

**YEAR 2 CURRICULUM MAP**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic Theme</b>	<b>A twist in the tale!</b>	<b>Creation &amp; conservation</b>	<b>Bravery vs fear</b>	<b>Relationships &amp; acceptance</b>	<b>Fantasy &amp; fiction</b>	<b>Fire! Fire!</b>
<b>English</b>	<b>Fiction / Non-Fiction</b> <i>The Goldilocks Project : Goldilocks and the Three Bears</i> by Lauren Child <i>You and Me</i> by Anthony Browne <i>Goldilocks and Just the One Bear</i> by Leigh Hodgkinson <i>Jim and the Beanstalk</i> by Raymond Briggs Narrative (Sequels and Retellings), Dialogue, Informal Letters, Writing in Role, Character descriptions	<b>Fiction / Non-fiction</b> <i>The Journey Home</i> by Frann Preston-Gannon <i>Wolves</i> by Emily Gravett Posters, lists, short story, information report Non-chronological reports (leaflets), character descriptions	<b>Fiction / Non-fiction</b> <i>The Minpins</i> by Roald Dahl and Patrick Benson <i>The Bear Under the Stairs</i> by Helen Cooper Letter of advice, writing in role, news-report, information poster and own version narrative Setting description, character description, reports, retellings, fantasy narrative	<b>Fiction / Non-fiction</b> <i>Ocean Meets Sky</i> by The Fan Brothers <i>Tadpole's Promise</i> by Jeanne Willis and Tony Ross Setting description, dialogue, letters, instructions Explanation texts, narrative (own version), setting descriptions	<b>Fiction / Non-fiction</b> <i>The Dragon Machine</i> by Helen Ward and Wayne Anderson <i>House Held Up By Trees</i> by Ted Kooser and Jon Klassen Dragon guide, explanation, letter of advice, description, letters in role, own version of story Descriptive non-fiction, life-cycles, seed packets, journalistic writing	<b>Fiction / Non-fiction</b> <i>The Great Fire of London</i> by Emma Adams and James Weston Lewis <i>Rosie Revere, Engineer</i> by Andrea Beatty and David Roberts Non-fiction text incorporating different text-types, a poster and a diary entry in role Explanation, report, advert, leaflet
<b>Grammar</b>	Suffixes –s, –es, -ing, -ed, -er, -est and -ly Capital letters, full stops, question marks and exclamation marks Capital letter for proper nouns and 'I' Expanded noun phrases Consistent use of tenses Subordination and co-ordination	Capital letters, full stops, question marks and exclamation marks Statements, questions, exclamations & commands Expanded noun phrases Subordination and co-ordination Consistent use of tenses Commas in a list	Suffixes -er, -est and -ly Capital letters, full stops, question marks and exclamation marks Statements, questions, exclamations & commands Expanded noun phrases Subordination and co-ordination Consistent use of tenses Commas in a list	Capital letters, full stops, question marks and exclamation marks Statements, questions, exclamations & commands Expanded noun phrases Subordination and co-ordination Consistent use of tenses Apostrophes to mark omission & possession	Formation of nouns using suffixes such as –ness, –er and by compounding Subordination and co-ordination (using or, and, but) Expanded noun phrases Use of capital letters, full stops, question marks and exclamation marks Commas in a list	Capital letters, full stops, question marks and exclamation marks Statements, questions, exclamations & commands Expanded noun phrases Subordination and co-ordination Consistent use of tenses
<b>Spelling</b>	<b>No Nonsense Spelling Y2 Block 1</b> Strategies Homophones (blue, blew) Common exception words Rule - find, kind, mind, behind, child, wild, climb	<b>No Nonsense Spelling Y2 Block 2</b> Strategies Homophones (to/two/ too, won/one, hear/here son/sun) Common exception words Rule – ge & dge, kn & gn, c as 's'	<b>No Nonsense Spelling Y2 Block 3</b> Strategies Near homophones Common exception words Contractions Rule – suffixes to words ending in 'e', sound spelt 'le, 'y, 'wr' & 'ey'	<b>No Nonsense Spelling Y2 Block 4</b> Strategies Homophones Possessive apostrophe Suffixes – 'ful, 'less, 'ly, 'tion Rule - adding 'es to nouns & verbs ending in'y, spelt 'a after w' & 'qu', spelt 's for z sound	<b>No Nonsense Spelling Y2 Block 5</b> Strategies Suffixes – words ending in 'y Rule – 'el at the end, spelt 'a before l & ll, spelt 'ar after w', spelt 'or after w', spelt 'al at end of words Suffixes – ment, ness	<b>No Nonsense Spelling Y2 Block 6</b> Securing strategies Spellings & concepts to secure Revise & apply homophones Sound spelt 'o, 'il at end of words Revision of all content
<b>Handwriting</b>	Practise diagonal join to ascender: ch, th, nk, ck Practise diagonal join no ascender: ay, ar, ir, ai, er Practise horizontal join to ascender: wh, oh Practise horizontal join no ascender: ow, oo, or, ou, oy	Introduce diagonal join to e: ie, ue Introduce horizontal join to e: oe, ve Introduce ee Practise diagonal join no ascender: le Writing numbers 1-100 (use maths books)	Introduce diagonal join to anticlockwise letters: ea Practise diagonal join to anti-clockwise letters: igh Practise diagonal joins to anti-clockwise letters: dg, ng Introduce horizontal join to anticlockwise letters : oo, oa Practise horizontal join to anti-clockwise letters: wa, wo	Introduce mixed join for 3 letters: air, ear Practise mixed joins for 3 letters: oor, our Practise mixed joins for 3 letters: ing Practise size and spacing	Building on diagonal join with and without ascenders: ck, al, el, at, il, ill, ui, ey, aw, ur, an, ip Building on horizontal join with and without ascenders: ok, ot, ob, ol, oi, oy, on, op, ov Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag	Building on horizontal join to anticlockwise letters: oc, og, od, vo, ov Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks Practising joining ed and ing Capitals
<b>Reading</b> <b>"Book Club"</b>	<b>Various Fairy Tales (Europe and beyond)</b> Applying Phonics knowledge, Other strategies for fluency, Making links	<b>The Tin Forest Tidy</b> <b>The Dark</b> <b>The Ways of the Wolf</b> Information retrieval, Introduction to inference, Predictions	<b>The Bear and the Piano &amp; Sequel</b> <b>The Storm Whale</b> <b>The World of the Whale</b> Analysis of text types, Thematic links, Information retrieval	<b>Lila and the Secret of Rain</b> <b>The Rhythm of Rain</b> <b>You're a Bad Man Mr Gum</b> Vocabulary, Information Retrieval, Inference Reasoned preferences	<b>Hotel Flamingo</b> <b>Hotel Flamingo: Holiday</b> <b>Heatwave</b> Applying skills to longer texts	<b>The Midnight Hour</b> Revision and consolidation
<b>Maths</b>	Place Value Addition and Subtraction Money Multiplication and Division Time		Multiplication and Division Statistics Properties of Shape Fractions Length and height Time		Position and direction Time Mass – Capacity Revision	
<b>Science</b>	<b>Everyday Materials</b> Identify and compare the suitability of a variety of everyday materials  Writing opportunity – written conclusions	<b>Living things and their habitats</b> Animals and their habitats/microhabitats  Writing opportunity – description	<b>Animals, including humans</b> Growth and Survival, Animals and their offspring, Link to PSHCE for human health  Writing opportunity – animal factfile		<b>Plants</b> Conditions for growth Living/dead/never alive.  Writing opportunity – linked with English text	<b>Everyday Materials</b> Material fit for purpose, reversible and irreversible changes  Writing opportunity – Written observations of house burning

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		of a microhabitat				
<b>RE</b>	<b>Why did Jesus teach the Lord's Prayer as a way to pray?</b> Unpicking the meaning of The Lord's Prayer and its meaning	<b>What are God's rules for living?</b> <b>Where is the light of Christmas?</b> Understanding the importance of the 10 commandments and the significance of light to Christians	<b>Why do Christians make and keep promises before God?</b> Symbols associated with Christian ceremonies	<b>Why are saints important to Christianity?</b> <b>How do Easter Symbols help us to understand the true meaning of Easter?</b> Exploring the significance of key Christian saints and unpicking of Easter symbolism	<b>How and why do Muslims uphold their faith by giving commitment to Allah?</b> Building on previous learning about the Islamic faith.	<b>Why are they having a Jewish Party?</b> Learning about Shabbat and its significance for practitioners of Judaism.
<b>Computing WT</b>	<b>Using Software</b> Making a game	<b>Multimedia</b> Publishing Wolves Leaflet	<b>Handling Data</b> Linked to statistics and science. How can we create data and display it using a computer		<b>Programming: Beebots</b> Writing and debugging algorithms	<b>E-Safety</b> Knowing about personal information and who to share it with.
<b>Geography WT</b>		<b>Geography skills and fieldwork</b> Redhill field trip and mapping	<b>Physical &amp; Human Geography</b> Linked to History		<b>Place Knowledge</b> China, Land of Dragons: Map skills, location & physical features, culture	<b>Locational Knowledge</b> UK countries & capitals, Continents and Oceans Revision
<b>History WT</b>	<b>Changes within Living Memory</b> Visiting octogenarian (make links to computing)		<b>Significant individuals</b> Explorers (Christopher Columbus, Ibn Battuta, Robert Falcon Scott)			<b>Significant historical events</b> The Great Fire of London
<b>Art</b>	<b>Fairy Tales</b> <b>Textiles</b> Bedding for the three bears	<b>Animals</b> <b>Photography</b> <b>Digital Art</b> Microhabitats around school photography (Science) Illustrating Wolves leaflet (Computing)	<b>Minpin Setting</b> <b>Painting Skills and Collage</b> Layered painting leaves (colour-mixing) with Minpin character		<b>Dragons</b> <b>Drawing skills and techniques</b> <b>3D Models</b> Detailed sketches Clay sculptures	<b>London</b> <b>Drawing skills and techniques</b> Modern vs Old cityscapes
<b>DT</b>	<b>Cookery</b> Linked to maths and English			<b>Design, make &amp; evaluate waterproof boats</b> Floating and sinking		<b>Design, make &amp; evaluate houses</b> Flammable and non-flammable materials
<b>Music</b>		<b>Recorders</b> Learning, perfecting and performing songs with the note B	<b>Recorders</b> Learning, perfecting and performing songs with the notes B and A	<b>Recorders</b> Learning, perfecting and performing songs with the notes B, A and G	<b>Recorders and Singing</b> Rehearsals for Music Festival	<b>Recorders and Singing</b> Preparations for performance to parents
<b>PE</b>	<b>Gymnastics</b> Exploring high and low movements within a sequence	<b>Dance</b> Exploring rhythm and pulse through movement <b>Ball Skills</b> Throwing and Catching	<b>Gymnastics</b> Jumping for joy <b>Ball Skills</b> Dribbling, hitting and kicking	<b>Multiskills</b> Agility, balance and coordination <b>Gymnastic</b>	<b>Dance</b> Chinese themed linked to Geography <b>Athletics</b> Running, jumping and throwing	<b>Dance</b> Linking movements <b>Athletics</b> Preparation for Sports Day
<b>PSHCE</b>	<b>Staying Safe</b> Creating a class community	<b>Health and Well-being</b> Knowing how to be a good friend	<b>Healthy Lifestyles</b> Food groups and the importance of exercise	<b>Relationships and Sex</b> Personal hygiene and the human life cycle	<b>Drugs and Alcohol</b> How to keep safe around medicines	<b>Financial Capability</b> The importance of money in everyday lives
<b>Links</b> Trips Visits SMSC		<b>Christmas Journey (Redhill Methodist Church)</b> <b>Nativity Play</b>	<b>Trip to St Matthews Church (Baptism)</b>		<b>Trip to local Mosque (R.E.)</b>	<b>Great Fire of London Workshop</b>
<b>Home learning project</b>	* Create a table showing everyday items from the past and present ** Speak to a grandparent and interview them about now and then *** Research some traditional tales and compare them with your favourite modern stories	* Investigate and photograph the microhabitat of a minibeast ** Use a shoe box to create a model habitat *** Create a collage of different habitats or microhabitats using photography	* Draw your favourite meal and label the different food groups ** Write a shoe diary, identifying the food groups *** Write a food diary, identifying the food groups, before giving yourself some top tips as to how you could be healthier	* Learn a short poem to perform ** Write a short poem and prepare to perform it *** Write a poem about a journey, inspired by The Fan Brothers' Ocean Meets Sky	* Make the national flag and emblem of China ** Create a 3D model of a dragon using media of your choice. Create an information card to go with it *** Mount Everest is the tallest mountain in the world! Create an information booklet about it using aerial and satellite images.	* Make a poster warning people of how to prevent fires ** Create a historical timeline for The Great Fire of London and illustrate *** Video yourself recording a news report from London in 1666 describing the events that took place on Pudding Lane. Your grown up can email this into school