

## Year 2 – Primary School Curriculum Map

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
English	Guided reading. Accelerated Reader Programme. Basic skills Grammar and Spelling focus; Fiction – Stories with familiar setting; S and L –Role play, character work Non-fiction – information texts	Guided reading. Accelerated Reader Programme Non-fiction – Recounts Fiction: Traditional tales	Guided reading. Accelerated Reader Programme Fiction – Stories by the same author. S and L – retell learnt stories; Non-fiction – Instructions and recipes (baking bread); S and L – retell non-fiction events from a text map. S and L – learn and recite poems	Guided reading. Accelerated Reader Programme S and L – Retell learnt stories. Non-fiction Recount. S and L – retell non-fiction events.	Guided reading. Accelerated Reader Programme Fiction – extended stories. Significant author Roald Dahl. Non-fiction – Recount	Guided reading. Accelerated Reader Programme Fiction – long writing task. Non-fiction – non chronological text – Kenya Report
Speaking & Listening	Weekly "read aloud" focus.		‘Read aloud’ sessions		Read aloud session.	
Phonics/SPAG	<ul style="list-style-type: none"><li>• Full stops and capital letters</li><li>• Question marks</li><li>• Conjunctions</li><li>• adjectives/verbs/nouns</li><li>• commas</li><li>• speech marks</li></ul>	<ul style="list-style-type: none"><li>• exclamation marks</li><li>• contractions</li><li>• sentence types</li><li>• suffixes</li><li>• speech marks</li><li>• commas</li><li>• Time connectives</li></ul>	<ul style="list-style-type: none"><li>• past/present tense</li><li>• verbs, nouns, adjectives</li><li>• property and common nouns</li><li>• imperative verbs</li><li>• adverbs</li><li>• coordination</li><li>• questions</li><li>• capital letters/full stops/inverted commas/</li></ul>	<ul style="list-style-type: none"><li>• capital letters</li><li>• conjunctions</li><li>• adjectives</li><li>• verbs</li><li>• speech punctuation</li><li>• expanded noun phrases</li></ul>	<ul style="list-style-type: none"><li>• capital letters</li><li>• full stops/inverted commas/exclamation and question marks</li><li>• conjunctions</li><li>• expanded noun phrases</li><li>• adjectives/noun/verbs/adverbs</li></ul>	
Spelling	Weekly Spellings linked to common exception words and phase 6 spelling platform. Revisit phase 5 and 6 phonics		Year 2 spelling rules – National Curriculum		Year 2 spelling rules – National Curriculum	
	<ul style="list-style-type: none"><li>• Common exception words</li><li>• Word beginnings and other prefixes – un, dis, etc</li><li>• The ‘l’ sound spelt le, el, al and il</li></ul>	<ul style="list-style-type: none"><li>• Suffixes (and other word endings different rules for adding to root words) – ment, ness, full, ing, er, ed, est, y, etc</li><li>• Homophones</li><li>• Silent letters – know, gnome, knee</li></ul>	<ul style="list-style-type: none"><li>• Phonetically linked spellings</li><li>• apostrophes (possessive, contractive)</li></ul>			
Maths	Number/place values Addition + subtraction Measurement: Money Number: Multiplication + division		Number: Multiplication and Division Statistics Properties of shapes Fractions Length and height		Position and direction Time Mass and capacity and temperature	

## Curriculum Subjects

	Autumn	Spring	Summer
<b>History</b>	Why do we remember Florence Nightingale?	How do we know about the world?	How has transport changed over time?
<b>Geography</b>	Is the Earth really round?	What is there around me?	Geography - where shall we go on safari?
<b>Science</b>	Animals including Humans. Growth and life cycles, basic needs. Exercise, diet and hygiene. Use of everyday materials: types and properties and simple changes	Living things and their habitats: living/not living, habitats, micro habitats and simple food chains.	Plants – seeds and bulb growth, and what plants need.
<b>RE</b>	What do Jewish people believe about the Torah?	What do Christians believe about forgiveness?	Judaism: Why are some stories special? Where do we belong?

	Autumn	Spring	Summer	
<b>Computing</b>	<b>e-Safety:</b> Keep password and private information. Internet rules, Smartie the penguin- know what to do <b>Programming:</b> Understanding and using algorithm, program 'Alex' and debug as needed. <b>Multimedia:</b> Present information linked to topic <b>Technology in our lives:</b> Search for information linked to topic Class blog or website to share information.	<b>E-Safety:</b> Kind and polite in real life and on internet. Tell somebody if feel upset; trusted people. <b>Programming:</b> Use of BEEBOTS (Floor Robots) <b>Handling Data:</b> Branching data base to sort animals. 2Investigate to add information about animals. <b>Technology in our lives:</b> Use of Purple mash for Art Projects.	<b>e-Safety</b> Recognise sensible amounts of time to spend online. Use technology safely. Know where to go for help and support ; <b>Multimedia:</b> Animation - use '2animate' to tell a story. <b>Technology in our Lives</b> Save and retrieve data. Validity of information online. Kenya research.	
<b>Health &amp; Relationships</b>	Healthy Lifestyles Keeping Safe	Growing and changing Healthy Relationships	Feelings and emotions Rules, Rights and Responsibilities Life Bus – Health Education Rules, rights and responsibilities	
<b>PE</b>	Multi Sports	Gymnastics, Dance	Multi-skills – Striking & fielding, Cricket/Rounders; Athletics	
<b>Art</b>	Sketching Colour mixing ; tones of colour; Pattern: repeating and overlapping; Texture overlapping to create effect; Winter Art Pick and Mix homework sharing with parents	John Dyer - Artist focus; Drawing, sketching; Use of light and dark; Colour; Texture – collage; Using colour on a large scale.	Kenyan Art. Colour – tones of one colour; natural patterns; Texture form decorative techniques, overlapping and overlaying.	
<b>Music</b>	Instruments of the Orchestra- using the story of Tormod, Music Appreciation Theory:- to recap reading in the treble clef. Expand the pupil's knowledge of note values. Challenge of the Day:- a note reading or rhythm challenge.	Bread, Kenya, Weather Songs. Florence Nightingale, Explorer and work on the glockenspiel Music Appreciation: Theory:- to read notes in the bass clef (for the lower sounding notes). Challenge of the Day:- it may be a rhythm, note or listening challenge.	Animals, poetry and the historical context of musical styles. Main song studied 'Zootime' (style – reggae). Including musical games	Western Classical music; Music through the ages. To lead onto composing a piece of music reflecting the pupils ideas.
<b>Language</b>	Spanish - Revision, grammar, culture. 1-20, Christmas song, food	Spanish - Revision, grammar, culture Hobbies, sports and pencil case items	Spanish Revision, grammar, culture Colours and transport	
<b>Possible Trips</b>		Exploring local environments Longleat (as a hook to Kenya topic)	Farm Visit Haynes Motor Museum.	
<b>Special Events</b>	Nurse visits. Black history month Art/Pick and Mix Homework sharing with parents	Exploring local environments Art/Pick and Mix Homework sharing with parents	Sports Day Art/Pick and Mix Homework sharing with parents	