



Year 2 Curriculum Map 2022-2023

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Phonics/Spelling <i>(Sounds Write Programme)</i>	Extended Code Units 26-30	Extended Code Units 30-34	Extended Code Units 34-39	Extended Code Units 40-44	Extended Code Units 44-49	Revision & assessment of all units
English	Curricular texts: Fairy tales with a twist	Curricular texts: Arabian Nights	Curricular texts: Wizard of Oz	Curricular texts: Peter Pan	Curricular texts: The BFG	Curricular texts: Non-fiction focus
NC links covered (English)	<p>Handwriting</p> <p>a) Word Reading</p> <ul style="list-style-type: none"> Developing fluency through practice using decodable books, compatible with phonics programme (including take home books) <p>Curricular Texts: Fairy Tales with a Twist</p> <p>a) Comprehension</p> <ul style="list-style-type: none"> Listen to and retell familiar stories Read a range of texts and begin to understand the features of these Make predictions about what will happen next in unfamiliar stories Make inferences about the thoughts and feelings of characters and events To answer questions about a variety of texts including questions that involve inferring <p>b) Writing</p> <ul style="list-style-type: none"> Write narratives for a range of purposes Form letters correctly, joining letters Saying sentences and writing, including adding new vocabulary Begin to use a variety of punctuation correctly in writing Re-reading writing to check that it makes sense Read writing aloud to an audience Use correct choice and consistent use of present tense and past tense Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Spelling contracted forms and beginning to learn possessive apostrophes Distinguish between homophones Add suffixes to spell longer words Spell common exception words correctly 	<p>Handwriting</p> <p>a) Word Reading</p> <ul style="list-style-type: none"> Developing fluency through practice using decodable books, compatible with phonics programme (including take home books) <p>Curricular Texts: Stories from Other Cultures</p> <p>a) Comprehension</p> <ul style="list-style-type: none"> Listen to and retell familiar stories Read a range of texts and begin to understand the features of these Make predictions about what will happen next in unfamiliar stories Make inferences about the thoughts and feelings of characters and events To answer questions about a variety of texts including questions that involve inferring <p>b) Writing</p> <ul style="list-style-type: none"> Write narratives for a range of purposes Form letters correctly, joining letters Saying sentences and writing, including adding new vocabulary Begin to use a variety of punctuation correctly in writing Re-reading writing to check that it makes sense Use correct choice and consistent use of present tense and past tense Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Spelling contracted forms and beginning to learn possessive apostrophes Distinguish between homophones Add suffixes to spell longer words Spell common exception words correctly 	<p>Handwriting</p> <p>a) Word Reading</p> <ul style="list-style-type: none"> Developing fluency through practice using decodable books, compatible with phonics programme (including take home books) <p>Curricular Texts: Poetry</p> <p>a) Comprehension</p> <ul style="list-style-type: none"> Listen to and retell familiar poems Read a range of texts and begin to understand the features of these Make predictions about what will happen next in unfamiliar stories Make inferences about the thoughts and feelings within poetry To answer questions about a variety of poems including questions that involve inferring <p>b) Writing</p> <ul style="list-style-type: none"> Write narratives for a range of purposes Forming letters correctly, joining letters correctly Saying sentences and writing, including adding new vocabulary Begin to use a variety of punctuation correctly in writing Re-reading writing to check that it makes sense Use correct choice and consistent use of present tense and past tense Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Spelling contracted forms and beginning to learn possessive apostrophes Distinguish between homophones Add suffixes to spell longer words Spell common exception words correctly 			

<p>Mathematics (White Rose Scheme)</p>	<ul style="list-style-type: none"> Place value (within 100) Addition & subtraction bonds to 20 Compare number sentences & related facts Bonds to 100 (tens) Add & subtract 1's & 10's Add & subtract 2-digit & 1-digit number crossing 10 Add 2 2-digit numbers not crossing & crossing 10 	<ul style="list-style-type: none"> Money – recognising coins & notes Count money coins & notes Select, make & compare money Find the total Find the difference Find change Two-step problems involving money 	<ul style="list-style-type: none"> Multiplication & division – make equal groups Add equal groups Make arrays Statistics – make tally charts Draw pictograms Interpret pictograms Block diagrams 	<ul style="list-style-type: none"> Fractions – make equal parts Recognise & find half Recognise & find a quarter Recognise & find a third Unit & non-unit fractions Equivalence of $\frac{1}{2}$ & $\frac{2}{4}$ Find three quarters Count in fractions 	<ul style="list-style-type: none"> Compare length & heights Measure lengths in cm & m Order lengths Four operations with lengths Describe position Describe movement & turns Make patterns with shapes Consolidation & problem solving 	<ul style="list-style-type: none"> Telling time to the hour & half an hour o'clock & half past Quarter past & quarter to Telling the time to 5 minutes Writing time Hours & days Find & compare durations of time Introduce weight & mass Compare & measure mass in grams Introduce capacity & volume Millilitres & litres Temperature
<p>Science</p>	<p>Human lifestyle</p> <ul style="list-style-type: none"> What are the different parts of the human body? Why is exercise so important? What is a healthy diet? How do our bodies change as we get older? Why is it important to be hygienic? Whose job is it to keep us healthy? 	<p>Habitats</p> <ul style="list-style-type: none"> What are the characteristics of living things? What is a habitat? What lives in a desert habitat? What lives in a rainforest habitat? Can a city be a habitat? 	<p>Changing Materials</p> <ul style="list-style-type: none"> Which material should I use? How can the shape of solid objects be changed? Which material has the greatest elasticity? Which materials are absorbent? What is the difference between raw & synthetic materials? Why do we change materials? 	<p>Mixing & making</p> <ul style="list-style-type: none"> What are the differences between solids, liquids & gases? What happens when you heat a solid? Which mixture makes the best bubbles? What happens when I mix a solid and a liquid together? How can I separate a mixture? Are there some changes we can't reverse? 	<p>Light</p> <ul style="list-style-type: none"> What is light? How can we see objects? What is the difference between night and day? Which materials are reflective? How are shadows formed? How can you change the size of a shadow? 	<p>Space</p> <ul style="list-style-type: none"> What is space? What are the planets in our solar system? How does the earth orbit and rotate? What are constellations? When and how was space discovered? What kind of scientists study space?
<p>Topic/Humanities</p>	<p>Oceans & Seas</p> <ul style="list-style-type: none"> What is an ocean? Where are the world's oceans? How deep is the ocean? Why are oceans so important? What lives in the ocean? How can we protect our oceans? 	<p>Adventurers & Explorers</p> <ul style="list-style-type: none"> What is an explorer and an adventurer? Who was Bessie Coleman? Who was Neil Armstrong? Who is Valentina Tereshkova? Who was Sir Ernest Shackleton? Who is Sir Ranulph Fiennes? 	<p>London</p> <ul style="list-style-type: none"> What is London? Who created London? What type of transport is available in London? What historic events almost destroyed London? What could I see if I visited London? How do you say thank you? (letter to mayor) 	<p>Great Fire of London</p> <ul style="list-style-type: none"> When was the Great Fire of London? How did the fire spread so quickly? Who was Samuel Pepys? Who was the reigning monarch at the time of the fire? What were people's lives like during 1666? How has London changed since the Great Fire of London? 	<p>New Delhi</p> <ul style="list-style-type: none"> Where is New Delhi? How is New Delhi different to London? What could I see if I visited New Delhi? Why is New Delhi dangerous? What is the weather like in New Delhi? Why is New Delhi so popular? 	<p>Kings & Queens</p> <ul style="list-style-type: none"> What is the role of a monarch? Who were the significant British monarchs? Who was Richard III? What was a Medieval Banquet like? Who was Elizabeth I and Queen Victoria?
<p>Physical Education</p>	<p>Ball Games, Football & Rugby</p>	<p>Dance</p>	<p>Gymnastics</p>	<p>Games (Net/Wall), Tennis</p>	<p>Athletics</p>	<p>Games (Striking/Fielding), Rounders</p>

Art & Design	Drawing	Painting	Sculpture/ Mixed Media	Drawing	Painting	Sculpture/ Mixed Media
Music	Pulse & Rhythm • Body Percussion – Anna Meredith • Pop music	Timbre & Texture • George Gershwin – Rhapsody in Blue • Cityscapes Ravi Shankar – Raga and Tala • Blues music	Pulse, Rhythm & Pitch • Vivaldi – Winter • Stormy Soundscapes • Chinese New Year (Pentatonic Scales) • Classical music	Dynamics, Timbre & Tempo • Holst – Planet Suite Space-scapes • Country & Western music	Bringing it all Together • Reading, writing, composing and performing from staff notation	Bringing it all Together • Samba Rhythms
Drama	Imagination & character	Christmas Concert	Group work & cooperation	Voice & staging	Movement & dynamics	Use of props
French	<ul style="list-style-type: none"> • Facts about France, geography and where French is spoken • In the classroom (instructions, objects) • Revision of colours and numbers 	<ul style="list-style-type: none"> • What is my classroom? • Names of furniture and describing the classroom • How we celebrate Christmas in France • Christmas activities and carols 	<ul style="list-style-type: none"> • Revision – la famille (family members, describing their family, using I have/I do not have) • Revision – pets 	<ul style="list-style-type: none"> • La carte d'identite • Asking questions and answering in French about name, age, where they live and if they have brothers and sisters 	<ul style="list-style-type: none"> • Topic on food • Revision of names of fruits, what we like and dislike. • Pancakes/sandwiches and their different fillings • Au café – role play 	<ul style="list-style-type: none"> • Topic on food • Treats • Vegetables
PSHE <i>(Jigsaw Scheme)</i>	Being Me in My World <ul style="list-style-type: none"> • Identify hopes and fears for the new year • Understand the right and responsibilities for being a member of the class and school • Know how to help make the class a safe and fair place • Know how to listen to others and contribute ideas regarding rewards and consequences • Understanding how to work cooperatively in order to learn and help others to learn 	Celebrating Difference <ul style="list-style-type: none"> • Begin to understand stereotypes about boys and girls • Understanding and accepting differences between boys and girls • Understanding that bullying is sometimes about difference • Recognise what is right and wrong and know how to look after myself • Know ways to make new friends • Tell ways that we are different from our friends, know that differences make us special and unique 	Dreams & Goals <ul style="list-style-type: none"> • Choose a realistic goal and think about how to achieve it • Know how to persevere even when things are difficult • Know how to work cooperatively to create an end product (group challenge) • Share and celebrate success 	Healthy Me <ul style="list-style-type: none"> • Know what is needed to keep the body healthy • Understand what 'relaxed' and 'stressed' mean and identify things that make us feel these emotions • Understand how medicines work in the body and how important it is to use these safely • Know how to sort foods into correct food groups and know which the body needs to stay healthy • Know which foods to eat to give the body energy • Make healthy snacks and explain why they are good for the body 	Relationships <ul style="list-style-type: none"> • Identify different family members, know their roles, understand the relationship with each and know why it is important to share and cooperate • Understand their different forms of physical contact within a family, understand what is acceptable, know who to talk to. • Understand what can cause conflict between peers, know how to use positive problem solving • Understand that sometimes secrets can be good to keep and sometimes not • Recognise and appreciate people who can help me in my family, school and community • Express appreciation for people 	Changing Me <i>(Parent communication & permission for lesson 4)</i> <ul style="list-style-type: none"> • Understand that changes can be outside control (cycles of life) • Understand the natural process of growing from young to old • Understanding how the body has changed from baby to child and this is relation to the continuum • Recognise the physical differences between girls and boys and use correct names for body parts, know to keep body parts private (PANTS song revisited) • Understand there are different types of touch and can say what is appropriate and inappropriate • Identify what I am looking forward to in YR 3
R.E	Leaders & teachers	Religious celebrations	Religious celebrations	Religious holy books	Religious holy books	Who was Buddha?
Computing	E-Safety Basic skills Typing, opening & saving Bookmarks, pins & favourites	Computer Art	Programming Scratch Jr	Presentation Skills	E-Safety Basic Skills	Using & Applying Typing, opening & saving Bookmarks, pins & favourites