

## Year 2 Curriculum Map 2023-24

| Subject                  | Autumn   | Spring   | Summer   |
|--------------------------|--|--|--|
| <b>English - Reading</b> | <p>Word Reading – phonics – Rocket Phonics</p> <p><b>Autumn 1:</b> /ai/ ai, ay, a-e, a, eigh, ei, ea, ey /ee/ ee, e-e, ie, ea, y, ey, e /igh/ igh, i, i-e, ie, y /oa/ oa, o-e, ow, oe, o</p> <p>homophones and near-homophones, suffixes</p> <p><b>Autumn 2:</b> /w/ w, wh /f/ f, ff, ph long /oo/ oo, u-e, ou, ue, ew /y+oo/ u, u-e, ue, ew short /oo/ oo, u, oul /ar/ ar, a, al</p> <p>possessive apostrophes, suffixes</p> <p>1:1 reading</p> <p>Guided Reading</p> | <p>Word reading – phonics – Rocket Phonics</p> <p><b>Spring 1:</b> /or/ or, au, aw, al, ar, a /or/ our, ore, oor, augh /ur/ ur, er, ir, ear, or /ou/ ou, ow /oi/ oi, oy</p> <p>contractions, suffixes</p> <p><b>Spring 2:</b> /eer/ ear, eer, ere /air/ air, are, ear, ere /s/ s, ss, c, se, ce, sc, st /j/ j, g, dge, ge</p> <p>homophones and near-homophones, suffixes</p> <p>1:1 reading</p> <p>Guided Reading</p> | <p>Word reading – phonics – Rocket Phonics</p> <p><b>Summer 1:</b> /t/ t, tt, ed /d/ d, dd, ed /n/ n, nn, kn, gn /m/ m, mm, mb /k/ c, k, ck, ch /r/ r, rr, wr /l/ l, ll /ul/ le, il, al, el</p> <p>possessive apostrophes, suffixes</p> <p><b>Summer 2:</b> /i/ i, y /o/ o, (w)a (qu)a /e/ e, ea /zh/ s, si, ge /ch/ ch, tch /ch+u/ ture /sh/ sh, ch, ti, ci, ssi</p> <p>contractions, suffixes</p> <p>1:1 reading</p> <p>Guided Reading</p> |
| <b>English - Writing</b> | <p>Poetry: Writing and performing a riddle.</p> <p>Information text: Writing instructions - recipe</p> <p>Narrative: Writing an alternative <b>character</b>.</p> <p>Information text: Information about The Great Fire of London.</p> <p>Narrative: Retelling a story from the perspective of another character.</p>  | <p>Poetry: To write a poem in the style of the Sound Collector.</p> <p>Narrative: Retell a traditional tale with an alternative villain.</p> <p>Narrative: Retelling a story from the perspective of another character.</p> <p>Information text: The Titanic</p> <p><b>Instructions: Sleeping potion</b></p>   | <p>Narrative: Write an alternative chapter.</p> <p>Information text: Non-chronological report about owls</p> <p>Recount: Recount of a school trip.</p> <p>Information text: To write instructions.</p> <p>Narrative: To write an alternative adventure from a film text.</p> <p>Information text: A guidebook of London.</p>   |
| <b>Maths</b>             | <p>Place Value</p> <p>Addition &amp; subtraction</p> <p>Money</p> <p>Multiplication &amp; division</p>   | <p>Multiplication &amp; division</p> <p>Statistics</p> <p>Properties of shapes</p> <p>Fractions</p>  | <p>Length &amp; height</p> <p>Position &amp; direction</p> <p>Time</p> <p>Mass, capacity &amp; temperature</p>   |
| <b>Science</b>           | <p><b>Materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>   | <p><b>Animals including humans</b></p> <p>Exercise and nutrition, thinking about how we can stay fit and healthy.</p> <p><b>Living things and their habitats</b></p>   | <p><b>Plants</b></p> <p>Investigate plants and understand what seeds and bulbs need to grow.</p>   |

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|                          |  | Describe how different habitats provide for the basic needs of different kinds of animals and plants   |  |
| <b>Geography</b>         | <b>Geography: Ocean Adventures</b><br>Use maps & atlases to locate countries, oceans and hot or cold places.   | <b>Geography: Location, Location</b><br>Compare human/physical features of urban and rural settings (UK and non-UK)  | <b>Geography: Round the World with the Three Bears</b><br>Develop atlas skills to identify continents and countries.   |
| <b>History</b>           | <b>History: London’s Burning</b><br>The Great Fire of London<br>Describe and discuss historical events beyond living memory  | <b>History: Unsinkable</b><br>The Titanic<br>Know about local historical events, people and places   | <b>History</b><br>Explore Toys over time<br>Use artefacts, stories, pictures and online sources to find out about the past   |
| <b>Art</b>               | <b>Focus Artist:</b> Georges Surat<br>Sunday Afternoon on La Grande Jatte<br>Painting using pointiliste technique based on work by George Suerat<br><b>Drawing</b>   | <b>Focus Artist:</b> Giuseppe Acrimboldo<br>Vertumnus<br>Photography used to create Collage based on work by Arcimboldo<br><b>Drawing</b>  | <b>Focus Artist:</b> Mackenzie Thorpe<br>Bee Boy<br>Sculpture Clay models based on work by Mackenzie Thorpe<br><b>Drawing</b>  |
| <b>DT</b>                | <b>Solid Structures</b><br>Construct a model bridge  | <b>Cooking and nutrition</b><br>Portable snacks – planning and making a wrap   | <b>Lever Mechanisms</b><br>Design and make a litter grabber  |
| <b>Computing</b>         | <b>Computing systems and networks</b><br><b>IT around us</b><br><i>Recognising technology in society and using it responsibly.</i><br><b>Creating media</b><br><b>Digital photography</b><br><i>Capturing, editing and improving photos.</i><br><i>Recognising that some images may not be real.</i> | <b>Programming A</b><br><b>Robot Algorithms</b><br><i>Writing algorithms and programs for floor robots, and predicting program outcomes.</i><br><b>Data and information</b><br><b>Pictograms</b><br><i>Exploring the term data. Representing data as tally marks, pictograms and block graphs.</i><br><i>Analysing data.</i> | <b>Creating media</b><br><b>Digital music</b><br><i>Creating music non-digitally and digitally using percussion instruments and digital tools.</i><br><b>Programming B</b><br><b>Programming quizzes</b><br><i>Designing and creating quizzes using Scratch Jr.</i><br><i>Evaluate and improve projects.</i> |
| <b>Music</b>             | <b>Tony Chestnut</b><br><b>Focus:</b> Learn about the orchestra<br>Keep up a steady beat when singing<br>Construct 4 beat patterns for others to copy.   | <b>Grandma Rap</b><br><b>Focus:</b> Duration: (crotchet, quavers, crotchet rest), unison, round  | <b>Tanczomy labada</b><br><b>Focus:</b> Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns   |
| <b>Compose for a day</b> | <b>Charlie Chaplin</b><br><b>Focus:</b> Timbre, pitch, structure, graphical symbols, classical.  |  |  |

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|---------------------------|--|--|--|--------------------------------------|--|-----------------------------------|
| <b>PE</b>                 | Gymnastics Unit 1<br>Run, Jump, Throw unit 1   | Dance Unit 1<br>Attack, Defend, Shoot Unit 1 | Gymnastics Unit 2<br>Hit, Catch, Run Unit 1  | Dance Unit 2<br>Send & Return Unit 1 | Hit, Catch, Run Unit 2<br>Run Jump, Throw Unit 2   | Send & Return Unit 2<br>Swimming  |
| <b>RE</b>                 | <b>Special things</b><br>What makes some things sacred to some groups of people?<br><b>Special occasions</b><br>Why do we celebrate important occasions? |  | <b>Sacred books</b><br>What makes some stories important to different people?  |                                      | <b>The Natural World</b><br>Why is it important to look after our world?                               |                                   |
| <b>PSHE</b>               | What makes a good friend?  | What is bullying?                            | What jobs do people do?  | What helps us to stay safe?          | What helps us to grow and stay healthy?  | How do we recognise our feelings? |
| <b>Values</b>             | <b>Pride</b> – Winston Churchill<br><b>Equality</b> – Nelson Mandela<br><b>Respect</b> – Rosa Parks<br><b>Contentment</b> – Helen Keller                 |  | <b>Honesty</b> – Emmeline Pankhurst<br><b>Love</b> – Florence Nightingale<br><b>Forgiveness</b> – Malala Yusuf<br><b>Perseverance</b> – Nadiya Hussain |                                      | <b>Trust</b> – Chris Packham<br><b>Self-Belief</b> – Thomas Edison<br><b>Friendship</b> – Claude Monet |                                   |
| <b>Trips and visitors</b> | Visit to the war memorial  |  |  |                                      | Trip to Amersham Museum - Toys   |                                   |