



**Year 2**  
**Curriculum Map 2023-2024**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p>Stories in familiar settings.</p> <p>CLPE Here We Are (2 weeks) The Dark - Daniel Handler</p>	<p>CLPE - The Jolly Postman</p> <p>Poetry- Poem - Fridge by Michael Rosen</p>	<p>Stories in familiar settings.</p> <p>CLPE book - Anna Hibiscus</p> <p>World Day</p>	<p>Stories involving fantasy</p> <p>The Diary of the Killer Cat</p>	<p>Stories involving fantasy</p> <p>CLPE book - The Magic Finger</p>	<p>Traditional Tales from other cultures.</p> <p>CLPE book - The Rainbow Bird</p> <p>Poems about Birds</p>
<b>Grammar</b>	<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>I can use capital letters and full stops to show</p>	<p><b>Suffixes</b></p> <p>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 -ful, -less to the end of a word e.g. helpful, helpless.</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 tell if a sentence is a question,</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), apostrophe and comma.</p>



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	where sentences start and end and sometimes use question marks.	I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.	command, exclamation or a statement.			
<b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Terminology: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma.</li> </ul>					
<b>Comprehension</b>	<ol style="list-style-type: none"> <li>1. CGP Year 2 - Book 1</li> <li>2. CGP Year 2 - Book 2</li> <li>3. Collins Primary Focus - Book 1</li> </ol> <p style="color: red;"><i>Please note due to the progression in these books, texts have not been assigned to each half term. Confirmed by Y.Aidoo (Reading Leader)</i></p>					
<b>Big Write</b>	CLPE - Narrative	CLPE - Narrative	Non-fiction Link to citizenship fortnight	CLPE - Non-fiction/	Non-fiction link to Science week	CLPE - Narrative



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	<p>CLPE - Non-fiction</p> <p>Link To Black History month</p>	<p>CLPE - Non-fiction</p>	<p>CLPE - Narrative</p>	<p>Book Week-report, discussion persuasion</p> <p>CLPE - Narrative</p>	<p>Explanation/Inst ruction</p> <p>CLPE - Narrative</p>	<p>Link to international week's country - Non-fiction</p>
<b>Maths</b>	<p><b>WB 4.9.23</b> <b>Closing the gaps from the previous year group summer term ARE</b></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</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>9. adding, subtracting,</p>	<p>11. understanding place value in numbers to 100 and beginning to use this to add and subtract 2-digit numbers.</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</p>	<p>16. doubling and halving, including odd numbers, leading to counting in halves and mixed numbers; unit and non-unit fractions are then modelled using a variety of images.</p> <p>17. 'clever counting' on the number line, and introduces the <math>\times</math> 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</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>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</p>	<p>26. mental addition and subtraction strategies, using number facts and place value; and on using <math>\pounds.p</math> 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 time to 5 minutes.</p>



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	<p>number facts, including bonds 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><b>WB 16.10.23</b> <b>closing the gaps</b></p>	<p>doubling and halving 2-digit numbers, using an understanding of place value.</p> <p>10. counting in uniform steps, using coins to help us create sequences and find totals.</p> <p><b>WB 04.12.23</b> <b>Assessment Week &amp; closing the gaps</b></p> <p><b>WB 11.12.23</b> <b>Closing the gaps from Autumn ARE</b></p>	<p>(finding a difference, extending to calculating change).</p> <p>14. identifying 3D shapes and their properties, including naming 2D faces; and then on rehearsing telling the time on analogue and digital clocks.</p> <p>15. extending understanding of place value to include landmarked lines and estimation.</p>	<p>represented on pictograms and block graphs.</p> <p><b>WB 11.03.24</b> <b>Assessment week &amp; closing the gaps</b></p> <p>19. 'clever counting' using arrays as well as number lines; division is introduced as the inverse of multiplication.</p>	<p>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, 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</p>	<p>29. adding by partitioning; finding differences; and on multiplying and dividing by counting in steps.</p> <p><b>WB 01.07.24</b> <b>Assessment week and closing the gaps from Summer ARE</b></p> <p>30. revising place value in 2-digit numbers, and extending to place value in 3-digit numbers.</p>
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					finding halves, quarters and thirds of amounts.  WB 20.5.24 closing the gaps	
RE	<p><b>Our Mission Statement and Gospel Values</b>            5<sup>th</sup> Sept- 8<sup>th</sup> Sept  <i>How our Mission Statement directs our 'Mission in life'</i></p> <p><b>New School Year Mass:</b>  <b>7<sup>th</sup> September</b>            Year 2  <i>– Recite and rewrite the mission statement            -show an understanding of the Gospel value of love and how they share it as a school community.</i></p> <p><b>Domestic Church</b>  <u>12<sup>th</sup> Sept. – 30<sup>th</sup> Sept.</u>  <b>Year 2 - BEGINNINGS</b> - God is present in every beginning</p> <p><b>Feast of St Francis Mass</b>  <u>Wednesday 4<sup>th</sup> October</u></p> <p><b>School Mass: Feast of St Francis 4<sup>th</sup> Oct</b>  <b>Baptism/Confirmation</b>  <u>9<sup>th</sup> Oct.-10<sup>th</sup> Nov.</u>  <b>Year 2 - SIGNS AND SYMBOLS</b> - Signs and symbols in Baptism</p> <p style="background-color: yellow;"><b>Judaism</b></p>	<p><b>Local Church</b>  <u>4<sup>th</sup> Jan.- 26<sup>th</sup> January</u>  <b>Year 2 - BOOKS</b> - The books used in Church</p> <p><b>Citizenship Fortnight</b>  <u>8<sup>th</sup> January -19<sup>th</sup> January</u>  <b>School Mass: Citizenship Mass 19<sup>th</sup> January</b></p> <p><b>Eucharist</b>  <u>29<sup>th</sup> Jan- 1<sup>st</sup> March</u>  <b>Year 2 - THANKSGIVING</b> - Mass, a special time to thank God</p> <p><b>Lent/Easter</b>  <u>4<sup>th</sup> March-19<sup>th</sup> April</u>  <b>Year 2 - OPPORTUNITIES</b> - Lent: an opportunity to start anew</p> <p><b>Reconciliation Service: Celebrated in school; date TBC</b></p>	<p><b>Pentecost</b>  <u>22<sup>nd</sup> April – 17<sup>th</sup> May</u>  <b>Year 2 - SPREAD THE WORD</b> - Pentecost: a time to spread the Good News</p> <p><b>Reconciliation/Anointing of the sick</b>  <u>20<sup>th</sup> May- 14<sup>th</sup> June</u>  <b>Year 2 - RULES</b> - Reasons for rules in the Christian family</p> <p><b>RSHE(Ten Ten)</b>  <u>17<sup>th</sup> June – 21<sup>st</sup> June</u>  <b>Year 2</b> - We meet <b>God's love</b> in the community</p> <p><b>Universal Church</b>  <u>24<sup>th</sup> June- End of Term</u>  <b>Year 2 - TREASURES</b> - God's treasure; the world</p> <p><b>School Mass: St Peter &amp; Paul and International Day Mass</b>  <b>4<sup>th</sup> July</b>  <b>School Mass: End of Year 18<sup>th</sup> July</b></p>			



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	<p><b>13<sup>th</sup> Nov.-17<sup>th</sup> Nov.</b> <b>Year 2 - Shabbat</b></p> <p><b>Advent/Christmas</b> <i>20<sup>th</sup> Nov.- End of Term</i> <b>Year 2 - PREPARATIONS</b> - Advent: preparing to celebrate Christmas <b>School Mass: End of Term Christmas</b> <b>Mass 19<sup>th</sup> Dec.</b></p>					
<b>Science</b>	<p>Material Monsters (Uses of Everyday Materials)</p>	<p>Bend, Twist &amp; Stretch  (Uses of Everyday Materials)</p> <p><b>Extended writing:</b> Non-chronological report on materials.</p> <p><b>Trip</b> Science Museum</p>	<p>Our Local Environment  (Living Things and Their Habitats)</p> <p><b>Extended writing:</b> Non-chronological report on Habitats</p>	<p>Young Gardeners  (Plants)</p>	<p>Healthy Me  (Animals including Humans)</p> <p><b>Trip:</b> Natural History museum</p>	<p>Become a Master Chef  (Animals including Humans)</p> <p><b>Extended writing:</b> Report on Healthy Eating</p>
<b>Computing</b>	<p><b>Year 2 Computing systems and networks – IT around us</b></p> <p>Learners will develop their understanding of what information technology (IT) is and</p>	<p><b>Year 2 Creating Media - Digital photography</b></p> <p>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience</p>	<p><b>Year 2 Programming A Robot algorithms</b></p> <p>This unit develops learners' understanding of instructions in sequences and the use of logical</p>	<p><b>Year 2 Data and information - Pictograms</b></p> <p>Learners will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term</p>	<p><b>Year 2 Creating media - Making music</b></p> <p>In this unit, learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make</p>	<p><b>Year 2 Programming B - Programming quizzes</b></p> <p>This unit recaps on learning from the Year 1 ScratchJr unit 'Programming B – Programming</p>



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	will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using ICT responsibly.	capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.	reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.	'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.  During this unit of work learners will use <a href="#">j2e pictogram</a> tool	them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.	animations'. Learners begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.
<b>Art and DT</b>	<b>ART</b>  <b>LO: To use tone and shade in my drawing.</b>  *Show children objects related to Mary Seacole/Florence Nightingale. Discuss <b>light, shade and tone</b>	<b>DT</b>  <b>Structures</b> <b>Focus:</b> <b>Freestanding Structures</b> Children can design, make and evaluate a Cot (manger) for the baby Jesus	<b>ART</b>  <b>LO: To create an imaginative image using charcoal.</b>  *Explore images of John Virtue's artwork of St. Paul's Cathedral, reminding children of	<b>DT</b>  <b>Mechanical Systems</b> <b>Focus:</b> <b>Wheels and Axles</b>  Design a 17th Century Fire Engine (Great	<b>ART</b>  <b>International</b>  *Use paint to represent the culture of study.	<b>DT</b>  <b>International</b>  Food Focus: Link to International Topic Country



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	<p>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 <b>light, shade and tone</b> 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>vocabulary: <b>light, shade and tone.</b></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>	Fire of London)		
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	<p><b>Black History</b> Use collage or sculpture (modelling) to represent culture of study.</p>					
History	<p><b>Black History</b> The Windrush</p>	<p><b>Remembrance &amp; Walter Tull</b> 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><b>Samuel Pepys and The Great Fire of London</b> 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"> <li>● reading genuine historical sources, pictorial and written;</li> <li>● debating causation;</li> <li>● and sequencing.</li> </ul> <p>The children communicate their understandings through structured writing, individually and in groups</p>		



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			<p style="color: red;">Recount on Great fire of London</p> <p>DT Project Y2: Great Fire of London <a href="http://wiki.dtonline.org/index.php/Tudor_Street_Scene">http://wiki.dtonline.org/index.php/Tudor Street Scene</a></p>
<b>Geography</b>	<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"> <li>• A continent is a land mass and an ocean is a large body of water (and the names of each)</li> <li>• There seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America, North America, Africa and Asia</li> <li>• The majority (71%) of the world's surface is covered by water</li> <li>• The five oceans are The Atlantic, Pacific, Indian, Southern and Arctic.</li> <li>• The climate is different across continents (and to be able to give examples of contrast, e.g. Asia and Antarctica)</li> </ul>	<p>We are Britain</p> <ul style="list-style-type: none"> <li>• Knows the relative locations of UK's capital cities</li> <li>• investigate the location of UK and other countries across the world.</li> <li>• To learn about London, the Capital City of UK</li> <li>• Can name significant land marks in the UK</li> <li>• To find out about the 4 nations which make up the UK; focus - England.</li> <li>• To learn about the highest peaks in each of the 4 nations of UK.</li> </ul> <p>To recognise physical features, hill and mountain summits</p> <ul style="list-style-type: none"> <li>• Knows and can describe how the UK population has changed over time</li> </ul>	<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"> <li>• Used geographical vocabulary to describe the physical features of an area.</li> <li>• Use atlases and Google Maps to identify and label capital city, mountain range, significant rivers and regions.</li> <li>• Use comparison table to show differences and similarities between the UK and ---</li> </ul>



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	<ul style="list-style-type: none"><li>• The equator is the hottest part of the world and it relates to the Earth's orbit around the sun.</li><li>• Use world maps, atlases and globes to identify the locations of the United Kingdom and its countries, continents and oceans of the world.</li><li>• Make comparisons between different continents and oceans (animals, temperature, clothing, jobs, houses)</li><li>• use basic geographical vocabulary e.g. north, south, east and west</li><li>• Research and write facts about a country, continent and ocean</li></ul> <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.<li>• Music: Learn and perform a song about continents</li><li>• English: produce a fact file about a focus continent</li></p>	<p>To celebrate each person's uniqueness.</p> <ul style="list-style-type: none"><li>• Knows where some immigrants to the UK migrated from, within an historical context.</li></ul> <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.</p> <ul style="list-style-type: none"><li>• Knows how to find specific information from an atlas (page numbers and compass rose and index)</li><li>• Knows the eight compass points and how the eight-point compass can be used to help locate places and give directions.</li><li>• Use globes, maps and atlases to locate the countries and capital cities of the U.K.</li><li>• Use a growing range of subject specific vocabulary.</li><li>• Compare geographical features of towns and the</li></ul>	
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	<ul style="list-style-type: none"> <li>•Name and locate the world's seven continents and five oceans.</li> <li>•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.</li> <li>•Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <p>Writing: Information text about oceans and seas</p>	<p>countryside using their existing observations, maps and photographs.</p> <ul style="list-style-type: none"> <li>• Use aerial photographs to begin to locate countries.</li> <li>• Use basic geographical vocabulary to refer to human and physical features</li> </ul>				
<b>PE</b>	Keep Fit	Dance	Gymnastics	Striking and Fielding	Games	Striking and Fielding
<b>Music</b> Charanga Curriculum Units	<b>Hands, Feet, Heart</b>  South African music.	<b>Ho Ho Ho</b>  Festivals and Christmas.	<b>I Wanna Play In A Band</b>  Playing together in a band.	<b>Zootime</b>  Reggae and animals.	<b>Friendship Song</b>  A song about being friends.	<b>Reflect, Rewind and Replay</b>  The history of music, look back and consolidate



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	<p>MAV: Step 1, Warm Up Games. Showing chn's ability to clap back rhythms and play back rhythms using untuned percussion.</p>	<p>MAV: Focus on group singing - Christmas performance.</p>	<p>MAV: Step 2, Play Your Instruments. Chn play simple part (ds and cs) on chime bars or glockenspiels.</p>	<p>MAV: Focus on group and individual singing - Easter performance.</p>	<p>MAV: Step 3, Improvise with the Song. Use chime bars or glockenspiels to improvise responses, just using c and d.</p>	<p>your learning, learn some of the language of music.</p>
<b>French</b>	<p><u>Animals/Family</u></p> <ul style="list-style-type: none"> <li>• Naming animals</li> <li>• Naming family members</li> </ul>	<p><u>Clothes</u></p> <ul style="list-style-type: none"> <li>• Identifying items</li> </ul>	<p><u>What do you like doing?</u></p> <ul style="list-style-type: none"> <li>• Expressing likes</li> <li>• colours</li> <li>• clothes</li> </ul>	<p><u>In my pencil case</u></p> <ul style="list-style-type: none"> <li>• Nouns, asking 'what is this'</li> <li>• Song to describe where objects are (direction song - youtube)</li> <li>• Alphabet</li> </ul>	<p><u>Where do you live?</u></p> <ul style="list-style-type: none"> <li>• Asking and answering questions on where they live.</li> </ul>	<p><u>My House</u></p> <ul style="list-style-type: none"> <li>• Name some of the rooms of the house.</li> <li>•</li> </ul>
<b>PSHE</b>	<b>Anti-Bullying</b>		<b>Safer internet</b>		<b>Ten Ten</b>	