St Andrew's Church Of England (V.C.) Primary School – Year Two Curriculum Map

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place Value Numbers to 20; count objects to 100 by making 10s; recognise tens and ones; use a place value chart; partition numbers to 100; write numbers to 100 in words; flexibly partition numbers to 100; write numbers to 100 in expanded form;10s on the number line to 100; 10s and 1s on the number line to 100; estimate numbers on a number line; compare objects; compare numbers; order objects and numbers; count in 2s, 5s and 10s; count in 3s. Addition and Subtraction Bonds to 10; fact families - addition and subtraction bonds within 20; related facts; bonds to 100 (tens); add and subtract 1s; add by making 10; add three 1-digit numbers; add to the next 10; add across a 10; subtract across 10; subtract from a 10; subtract a 1-digit number from a 2-digit number (across a 10); 10 more, 10 less; add and subtract 10s; add two 2-digit numbers (not across a 10); add two 2-digit numbers (across a 10); subtract two 2-digit numbers (not across a 10); subtract two 2-digit numbers (across a 10); mixed addition and subtraction; compare number sentences; missing number problems. Shape 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 on shapes step 6 use lines of symmetry to complete shapes; sort 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 2-d and 3-d shapes.		Money Count money – pence; count money – pounds (notes and coins); count money – pounds and pence; choose notes and coins; make the same amount; compare amounts of money; calculate with money; make a pound; find change; two-step problems. Multiplication and Division Recognise equal groups; make equal groups; add equal groups; introduce the multiplication symbol; multiplication sentences; use arrays; make equal groups – grouping; make equal groups – sharing the 2 times-table; divide by 2; doubling and halving; odd and even numbers; the 10 times-table; divide by 10; the 5 times-table; divide by 5. Length and Height Measure in centimetres; measure in metres; compare lengths and heights; order lengths and heights; four operations with length and height. Mass, Capacity and Temperature Compare mass; measure in grams; measure in kilograms; four operations with mass; compare volume and capacity; measure in millilitres; measure in litres; four operations with volume and capacity; temperature.		Fractions Introduction to parts and whole; equal and unequal parts; recognise a half; find a half; recognise a quarter; find a quarter; recognise a third; find a third; find the whole; unit fractions; non-unit fractions; recognise the equivalence of a half and two-quarters; recognise three-quarters; find three-quarters; count in fractions up to a whole. Time O'clock and half past; quarter past and quarter to; tell the time past the hour; tell the time to the hour; tell the time to 5 minutes; minutes in an hour; hours in a day. Statistics Make tally charts; tables; block diagrams; draw pictograms (1–1); interpret pictograms (1–1); draw pictograms (2, 5 and 10); interpret pictograms (2, 5 and 10). Position and Direction Language of position; describe movement; describe turns; describe movement and turns; shape patterns with turns.	

English	<u>Sentence Level- Colourful semantics introduction and recount</u> -A recount of an event <u>Fiction- Toys in Space</u> -Found posters -Diary entries -Fantasy setting descriptions -Own version fantasy world narrative	<u>Poetry- List Poetry</u> -List Poems in the style of the examples <u>Fiction- Rapunzel</u> -Character descriptions and character comparison statements -A retelling from Rapunzel's perspective on escaping from the tower.	<u>Non-Fiction- Find Out! Sharks</u> -Non-Chronological Report <u>Fiction- Julian is A Mermaid</u> -Diary entry	<u>Fiction- Ocean Meets Sky</u> -Setting descriptions -Postcard -Captain's Log -Extended fantasy narrative <u>Non-Fiction- 15 things not to do with a puppy</u> -Letters -Instructions	<u>Fiction- Jim and the Beanstalk</u> -Narrative retelling -Informal letters -Sequel Story <u>Poetry- Free verse poem</u> -Free-verse poetry	<u>Fiction- How to Catch a Star</u> -Recount -Diary entry -Book review -Narrative <u>Fiction- The Minpins</u> -Information reports -Postcards **-**Own version adventure narrative
Science	<u>Every day Materials</u> Explore the useful properties of materials with a range of investigations involving absorbency and flexibility. Discover which type of kitchen towel or cloth is most effective at mopping up spills; consider why building materials must be absorbent and which ones fit the bill; create artwork by exploring the textures of materials and learn all about wax and how to re-mould it. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching		<u>Animals including humans/growth</u> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <u>Living things and habitats</u> Explore and compare the differences between things that are living, dead, and things that have never been alive. 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.		<u>Living things and habitats (ctd.)</u> 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. <u>Plants</u> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	
RE	How and why do we celebrate significant times? What makes some celebrations sacred to believers?	What can we learn from sacred books and stories? Why does Christmas matter to Christians? – Digging deeper	Who is Jewish? What do they believe and how do they live? How do we show we care for others? Why does it matter?	How do we show we care for the Earth? Why does it matter? Why does Easter matter to Christians? - Digging Deeper	Who is an inspiring person? What stories inspire Christian, Jewish people?	What is the 'good news' Christians believe Jesus brings?
Geography	<u>Sail the Ocean</u> Why do maps need keys? Where are the equatorial and polar areas? What is the		<u>Around the world</u> What is it like where we live? What is it like where they live (Nairobi)? How is our village similar or different?		<u>London and other cities and monuments</u> Where is London? What is London like? What are the human and physical features of London? What	

	Antarctic continent like? What lives there? What lives in the Ocean? Where is the Great Barrier Reef and what is it like?		landmarks can you visit? What is the River Thames used for?
History	<u>The Moon Landing-Changes within living history</u> Has man ever been to the moon and how can we know for sure? Why did the astronauts risk their lives to go to the Moon? How were the spacemen able to get there and back safely? What did they do when they got to the Moon and how do we know? Does everyone agree that we should continue to send men to the moon? How should we commemorate this great achievement?	<u>Caxton To Bell-Comparing significant individuals</u> What did Caxton do that was so important to us today? How did Caxton help to change the way books were made? How and why should Caxton be remembered? How did Bell manage to make a telephone work so long ago? And why did he want to? Why was Bell's invention so important? Then and now? How has the telephone improved since the days of Bell?	<u>Great Fire of London- Events beyond living memory</u> How was London different in the 17th Century? Which major events preceded the fire? Why did the fire in 1666 burn down so many more houses than in other fires at the time? How do we know what happened during the fire?
Art	<u>Printing- Using Natural Objects</u> Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Make simple marks on rollers and printing palettes Take simple prints i.e. mono - printing. Experiment with overprinting motifs and colour.	<u>Artist study:</u> Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of pencils. Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones. Understand the colour wheel and colour spectrums. Be able to mix all the secondary colours using primary colours confidently. Continue to control the types of marks made with the range of media. Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.	<u>Clay</u> Use equipment and media with increasing confidence. Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g.clay pot, figure, structure etc. Explore carving as a form of 3D art. Focus on Edouard Martinet
DT	<u>Templates and Joining</u> Design, make and evaluate a Stocking for a child for Christmas/ winter festivities.	<u>Food Technology</u> Design, make and evaluate party food for a buffet.	<u>Wheels and axles</u> Design, make and evaluate a moving vehicle for a child for a toy.
Music	<u>Tony Chestnut</u> In this unit, pupils will be encouraged to sing with good diction to emphasise word play, learn to play the melody of the song on tuned percussion and working by ear, explore call-and-response, making up call-and-response	<u>Gradnma Rap</u> This unit explores beat and rhythm work using crotchets and quavers. Beginning with on-the-spot actions, followed by stepping the durations, stick notation is introduced and pupils go on to create their	<u>Swing-a-long with Shostakovich</u> They will explore how beats are grouped and will devise their own body percussion patterns to demonstrate this. They will begin to identify different metres in familiar songs. Finally, the children will be invited to move freely and

	patterns with actions, their voices and with instruments. <u>Carnival of the Animals</u> Based around five of the movements from *Carnival of the animals*, pupils will explore ways that the composer – Camille Saint-Saëns – has used instruments, rhythm, articulation, tempo, and pitch to create pictures of the animals in our imaginations.		own 4-beat patterns, which they will loop creating an accompaniment to perform the rap to. <u>Orawa</u> *Orawa* (pronounced 'Arva') describes a huge river. As pupils listen to the music, they will imagine the journey of the river through Europe, and make decisions about the scenery and events it passes on its way. They will make a huge piece of art based on the river's journey and then, borrowing ideas from the composer, invent new music using vocal chants and body percussion. <u>Trains</u> Children will begin by listening and analysing four great pieces of music, each one describing a different vehicle. Then they will discover how composers use volume, speed, and rhythm in their music. Finally, they will create their own transport-inspired pieces.		creatively to two pieces from Shostakovich's *Jazz suites*, each in a different metre. <u>Charlie Chaplin</u> In this unit, we will use a film by Charlie Chaplin to help us understand different musical elements. <u>Tanczymy labada</u> This unit is based around a welcoming Polish circle game with increasingly tricky actions, which will help to develop children's sense of beat and encourage cooperative play. As well as learning to sing confidently in another language, children will learn to play singing games, play an accompaniment, and invent a 4-beat body percussion pattern. Additionally, they will learn about traditional dances of Poland and plan and rehearse a performance for younger children.	
PE	<u>Gymnastics</u> In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. <u>Ball Skill</u> In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.	<u>Invasion</u> Pupils develop their understanding of invasion games and the principles of defending and attacking. <u>Sending and Receiving</u> Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball.	<u>Dance</u> Pupils will explore space and how their body can move to express and idea, mood, character or feeling. <u>Target Games</u> Pupils develop their understanding of the principles of target games.	<u>Striking and Fielding</u> In this unit, pupils develop their understanding of the principles of striking and fielding games. <u>Fitness</u> Pupils will take part in a range of fitness activities to develop components of fitness.	<u>Athletics</u> In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. <u>Net and Wall</u> Pupils will develop the basic skills involved in net and wall games.	<u>Team Building (OAA)</u> Pupils develop their communication and problem-solving skills. <u>Yoga</u> Pupils learn about mindfulness and body awareness
Computing	<u>Coding</u> Children will be coding using the 2Code tool.	<u>Online Safety</u> The online safety units within the Computing Scheme of Work provide in-depth coverage of computing related online safety aspects.	<u>Spreadsheets</u> 2Calculate is a simple to use spreadsheet (and more!) for beginners and beyond.	<u>Creating Pictures</u> These lessons use the Purple Mash tool 2Paint a Picture.	<u>Making Music</u> The children can use 2Sequence to explore harmony and build up musical scores. <u>Effective Searching</u> These lessons allow the children to develop	<u>Presenting Ideas</u> The children will learn how to think about users and how they engage with technology.

		<u>Questioning</u> This unit is designed to help children learn about the importance of phrasing questions and that certain data-handling resources are limited in the answers they can provide			an understanding of what the Internet is. It will also give them the basic tools to help them search for information more effectively.	
PSHE	<u>Me and My Relationships</u> Children can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. Children can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together. Children can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. Most of the time children can express their feelings in a safe, controlled way.	<u>Valuing Difference</u> Children can say how I could help myself if I was being left out. Children can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.	<u>Keeping Myself Safe</u> Children can give some examples of safe and unsafe secrets and they can think of safe people who can help if something feels wrong. Children can give other examples of touches that are ok or not ok (even if they haven't happened to them) and they can identify a safe person to tell if they felt 'not OK' about something. Children can explain that medicine can be helpful or harmful, and say some examples of how they can be used safely.	<u>Rights and Responsibilities</u> Children can give examples of things that help them to be settled and calm in the classroom. Children can give examples of when they have used some of these ideas to help them when they are not settled.	<u>Being My Best</u> Children can name different parts of the body that are *inside* them and help to turn food into energy. Children know what they need to get energy. Children can explain how setting a goal or goals will help them to achieve what they want to be able to do.	<u>Growing and Changing</u> Children can tell you who helps them grow (people who look after them) and what things they can now do for themselves that they couldn't when they were younger. Children can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). Children can give examples of how to give feedback to someone.