



Year 2

Curriculum Map 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Stories in familiar settings.</p> <p>CLPE The Dark - Daniel Handler</p> <p>CLPE book linked to Black History Month</p>	<p>CLPE - Into The Forest - Anthony Browne</p> <p>Poetry- Poem - Fridge by Michael Rosen</p>	<p>Stories in familiar settings.</p> <p>CLPE book - Anna Hibiscus</p> <p>World book weeks</p>	<p>Stories involving fantasy</p> <p>The Diary of the Killer Cat</p> <p>Poems about Birds</p>	<p>Traditional Tales from other cultures.</p> <p>CLPE book - The Magic finger</p>	<p>Quest and adventure stories</p> <p>CLPE book - Rainbow Bird</p> <p>Oracy week</p>
Grammar	<p>I can use the correct tense in my writing.</p> <p>I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.</p>	<p>Suffixes - I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman.</p> <p>I can make new words by adding -</p>	<p>I can use these words in my writing: when, if, that, because, or, but.</p> <p>I can use descriptions in my writing e.g. the blue butterfly, plain flour, the man in the moon.</p>	<p>I can use question marks and exclamation marks appropriately.</p> <p>I can use commas when I am writing a list.</p>	<p>I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.</p>	<p>I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present),</p>



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	<p>I can use capital letters and full stops to show where sentences start and end and sometimes use question marks.</p>	<p>ful, -less to the end of a word e.g. helpful, helpless.</p> <p>I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.</p>	<p>I can tell if a sentence is a question, command, exclamation or a statement.</p>			<p>apostrophe and comma.</p>
<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<ul style="list-style-type: none"> • Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs. • Subordination and coordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress. • Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. • Terminology: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma. 					
<p>Comprehension</p>	<ol style="list-style-type: none"> 1. CGP Year 2 - Book 1 2. CGP Year 2 - Book 2 					



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3. Collins Primary Focus - Book 1						
Big Write	CLPE - Narrative	CLPE - Narrative	Non-fiction Link to citizenship fortnight	CLPE - Non-fiction/ Book Week	Non-fiction link to Science week	CLPE - Narrative
	CLPE - Non-fiction	CLPE - Non-fiction				Link to international week's country - Non-fiction
	Link To Black History month		CLPE - Narrative	CLPE - Narrative	CLPE - Narrative	



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<p>Maths</p>	<p>Wb 5.9.22 Closing the gaps from the previous year group</p> <p>1. place value in numbers 0-100 and different ways of representing, comparing and ordering these.</p> <p>2. learning and using addition and subtraction number facts, including bonds to 10, in simple and harder calculations.</p> <p>3. learning and using addition and subtraction number facts, including bonds</p>	<p>6. developing a good understanding of place value, comparing and ordering numbers to 100, including ordinal numbers.</p> <p>7. adding and subtracting smaller 2-digit numbers to and from larger ones.</p> <p>8. understanding the vocabulary associated with position and movement and then comparing and measuring lengths using cm and m.</p> <p>16. doubling and halving, including odd numbers,</p>	<p>WB 02.01.232 - 3 days Closing the gaps focusing on KPIs from previous year and/or current year KPIs for NPV</p> <p>12. revising, then using, bonds to 10 in addition (counting on, bridging 10), and subtraction (finding a difference, extending to calculating change).</p> <p>13. revising, then using, bonds to 10 in addition (counting on, bridging 10), and subtraction (finding a</p>	<p>9. adding, subtracting, doubling and halving 2-digit numbers, using an understanding of place value.</p> <p>17. 'clever counting' on the number line, and introduces the \times sign for multiplication.</p> <p>18. telling the time and further develops children's understanding of the units of time; time is then used as the context for data to be represented on pictograms and block graphs.</p>	<p>21. securing a robust understanding of place value, including adding and subtracting 2-digit numbers by counting on/back in 10s and 1s.</p> <p>22. using number facts to solve additions and subtractions, including adding several numbers and counting up using complements to the next multiple of 10 to find a difference.</p> <p>23. using number facts to solve additions and subtractions,</p>	<p>26. mental addition and subtraction strategies, using number facts and place value; and on using \pounds.p notation and solving money problems.</p> <p>27. relating multiplication and division to 'clever counting' (steps of 2, 3, 5, 10), understanding multiplication as arrays, and solving divisions as missing number problems.</p> <p>28. estimating and measuring lengths in cm; and on telling the</p>
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	<p>to 10, in simple and harder calculations.</p> <p>4. identifying and classifying 2D shapes, using a variety of sorting devices.</p> <p>5. developing a good understanding of place value, comparing and ordering numbers to 100, including ordinal numbers.</p> <p>Wb 17.10.22 closing the gaps</p>	<p>leading to counting in halves and mixed numbers; unit and non-unit fractions are then modelled using a variety of images.</p> <p>10. counting in uniform steps, using coins to help us create sequences and find totals.</p> <p>Wb 5.12.22 assessment week - closing the gaps</p> <p>11. understanding place value in numbers to 100 and beginning to use this to add and subtract 2-digit numbers.</p>	<p>difference, extending to calculating change).</p> <p>15. extending understanding of place value to include landmarked lines and estimation.</p> <p>Wb 6.2.23 closing the gaps</p>	<p>Wb 20.3.23 assessment week - closing the gaps</p> <p>19. 'clever counting' using arrays as well as number lines; division is introduced as the inverse of multiplication.</p> <p>20. rehearsing coin and note values, and on writing amounts of money; money is then used as the context for adding and finding totals.</p>	<p>including adding several numbers and counting up using complements to the next multiple of 10 to find a difference</p> <p>24. using non-standard and standard units to measure and compare weights and capacities; and on using this context to revise the use of block graphs.</p> <p>25. doubling and halving as inverse operations, and relates division to fractions, including finding halves, quarters</p>	<p>time to 5 minutes.</p> <p>29. adding by partitioning; finding differences; and on multiplying and dividing by counting in steps.</p> <p>Wb 3.7.23 assessment week - closing the gaps</p> <p>30. revising place value in 2-digit numbers, and extending to place value in 3-digit numbers.</p> <p>Wb 10.7.23 closing the gaps</p>
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					<p>and thirds of amounts.</p> <p>Wb 22.5.23 closing the gaps</p>	
RE	<p>Year 2</p> <p>- Recite and rewrite the mission statement</p> <p>-show an understanding of the Gospel value of love and how they share it as a school community.</p> <p>Domestic Church <u>12th Sept. - 30th Sept.</u> <u>Year 2 - BEGINNINGS - God is present in every beginning</u></p>	<p>Local Church <u>6th Jan. - 20th January</u> Year 2 - BOOKS - The books used in Church</p> <p>Citizenship Fortnight <u>9th January -20th January</u> School Mass: Citizenship Mass 19th January</p> <p>Other Religions(Islam) <u>30th January-3rdFebruary</u></p>	<p>Pentecost <u>24th April - 19th May</u> Year 2 - SPREAD THE WORD - Pentecost: a time to spread the Good News</p> <p>Reconciliation/Anointing of the sick <u>22nd May-16th June</u> Year 2 - RULES - Reasons for rules in the Christian family</p> <p>Journey In Love</p>			



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	<p>Feast of St Francis <u>3rd Oct. - 7th Oct</u></p> <p>New School Year Mass: 6th September</p> <p>School Mass: Feast of St Francis 4th Oct</p> <p>Baptism/Confirmation <u>10th Oct. - 11th Nov.</u></p> <p>Year 2 - SIGNS AND SYMBOLS - Signs and symbols in Baptism</p> <p>Judaism <u>14th Nov. - 18th Nov.</u></p> <p><u>Year 2 - Shabbat</u></p> <p>Advent/Christmas 21nd Nov. - End of Term</p> <p>Year 2 - PREPARATIONS - Advent: preparing to celebrate Christmas</p> <p>Writing Across the Curriculum: The Christmas Story</p>	<p>Year 2 - Prayer/home Eucharist <u>5th Feb - 3rd March</u></p> <p>Year 2 - THANKSGIVING - Mass, a special time to thank God</p> <p>Ash Wednesday Service: Distribution of Ash in school 22nd February</p> <p>Lent/Easter <u>4th Mar - End of Term</u></p> <p>Year 2 - OPPORTUNITIES - Lent: an opportunity to start anew</p> <p>Reconciliation Service: Celebrated in school date TBC</p>	<p><u>19th June - 23rd June</u></p> <p>Year 2 - We meet God's love in the community</p> <p>Universal Church <u>26th June - End of Term</u></p> <p>Year 2 - TREASURES - God's treasure; the world</p>
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Science	Material Monsters (Uses of Everyday Materials)	Bend, Twist & Stretch (Uses of Everyday Materials) Extended writing: Non-chronological report on materials. Trip Science Museum	Our Local Environment (Living Things and Their Habitats) Extended writing: Investigation	Young Gardeners (Plants)	Healthy Me (Animals including Humans) Trip: Natural History museum	Become a Master Chef (Animals including Humans) Extended writing: Report on Healthy Eating
Computing	Word processing skills - Use Typing ebook: https://docs.google.com/presentation/d/1QrzB6LsWvdbVkJFcMUdnOCHQ2YOXKoB-OutxEzjM_5TQ/edit?usp=sharing	Twinkl - Year 2 Online Safety https://drive.google.com/drive/folders/1hN2Q8zq8fcchDM5nqcrIkcoBs_wPt6R7?usp=sharing	Programming Turtle Logo and Scratch Twinkl https://www.twinkl.co.uk/resource/tp-i-005-planit-computing-year-2-programming-turtle-logo-and-scratch-unit-pack	We are astronauts Switched On Programming on a screen. (Programming)	Twinkl - Year 2 presentation skills https://www.twinkl.co.uk/resource/tp-i-0022-new-planit-computing-year-2-presentation-skills-unit-pack	Year 2 Computer Art https://www.twinkl.co.uk/resource/tp-i-0125-planit-computing-year-2-computer-art-unit-pack



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<p>Art</p>	<p>LO: To use tone and shade in my drawing.</p> <p>*Show chn objects related to Mary Seacole/Florence Nightingale. Discuss light, shade and tone that they can see with the children, explaining key vocabulary.</p> <p>*Look at representation of portraits of MS/FN - how has the artist created light, shade and tone in these portraits?</p> <p>*Have a variety of drawing media available (pencil, charcoal, pen, crayon, pastel). Chn chose media to use to create a still life of the objects on their tables. Must use only one at a time, but can try different sketches in their sketchbooks.</p> <p>Black History Use collage or sculpture (modelling) to represent culture of study.</p>	<p>LO: To create an imaginative image using charcoal.</p> <p>*Explore images of John Virtue's artwork of St. Paul's Cathedral, reminding chn of vocabulary: light, shade and tone.</p> <p>*Allow chn time to explore charcoal lines in sketch books - how would you create light, shade and tone using charcoal?</p> <p>*Using imagination and memory, chn created an image inspired by St. Paul's Cathedral, developing mark making skills in charcoal.</p>	<p>International</p> <p>*Use paint to represent the culture of study.</p>
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History	<p><u>Black History</u></p> <p>Black History, Ancient African Civilizations.</p> <p>Mali Empire</p>	<p><u>Remembrance & Walter Tull</u></p> <p>In this unit pupils will be introduced to the concept of Remembrance Day and will learn why people in this country wear poppies in November. Through learning about Remembrance, pupils will understand that there are events beyond living memory that are significant nationally and globally, and that these are commemorated through anniversaries. Pupils will learn how to ask relevant questions about WWI and to deduce facts about the war based on their own investigations. Pupils will look at the childhood and football career of Walter Tull, what happened to him when he fought in World War I and why he was different from most people of his time.</p>	<p><u>Samuel Pepys and The Great Fire of London</u></p> <p>The children pose their own questions about the fire; tell the story of the fire from Samuel Pepys' perspective; role-play trying to put out the fire with hooks, squirters and buckets of water; and examine pictures of said equipment and of London before and during the fire.</p> <p>Take the investigation further, through:</p> <ul style="list-style-type: none">• reading genuine historical sources, pictorial and written;• debating causation;• and sequencing. <p>The children communicate their understandings through structured writing, individually and in groups</p> <p>Recount on Great fire of London</p> <p>DT Project Y2: Great Fire of London</p>
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			http://wiki.dtonline.org/index.php/Tudor Street Scene
Geography	<p>Oceans and Seas of the World</p> <p>There are borders that separate different parts of the world</p> <ul style="list-style-type: none"> • A continent is a land mass and an ocean is a large body of water (and the names of each) • There seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America, North America, Africa and Asia • The majority (71%) of the world's surface is covered by water • The five oceans are The Atlantic, Pacific, Indian, Southern and Arctic. • The climate is different across continents (and to be able to give examples of contrast, e.g. Asia and Antarctica) 	<p>We are Britain</p> <ul style="list-style-type: none"> • Knows the relative locations of UK's capital cities • investigate the location of UK and other countries across the world. • To learn about London, the Capital City of UK • Can name significant land marks in the UK • To find out about the 4 nations which make up the UK; focus - England. • To learn about the highest peaks in each of the 4 nations of UK. <p>To recognise physical features, hill and mountain summits</p> <ul style="list-style-type: none"> • Knows and can describe how the UK population has changed over time <p>To celebrate each person's uniqueness.</p>	<p>International Day</p> <p>Comparing two different countries. Distinguish between physical and human geography in ----- and London using photographs and maps</p> <ul style="list-style-type: none"> • Used geographical vocabulary to describe the physical features of an area. • Use atlases and Google Maps to identify and label capital city, mountain range, significant rivers and regions. • Use comparison table to show differences and similarities between the UK and ---



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	<ul style="list-style-type: none">• The equator is the hottest part of the world and it relates to the Earth's orbit around the sun.• Use world maps, atlases and globes to identify the locations of the United Kingdom and its countries, continents and oceans of the world.• Make comparisons between different continents and oceans (animals, temperature, clothing, jobs, houses)• use basic geographical vocabulary e.g. north, south, east and west• Research and write facts about a country, continent and ocean <p>To name the 5 oceans and 7 continents of the world and locate them on a map, understanding that the UK lies in the Atlantic Ocean.</p> <p>To recognise the UK on a range of maps, naming and locating the seas that surround the UK as well as the country's 4 constituent nations.• Music: Learn and perform a song about continents</p>	<ul style="list-style-type: none">• Knows where some immigrants to the UK migrated from, within an historical context. <p>To know that a river flows downwards from high ground to the sea/lakes and that it shapes the landscape.</p> <p>To research information about types of castles.• Knows how to find specific information from an atlas (page numbers and compass rose and index)• Knows the eight compass points and how the eight-point compass can be used to help locate places and give directions.• Use globes, maps and atlases to locate the countries and capital cities of the U.K.• Use a growing range of subject specific vocabulary.</p>	
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	<ul style="list-style-type: none"> • English: produce a fact file about a focus continent •Name and locate the world's seven continents and five oceans. •Name, locate and identify characteristics of the seas surrounding the United Kingdom. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. •Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Writing: Information text about oceans and seas</p>	<ul style="list-style-type: none"> • Compare geographical features of towns and the countryside using their existing observations, maps and photographs. • Use aerial photographs to begin to locate countries. • Use basic geographical vocabulary to refer to human and physical features 				
PE	Keep Fit	Dance	Gymnastics	Striking and Fielding	Games	Striking and Fielding



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<p>Music Charanga Curriculum Units</p>	<p>Hands, Feet, Heart</p> <p>South African music.</p> <p>MAV: Step 1, Warm Up Games. Showing chr's ability to clap back rhythms and play back rhythms using untuned percussion.</p>	<p>Ho Ho Ho</p> <p>Festivals and Christmas.</p> <p>MAV: Focus on group singing - Christmas performance.</p>	<p>I Wanna Play In A Band</p> <p>Playing together in a band.</p> <p>MAV: Step 2, Play Your Instruments. Chn play simple part (ds and cs) on chime bars or glockenspiels.</p>	<p>Zootime</p> <p>Reggae and animals.</p> <p>MAV: Focus on group and individual singing - Easter performance.</p>	<p>Friendship Song</p> <p>A song about being friends.</p> <p>MAV: Step 2, Improvise with the Song. Use chime bars or glockenspiels to improvise responses, just using c and d.</p>	<p>Reflect, Rewind and Replay</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p>
<p>French</p>	<p><u>Animals/Family</u></p> <ul style="list-style-type: none"> • Naming animals • Naming family members 	<p><u>Clothes</u></p> <ul style="list-style-type: none"> • Identifying items 	<p><u>What do you like doing?</u></p> <ul style="list-style-type: none"> • Expressing likes • colours • clothes 	<p><u>In my pencil case</u></p> <ul style="list-style-type: none"> • Nouns, asking 'what is this • Song to describe where objects are (direction 	<p><u>Where do you live?</u></p> <ul style="list-style-type: none"> • Asking and answering questions on where they live. 	<p><u>My House</u></p> <ul style="list-style-type: none"> • Name some of the rooms of the house. •



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				song - youtube) • Alphabet		
PSHE	Anti-Bullying		Citizenship week Safer internet		Journey in love	