



Year 2 Curriculum Map 2023-2024 onwards

Subject	Autumn	Spring	Summer
Science	<p style="text-align: center;">Working scientifically</p> <p style="text-align: center;">What do animals need for survival and what do humans need to stay healthy?</p> <p style="text-align: center;">Animals including humans</p>	<p style="text-align: center;">Working scientifically</p> <p style="text-align: center;">Which is the best material to insulate the ice cube?</p> <p style="text-align: center;">Everyday materials</p>	<p style="text-align: center;">Working scientifically</p> <p style="text-align: center;">Describe the conditions in different habitats and microhabitats</p> <p style="text-align: center;">Living things and their habitats</p> <p style="text-align: center;">Plants</p>
Geography	<p style="text-align: center;">Locational knowledge</p> <p style="text-align: center;">Human and Physical Geography</p> <p style="text-align: center;">Geographical skills and fieldwork</p> <p style="text-align: center;">Discovering Africa</p>	<p style="text-align: center;">Locational knowledge</p> <p style="text-align: center;">Human and Physical Geography</p> <p style="text-align: center;">Arctic and Antarctic</p>	<p style="text-align: center;">Locational knowledge</p> <p style="text-align: center;">Human and Physical Geography</p> <p style="text-align: center;">Geographical skills and fieldwork</p> <p style="text-align: center;">UK countryside including our local area of Amphill Great Park</p>
History	<p style="text-align: center;">Events beyond living memory that are significant nationally</p> <p style="text-align: center;">What are we remembering on Remembrance Day?</p> <p style="text-align: center;">The lives of significant individuals in the past who have contributed to national and international achievements using these to compare aspects of life then and now</p> <p style="text-align: center;">Florence Nightingale, Mary Seacole and Edith Cavell (Guy Fawkes)</p>	<p style="text-align: center;">Events beyond living memory that are significant nationally</p> <p style="text-align: center;">The Great Fire of London and The Plague</p> <p style="text-align: center;">The lives of significant individuals in the past who have contributed to national and international achievements using these to compare aspects of life then and now</p> <p style="text-align: center;">Samuel Pepys</p>	<p style="text-align: center;">Significant historical events, people and places in their own locality</p> <p style="text-align: center;">The lives of significant individuals in the past who have contributed to national and international achievements using these to compare aspects of life then and now</p> <p style="text-align: center;">Henry VIII, Catherine of Aragon and Amphill Great Park</p>
Design and Technology	<p style="text-align: center;">Cooking and Nutrition</p> <p style="text-align: center;">Perfect Pizza</p>	<p style="text-align: center;">Mechanisms and stable structures</p> <p style="text-align: center;">Make a fire engine (with ladder and light) to save London</p>	<p style="text-align: center;">Puppets</p> <p style="text-align: center;">Countryside critters</p>
Art and Design	<p style="text-align: center;">Drawing/Collage/Painting/Digital Media</p> <p style="text-align: center;">Art History and Artists – Carl Warner/Claud Monet</p>	<p style="text-align: center;">Drawing/Painting/Textiles</p> <p style="text-align: center;">Art History and Artists - David Hockney</p>	<p style="text-align: center;">Digital media/Textiles/Collage</p> <p style="text-align: center;">Art History and Artists - Siobhán Healey & Mairead Burke</p>
Music	<p style="text-align: center;">Hands, Feet, Heart</p> <p style="text-align: center;">Ho Ho Ho linked to Christmas performance</p>	<p style="text-align: center;">I Wanna Play In A Band</p> <p style="text-align: center;">Zootime</p>	<p style="text-align: center;">Friendship Song</p> <p style="text-align: center;">Reflect, Rewind and Replay</p>
Drama	<p style="text-align: center;">Christmas Production</p>		
Computing	<p style="text-align: center;">Digital Literacy</p> <p style="text-align: center;">Computing systems and networks - IT around us</p> <p style="text-align: center;">Identifying IT and how its responsible use improves our world in school and beyond.</p> <p style="text-align: center;">Information Technology</p> <p style="text-align: center;">Creating media</p> <p style="text-align: center;">Digital Photography</p> <p style="text-align: center;">Capturing and changing digital photographs for different purposes</p> <p style="text-align: center;">E-Safety</p>	<p style="text-align: center;">Computer Science</p> <p style="text-align: center;">Robot algorithms</p> <p style="text-align: center;">Creating and debugging programs, and using logical reasoning to make predictions.</p> <p style="text-align: center;">Information Technology</p> <p style="text-align: center;">Data</p> <p style="text-align: center;">Pictograms</p> <p style="text-align: center;">Collecting data in tally charts and using attributes to organise and present data on a computer.</p> <p style="text-align: center;">E-Safety</p> <p style="text-align: center;">Safer Internet Day</p> <p style="text-align: center;">Safe use of the internet</p>	<p style="text-align: center;">Information Technology</p> <p style="text-align: center;">Creating Media</p> <p style="text-align: center;">Digital Music</p> <p style="text-align: center;">Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p> <p style="text-align: center;">Computer Science</p> <p style="text-align: center;">Programming quizzes</p> <p style="text-align: center;">Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p> <p style="text-align: center;">E-Safety</p>

PSHRE	Health and Wellbeing (H) Relationships (R)	Health and Wellbeing (H) Relationships (R)	Health and Wellbeing (H) Relationships (R) Living in the Wider World (L)
PE	Gymnastic unit 1/Attack, Defend and Shoot Unit 1/Gymnastic unit 2/Yoga	Hit, Catch, Run Unit 1/Dance Unit 1/Hit, Catch, Run Unit 2/Attack, Defend and Shoot Unit 2	Run, Jump, Throw Unit 1/Send and return Unit 1/Run, Jump, Throw Unit 2/Send and return Unit 2
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?	How do we show we care for others? Why does it matter? How do we show we care for Earth and why does it matter?	Who is an inspiring person? What stories inspire Christians, Muslims and/or Jewish people? What is the 'good news' Christians believe Jesus brings?
Maths	Number: Place Value Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division	Number: Multiplication and Division Statistics Geometry: Properties of Shape Number: Fractions Measurement Length and Height	Geometry: Position & Direction Problem solving and efficient methods Measurement: Time Measurement: Mass, Capacity and Temperature Investigations
Spelling	ai, ee, igh, oa, oo, or Ur, ow, oi, ear, air, c, s/ The /s/ sound spelt 'c' before e, l and y, /j/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y /dʒ/, /m/n/ The /n/ sound spelt kn and (less often) gn at the beginning of words	Adding -ing, -ed, -to words of one syllable ending in a single consonant letter after a single vowel letter. Adding the endings -ing, -ed, to words ending in -e with a consonant before it. Adding -es to nouns and verbs ending in -y Adding to word ending in y with a consonant The /l/ or /əl/ sound spelt -el, -al, -il at the end of words The /ɔ:/ sound spelt a before l and ll The /aɪ/ sound spelt -y at the end of words. Adding the endings -, -er, -est and -y to words ending in -e with a consonant before it. Words ending in -tion. The suffixes -ful, -less. Contractions	Adding -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter. The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w The suffixes -ment and -ness. The /i:/ sound spelt -ey. The /u/ sound spelt o. The suffixes -ly. Adding -ed, -er and -est to a word ending in -u with a consonant before it. The /r/ sound spelt wr at the beginning of words. The /l/ or /əl/ sound spelt -le at the end of words. Possessive apostrophe (singular nouns) Homophones and near homophones. The /o/ sound spelt 'a' after w and qu. The /ʒ/ sound spelt s
VGP	Ready To Write – 3wks Commas – 1wk Word classes - 3wks Conjunctions – 3wks Sentence types – 3wks	Word classes 2 – 3wks Apostrophes – 3wks Sentence types – 2wks Tenses – 3wks	Suffixes – 2wks SATs revision – 2wks SATs assessment – 1wk Consolidation of KS1 – 9wks
Writing genres	Informal Letter Writing Compare and contrast stories Setting Description Story Writing Character description Retell and innovate a story Drama and Role play with speaking and listening focus Non-chronological Report	Non-fiction chronological report Character description Drama and Role play – see speaking and listening Non-fiction narrative Formal letter writing Poetry – descriptive Narrative - retell and innovate SATs practise papers.	Wanted poster Instructions Non-chronological report SATs Blurb for a familiar story Compare and contrast stories by the same author: Eric Carle – reading focus week Write a story in the style of Eric Carle. Descriptive setting Playscript Class debate

