

**Year 2 Curriculum Map**

	<b>Term 1 (7 weeks)</b>	<b>Term 2 (7 weeks)</b>	<b>Term 3 (6 weeks)</b>	<b>Term 4 (6 weeks)</b>	<b>Term 5 (6 weeks)</b>	<b>Term 6 (7 weeks)</b>
		<b>NATIONAL PHONICS SCREENING CHECK POSTPONED FROM JUNE 2020</b>			<b>END OF KEY STAGE ONE ASSESSMENTS IN MAY</b>	
<b>English Fiction</b>	Year One Revision  Roald Dahl's The Twits  Character Description and Caption writing	Little Red Riding Hood Corey Rosen Schwartz's Ninja Red Riding Hood  Traditional Tales vs Twisted Tales Compare and Contrasts  Anthony Browne's Hansel and Gretel Bethan Woollvin's Hansel and Gretel  Forest Setting Description		The Emperor's New Clothes  First Person Diary Entries from the Perspective of the Emperor		The Magic Box and other Poems  Poetry-writing
<b>English Non-fiction</b>			Anthony Browne's Hansel and Gretel Michael Morpurgo's Hansel and Gretel  Book Review		Science/History Link  Instructions and Non- chronological Report	Letters of Introduction to the Children's New Teachers
<b>Spelling/Grammar</b>	<u>Grammar</u> 4 Sentence Types: statement, question, command, exclamation Nouns: proper and common Lists Adjectives Noun phrases and expanded noun phrases Subject pronouns Verbs	<u>Grammar</u> Apostrophes: Contractions and Possessive Adverbs which describe verbs Homophones Coordinating Conjunctions Past Progressive Tense Homophones Speech Marks  <u>High Frequency Words and Spelling Rules</u>	<u>Grammar</u> Consolidation of grammar points taught thus far  Sub—ordinating Conjunctions  <u>High Frequency Words and Spelling Rules</u> -less suffix -ful suffix -ment suffix -ness suffix	<u>Grammar</u> Consolidation of grammar points taught thus far Prepositions/Prepositional Phrases Other Adverbs/Adverbial Phrases  <u>High Frequency Words and Spelling Rules</u> -er suffix -est suffix	<u>Grammar</u> Consolidation of grammar points taught thus far  Simple Present Tense Present Progressive Tense  <u>High Frequency Words and Spelling Rules</u> -es suffix 'kn' sound 'gn' sound 'j' sound 'j' and 'g'	<u>Grammar</u> Consolidation of grammar points taught thus far  Literacy Devices (e.g. alliteration, repetition, rhyme, similes, personification, etc.)  <u>High Frequency Words and Spelling Rules</u> 'zh' sound made by 's'

	<p>Sentence Structures (e.g. subject verb object) Simple Past Tense</p> <p><u>High Frequency Words and Spelling Rules</u> 'or' spelt 'a' before 'll' and 'l' Soft 'c' -y suffix -ed suffix</p>	<p>'igh' spelt 'y' 'o' spelt 'a' after 'w' and 'qu' 'u' spelt 'o' 'ar' after 'w' makes 'or' -ly suffix -ing suffix</p>			<p>'j' sound 'ge' and 'dge' 'r' sound spelt 'wr' 'ee' sound spelt 'ey'</p>	<p>'ir' sound spelt 'or' after 'w' Words ending in 'il' Words ending in 'le' Words ending in 'el' Words ending in 'al' Words ending in 'tion'</p>
<b>Phonics / Reading</b>	<p>Baseline Assessment (following on from previous year) in Autumn 1. Consolidation of Set 1, Set 2, Set 3 and Additional Phonemes. Explicit teaching of phoneme families and application of phonetic alternatives to blending (i.e. reading) and segmenting (i.e. spelling). Assessments, as required, in Spring 1 and Summer 2.</p>					
<b>Guided Reading</b>	<p><u>Poetry</u></p> <p>Phonics consolidation Speaking and listening objectives Recurring literary features of poems Explaining understanding through discussion</p>	<p><u>Fiction</u></p> <p>Prediction Fact retrieval Inference Vocabulary Sequencing</p>	<p><u>Non-fiction</u></p> <p>Features of non-fiction texts Fact retrieval Vocabulary Answering and asking questions</p>	<p><u>Fiction</u></p> <p>Prediction Fact retrieval Inference Vocabulary Sequencing</p>	<p><u>Non-fiction</u></p> <p>Features of non-fiction texts and varying structure Fact retrieval Vocabulary Answering and asking questions</p>	<p><u>Book Reviews</u></p> <p>Listening to, discussing and expressing views about a wide range of texts Making links to other familiar texts</p>
<b>Handwriting</b>	<p>Form lower-case letters of the correct size relative to one another Develop confidence in the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Special attention to be paid to 'top-joining letters' Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters</p>					
<b>Maths</b>	<p>Unit 1: Number within 100 Unit 1: Number within 100 Unit 1: Number within 100</p>	<p>Unit 3: Addition and subtraction word problems Unit 3: Addition and subtraction word problems Unit 4: Measures: Length</p>	<p>Unit 6: Multiplication and division: 2, 5 and 10 Unit 6: Multiplication and division: 2, 5 and 10</p>	<p>Unit 8: Fractions Unit 9: Addition and subtraction of 2-digit numbers (regrouping and adjusting) Unit 9: Addition and subtraction of 2-digit</p>	<p>Unit 11: Faces, shapes and patterns; lines and turns Unit 11: Faces, shapes and patterns; lines and turns</p>	<p>Unit 14: Measures: Mass Unit 15: Exploring calculation strategies Unit 15: Exploring calculation strategies</p>

	<p>Unit 1: Number within 100</p> <p>Unit 2: Addition and subtraction of 2-digit numbers</p> <p>Unit 2: Addition and subtraction of 2-digit numbers</p> <p>Unit 2: Addition and subtraction of 2-digit numbers</p>	<p>Unit 4: Measures: Length</p> <p>Unit 5: Graphs</p> <p>Unit 6: Multiplication and division: 2, 5 and 10</p>	<p>Unit 6: Multiplication and division: 2, 5 and 10</p> <p>Unit 7: Time</p> <p>Unit 7: Time</p> <p>Unit 8: Fractions</p>	<p>numbers (regrouping and adjusting)</p> <p>Unit 9: Addition and subtraction of 2-digit numbers (regrouping and adjusting)</p> <p>Unit 10: Money</p> <p>Unit 10: Money</p>	<p>Unit 11: Faces, shapes and patterns; lines and turns</p> <p>Unit 12: Numbers within 1000</p> <p>Unit 13: Measures: Capacity and volume</p> <p>Unit 13: Measures: Capacity and volume</p>	<p>Unit 16: Multiplication and division: 3 and 4</p> <p>Unit 16: Multiplication and division: 3 and 4</p> <p>Unit 16: Multiplication and division: 3 and 4</p>
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<b>Ancient History</b>	Ancient Rome: Introduction: The Romans to How Romulus became King of Rome	Ancient Rome: The Sabine Feast to The City of Rome	Ancient Rome: The Last Kind of Rome to Hannibal and his War Elephants	Ancient Rome: Sulla to Crossing the Rubicon and Pompey's Head	Ancient Rome: Julius Caesar: An Egyptian Love Affair to Anthony and Cleopatra	Ancient Rome: Octavian to Decline and Fall
<b>Science</b>	Living Things	Animals	Materials	Plants - 1	Plants – 2	Electricity - Looking after Our Environment
<b>Geography</b>	What Is Geography & Where do you live?	Deserts and Forests	Rivers and Coasts	World Geography: Countries	The United Kingdom Cities, Towns and Villages	Mapping
<b>P.S.H.E.</b>	<p>We Are Here to Learn</p> <p>Growth Mindset School</p> <p>Classroom Rules</p> <p>Routines/ Responsibilities</p>	<p>We Respect Each Other</p> <p>Cultural diversity</p> <p>Race</p> <p>Tolerance</p>	<p>We Keep Ourselves Healthy</p> <p>Physical health</p> <p>Emotional/Mental Health</p> <p>Healthy Routines at Home</p>	<p>We Celebrate Diversity</p> <p>Cultural Diversity: Mother Languages/ Countries of Origin</p> <p>Families</p>	<p>We Keep Each Other Safe</p> <p>Safety in School, at Home, in our Communities</p> <p>Looking After One Another</p>	<p>We Aim High</p> <p>Aspirations/ Goals</p> <p>Inspiring Historical Figures and Achievements</p>

	We are a Team	Conversations/ Listening		Festivals		Transition to Year Three
<b>Art</b>	<p>Colour Theory and Colour Swap</p> <p>Oil pastels, water colour</p> <p>IMAGE – Breugel, Hunters in the snow, 1565 Van Gogh, Sunflowers, 1908</p> <p>DRAWING – Still life Sunflowers</p>	<p>Paul Klee</p> <p>Collage</p> <p><i>The Old Man – Paul Klee</i></p>	<p>Ancient Egypt Book of the Dead</p> <p>Modelling Clay, sculpting</p>	<p>Monet</p> <p>Relief – oil pastels, water colours, masking tape, wax crayons</p>	<p>Illuminated Manuscripts</p> <p>Collage, painting</p>	<p>Pop Art – David Hockney</p> <p>ipad art, watercolour and oil painting</p> <p><i>A Bigger Splash - Hockney</i></p>
<b>Music</b>	<p>Revise soh and me and rhythm sol fa</p> <p>Introduce soh-me on the staff</p> <p>Reinforce lah aurally Introduce 2/4 and 4/4 time, minim and rest, semibreve and rest</p>	<p>Introduce Lah consciously including solfa &amp; gesture</p> <p>Reading and writing soh-la on the staff</p> <p>Perform using Instrumental boxes &amp; Xylos</p>	<p>Recognising and writing lah-soh-me melodic shapes</p> <p>Introduce 3/4 time and the dotted minim / rest</p> <p>Playing and singing Two part rhythms</p>	<p>Reading and writing lah-soh-me on the staff</p> <p>Playing and singing two-part rhythms</p>	<p>RECORDERS/OR OPERA with focus on composing.</p> <p>Introducing compound time aurally</p>	<p>RECORDERS</p> <p>Introduce Orchestral families</p> <p>REPERTOIRE includes Carnival of Animals</p>
<b>P.E.</b>	<p>Fundamental Skills</p> <p>Gymnastics</p> <p>Football</p> <p>Dance</p> <p>Athletics</p> <p>Cricket</p>					