

Curriculum intent/vision: to allow our pupils to believe in themselves and be confident that they can overcome the barriers they face. Help them to develop a love of learning, challenge themselves, have the freedom to explore their own interests and appreciate that learning can be difficult.

Year 2 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle	Action Traction	Lost In Space!	Roald Dahl Days	Around the World in 30 Books	Bees Knees	Captain Cork and the Priestthorpe Pirates
English Texts	Traction man (CLPE) 2 other Traction man books Link to Toy Story 4 characters	Space rockets Man on the moon (CLPE) Beegu (CLPE) Toys in space Once upon a star	Esio Trot and other texts by Roald Dahl that are animal based	The Lonely Beast (CLPE) Wide range of texts covering the world and it's differences. Fiction and non-fiction	Honey Bee Man The boy who lost his bumble Wilbee the bumble bee Bee natures tiny miracle	Pirates of Scurvy Sands Pirates next door
Written Outcomes	Writing in role Character description Fiction	Newspaper Recount Character fact file	Story from a different point of view Non-chronological report Letters	Recount Newspaper Diary	Non-fiction Persuasive letter Script for a new report	Fiction – story writing Invitations Letter
GPS	Ready to Write Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Learning how to use both familiar and new punctuation correctly (see English appendix 2) including: full stops, capital letters, exclamation marks, question marks How words can combine to make sentences Joining words and joining clauses using 'and' Commas Learning how to use both familiar and new punctuation correctly (see English appendix 2) including: commas for lists Commas to separate items in a list Terminology for pupils: comma Word Classes 1 Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon] Terminology for pupils: noun Phrase	Conjunctions Co-ordination (using or, and, or but) Subordination (using when, if, that, or because) Sentence Types 1 How the grammatical patterns in a sentence indicate its function as a question How the grammatical patterns in a sentence indicate its function as a command Terminology for pupils: •question •command	Word Classes 2 Use of –ly in Standard English to turn adjectives into adverbs Terminology for pupils: letter word. Apostrophes Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Terminology for pupils: apostrophe Sentence Types 2 How the grammatical patterns in a sentence indicate its function as an exclamation How the grammatical patterns in a sentence indicate its function as a statement Terminology for pupils: statement, exclamation	Tenses Learn how to use the present and past tenses correctly and consistently including the progressive form Correct choice and consistent use of present tense and past tense throughout writing Terminology for pupils: tense (past, present) Suffixes 1 Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Terminology for pupils: suffix	Suffixes 2 Use of the suffixes –er, –est in adjectives Terminology for pupils: suffix Revision Revision of any topics required before SATs	Consolidation (Key Stage 1) Coverage of all Year 1 and Year 2 Grammar, Vocabulary and Punctuation objectives.
Science	Materials 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. Introduction to magnets.	Introduction to circuits	Living things and their habitats 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. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and		Plants 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 say healthy. Animals Including Humans 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. Environmental link Bees and their contribution to the plants that we eat	

			identify and name different sources of food.			
Geography	Mapping of local area where he has adventures. Traction Man hunt using a map.		Mapping where the animals are from and why.	Continents, countries, capital cities, landmarks, physical/human features		Seaside towns – UK mapping Human/physical features Link school? Contrasting locality.
History	History of action figures Action man etc...	Significant people Neil Armstrong Tim Peake etc...	Significant people Roald Dahl Quentin Blake			Seaside holidays (Victorian link) Rich Victorian families escaping the cities for fresh clean air and health benefits
Art			Sculpture - clay	Collage	Printing	Textiles
D&T		Mechanisms – levers and sliders		Textiles		Food
Computing	Unit 2.1 Coding Number of Weeks – 5 Main Programs – 2Code Unit 2.2 Online Safety Weeks – 2 Programs - Writing Templates Display boards 2Respond (2Email)	Unit 2.3 Spreadsheets Weeks – 4 Programs – 2Calculate Unit 2.4 Questioning Weeks – 5 Programs – 2Question, 2Investigate 2Calculate		Unit 2.5 Effective Searching Weeks – 3 Programs – Browser 2Quiz Writing Templates Unit 2.6 Creating Pictures Weeks – 5 Programs – 2Paint A Picture Writing Templates Unit 2.7 Making Music Weeks – 3 Programs – 2Sequence		Unit 2.8 Presenting Ideas Weeks – 4 Programs – 2Connect (Mind Map) 2Create a Story (ebook) 2Quiz Writing Templates
RE	Signs and Symbols in everyday life, the use of artefacts, symbolic behaviour The main symbols from each faith and their meaning: Cross (Christianity), wheel of life (Buddhism), Om (Hinduism), Star and crescent (Islam), Menorah (Judaism), Khanda (Sikhism) Symbolic behaviour for Christians and Muslims Christmas – giving and receiving. Story of the wise men. Significance of the gifts they gave. Purpose of giving gift at Christmas. Invisible gifts. God’s gift of Jesus (Christianity)		Special places What do Christians do when they go to church? To include a church visit. Preparation for the visit, meeting the leader, consideration of purpose for attending church. After the visit. Easter Why is Easter important for Christians? The excitement of Palm Sunday, the special feeling of the Last Supper, the sadness of the Crucifixion, the joy of the resurrection.		Religious leaders The work of religious leaders within the community. Authority figures in their own lives. The role/work of for example Vicar/Priest/Minister (Christianity), Rabbi (Judaism), Granthi (Sikhism), Priest (Hinduism). Imam (Islam) Easy questions – difficult answers – questions raised by the natural world Peoples relationship with the natural world Who is God? Why am I here? What is good? What is bad? Is death the end?	
PE	Invasion games (equipment along the floor) Simple invasion games (ball in hand)	Simple skills in sending and receiving Basic skills for games, attacking, defending and spatial awareness	Basic gymnastics Simple sending and receiving skills	Basic OAA Dance	Basic skills for striking and fielding Basic skills for net/wall	Basic athletics Games – striking and fielding and invasion games
PSHCE	Me and my relationships Includes feelings/ emotions/conflict resolution/friendships I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. I 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. I 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 I can express my feelings in a safe, controlled way.	Valuing difference Includes British Values focus I can say how I could help myself if I was being left out. I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.	Keeping myself safe Includes aspects of relationships education (Internet safety and drugs at KS2) I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. I can give examples of touches that are ok or not ok (even if they haven’t happened to me) and I can identify a safe person to tell if I felt ‘not OK’ about something. I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.	Rights and responsibilities Includes money/living in the wider world/ environment I can give examples of when I’ve used some of these ideas to help me when I am not settled.	Being my best Includes keeping healthy/ growth mindset/goal setting/achievement I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy. I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	Growing and changing Includes RSE related issues I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn’t when I was younger. I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). I can give examples of how to give feedback to someone.
Music	Ourselves The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds building to a performance. Toys The children move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.	Our land The children explore timbre and texture as they explore descriptive sounds. They listen to and perform, music inspired by myths. Our bodies The children develop a sense of steady beat using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.	Animals The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments. Number The children explore steady beat and rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own with body percussion, voices and	Storytime The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects and develop their own ideas using voices and percussion. Seasons The children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical	Weather The children have opportunities to create descriptive sounds and word rhythms with raps and songs about the weather. They create a descriptive class composition using voices and instruments. Pattern Using simple notations the children play, create and combine minibeast rhythms using body percussion and instruments.	Water The children sing and play a variety of pitch shapes, using movement and reading from scores. They create a class composition which describes the sounds and creatures of a pond. Travel The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive theme park music.

			instruments.	arrangements.		
Social action	Build a link with the community through the local Methodist church.					
Trips visits and visitors	Walk to canal and local area	Media Museum Space	Into the wild visit School field visit	https://youtu.be/ZCDedCkNeME Make something similar with the beast around Binlgey?	Bradford Bee Society Nature reserve walk	Filey or other seaside trip