes, fabrics and textures</p>	<p><u>Materials and the environment</u> Textiles and 3D Sculpture: Form and texture – use recycled materials, patterns, shapes Replicate pattern and texture in 3D form</p> <p>Artist – Michael Brennand-Wood (c.2000)</p> <p>Observational drawings: local buildings, features, <i>Shape, line, form, pattern. Observational drawings of buildings and artefacts, architecture (trip to The Lowry, architecture in local environment)</i> Artist – L.S.Lowry <i>Observational drawings of buildings, artefacts and figures in the style of L.S.Lowry</i></p> <p>3D Clay – pottery – building themed tile slab, developing skills and techniques, manipulate malleable material: roll, knead, join, clay slab, score, using slip, impress patterns Artist Study: Hilke MacIntyre ceramics</p>	<p><u>Seaside and The Ocean</u> Observational drawings/ multi-media: studying the natural seashore – oil pastel and wax resist Colour mixing – pastels, painting, colour palette – the seaside, yellows and blues Landscape, colour, shape.</p> <p>Textiles, fabric dyes, running stitches Printing and pattern – poly-tile impression printing Artist study J. Scarpace Ink Fish – abstract art, vibrant colour, line, shape</p> <p>Artist study: Carl Warner foodscapes (2010) – <i>sculpture, form, shape, colour, photography</i> Research Carl Warner and sketch, plan, make a foodscape. Use i-motion to make a stop motion animation of the process.</p> <p>Links to Design Technology - puppets Painting and colour mixing - matching colour to objects, skin tone, explore how to mix shades and tones</p>
<p>Design Technology</p>	<p><u>Mechanisms</u> Design, make and evaluate a Moving Storybook or Christmas Card with moving parts - model ideas through exploring materials, making templates and mock-ups - measure, mark out and cut out materials with growing accuracy, using a ruler and scissors - learn how to assemble and join different materials together</p>	<p><u>Construction</u> Recycling - design, make and evaluate a recyclable plant holder - select materials that will provide a strong, robust container - select materials to join plastic, fabric, wood and card securely - use different materials and finishes to decorate the packaging</p>	<p><u>Textiles</u> Beside the seaside - design, make and evaluate a puppet - use a range of stitches - practise sewing two small pieces of fabric together, understanding seam allowances - consider whether fabrics are suitable for the chosen purpose and user - select materials to join plastic, fabric, wood and card securely</p>

	- explore a range of decorative finishing techniques e.g. appliqué, embroidery, fabric pens/paints, printing.				- learn how to assemble and join different materials together - explore a range of decorative finishing techniques e.g. appliqué, embroidery, fabric pens/paints, printing. (links to art – colour mixing; skin tones) Cooking and nutrition: design, make and evaluate a pizza - use simple utensils and practise skills such as washing, grating, peeling, slicing, squeezing, pouring, stirring - prepare simple dishes safely and hygienically	
RE	How do we show care for others?	Why and how are Christmas and Chanukah celebrated?	Who is an inspiring person?	Why and how do special places and symbols show what people believe?	What can we learn from Christian and Jewish stories?	What do Muslims believe?
PSHCE	<p><u>Being Me In the World</u> Hopes and fears for the Year. Rights and responsibilities (SMSC) Rewards and Consequences. Our Learning Charter.</p> <p><u>Celebrating Difference</u> Boys and Girls Why does bullying happen? Standing up for myself and others. Making a new friend. Celebrating difference and still being friends (SMSC)</p> <p>Firework / Bonfire Night Safety Remembrance Day</p>		<p><u>Healthy Me</u> Being healthy (links to science) Being relaxed Medicine Safety (links to science) Healthy Eating (links to science) The Healthy ME Café (links to science)</p> <p><u>Relationships</u> Families. Keeping Safe –exploring physical contact (Computing) Friends and conflict. Secrets. Trust and Appreciation Celebrating my special relationships (SMSC)</p>		<p><u>Dreams and goals</u> Goals to success My learning strengths Learning with Others A group challenge Continuing our group challenge. Celebrating our achievements.</p> <p><u>Changing Me</u> Life Cycles in Nature (links to science) Growing from old to young. (links to science) The changing me. (links to science) Boys and Girls Bodies (links to science) Assertiveness Looking Ahead.</p>	
PE	Dance - Unit 1 The Cat Balloons Reach for the Stars	Gymnastics Parts High and Parts Low	Target games (throwing and aiming small balls)	Gymnastics Turning – Spinning- Twisting	Dance - Unit 2 Friends Bubbles Shadows	Athletics Sports Day Practice
	Basketball (passing and moving/throwing and catching- chest and	Rugby (Chasing and dodging)	Hockey	Tri Golf Controlling, dribbling, targets – golf shots	Athletics	Cricket

	passes and shooting)		(holding a hockey stick correctly/ pushing the ball/ push shot)		(using their arms correctly when running/ stride length)	(holding the bat correctly/ striking/ aiming)
Music	<u>Hands, Feet, Heart</u> Musical learning focus: Music from South Africa, Freedom songs	<u>Ho Ho Ho</u> Musical learning focus: Winter time, festivals and Christmas time. Creating a performance using music and dance. Nativity Play.	<u>I Wanna Play In a Band</u> Musical learning focus: Rock music and movement:	<u>Zootime</u> Musical learning focus: Song structure	<u>Friendship Song</u> Musical learning focus: Mixed styles Cross Curricular links <i><u>History – selection of Seaside songs from the past - 'I do like to be beside the seaside'.</u></i>	<u>Reflect, Rewind and Replay</u> Musical learning focus: Revision and deciding what to perform. Listen to Western Classical Music. The language of music.
Curriculum Enrichment	<ul style="list-style-type: none"> • Year 2 Christmas performance • Gymnastics competition • Craft club • Eco/gardening club • Growing your own food • Children in Need • Anti-Bullying Week • Visit to the local library 		<ul style="list-style-type: none"> • Visit to local church • Safer Internet Day • Arts Week – Drama, Theatre performance, Music and Art visitors and workshops • Trip to The Lowry Gallery • Governors visit to tell stories • Poet visits • World Book day 		<ul style="list-style-type: none"> • Selling recycled planters at the Summer Fair • Healthy lifestyles week • Trip to Martin Mere • Food tasting • Computing club • Transition/gardening club 	