

| Subject | Autumn 1 7 Weeks | Autumn 2 7 Weeks | Spring 1 6 weeks | Spring 2 6 weeks | Summer 1 6 weeks | Summer 2 6 weeks |
|---------|--|---|---|---|---|---|
| English | <p>Ongoing Core Learning</p> <ul style="list-style-type: none"> -Continue to apply phonic knowledge to read words accurately without overt sounding out and blending of familiar words. -Read a wide range of texts discussing what has happened so far, their predictions and any inferences that can be made based on what is said and done. -Ask and answer questions about a book using the information they have read. -Continue to spell many words correctly including common exception words, contracted forms, homophones and words with suffixes. -Form lower-case letters of the correct size starting to use some diagonal and horizontal stroke to join letters. Continue to write capital letters of the correct size and appropriate spacing between words. -Plan what to write before beginning thinking about new vocabulary choices and make simple additions and corrections to their own writing. | | | | | |
| | <p>Text: Winnie the Witch by Valerie Thomas</p> <p>Character description Setting description Story opening Letter Alternative ending Report Write a book review</p> | <p>Text: Pumpkin Soup by Helen Cooper</p> <p>Diary entry Short story Instructions Recount Alternative ending to a story Persuasive piece</p> | <p>Text: Fantastic Mr Fox by Roald Dahl</p> <p>Character description Newspaper report Persuasive piece Instructions Story summary Poetry</p> | <p>Text: Meerkat Mail by Emily Gravett</p> <p>Recount Book review Middle and end of a story Report Persuasive piece Poetry</p> | <p>Text: The owl who was afraid of the dark by Jill Tomlinson</p> <p>Character perspective Character profile Information leaflet Create a story Alternative Ending</p> | <p>Text: Island Stories by Kaite Morag</p> <p>Story beginning Poetry Middle and end of a story Report Setting description Letter</p> |
| Maths | <p>Ongoing Core Learning</p> <ul style="list-style-type: none"> -Read, write and order numbers up to 100 correctly in numerals and words. -Recognising the value of each one-digit and two-digit number. -Add and subtract using concrete objects, pictorial representations and mentally. -Use multiplication and division facts for 2, 5 and 10 multiplication tables. -Continue to identify and describe properties of 2D and 3D shapes. | | | | | |
| | <p>Place Value (2 weeks) Addition and subtraction Shape (Geometry) Problem Solving Multiplication Division</p> | <p>Money Fractions (2 weeks) Measures (2 weeks) Subtraction Recap and Revise</p> | <p>Statistics Position and direction Shape (Geometry) Place Value Subtraction and addition (2 weeks)</p> | <p>Multiplication and Division (2 weeks) Money Fractions Time Measures</p> | <p>Measures and geometry Arithmetic Position and Direction Recap and Revise SATS</p> | <p>Position and Direction Statistics Time Addition and Subtraction Multiplication and Division Estimating Investigation</p> |

Year 2 Curriculum Map 2020-21

| Subject | Autumn 1 7 Weeks | Autumn 2 7 Weeks | Spring 1 6 weeks | Spring 2 6 weeks | Summer 1 6 weeks | Summer 2 6 weeks |
|-----------------------|---|--|--|--|---|--|
| Science | Healthy Me To describe the importance of exercise, eating the right amounts of food and hygiene. | Material Monsters To identify and compare a variety of everyday materials and find out how some materials can be changed. | Mini Worlds To compare the differences between living and non-living things. To identify and name the habitats of living things and how they obtain their food and basic needs. | Young Gardeners To observe and describe how seeds/bulbs grow and their needs to grow and stay healthy. | Master Chefs To find out about the basic needs for survival and the importance of different types of food. | |
| Topic | Inventors and Explorers Key Question: How was this item made? Where will you go? Enrichment: Warburton's Visit (tbc) or Inventors and Explorers themed day | | Rainforests Key Question: Does it always rain? Where has the rainforest gone? Enrichment: Botanical Gardens (tbc)/ Walk around the local area | | Island Homes Key Question: Is my home an island? How big is an island? Enrichment: Beach Themed Day | |
| History | Sequence inventions in a chronological order. Explore the global significance of the first moon landing by Neil Armstrong. Research the expedition of Captain James Cook. | | | Changes to the rainforest in the past and within their lifetime. Explore how different tribes live and use the rainforest. Look at the life of John Cadbury, a significant figure in Birmingham. | Research the island life of Florence Nightingale and her achievements. Identify the similarities and differences between trips to the seaside now and in the past. Observe changes to the United Kingdom in their lifetime. | |
| Geography | | Compare similarities and differences between Australia and the United Kingdom. Use an atlas to locate Australia. Locate and name on a UK map major features. | Daily and seasonal weather patterns in the United Kingdom and abroad. Use an atlas to name and locate world continents and oceans. Compare similarities and differences to rainforest locations. | | | Use physical and human vocabulary to describe island locations. Use map skills to practise compass directions. Create own island maps with a key. |
| Art | Self Portrait- start of year 2 Aboriginal art using pointillism | Water colour backgrounds using silhouette shadows. | Rainforest animal prints The similarities and differences between Van Gogh and Picasso. | Tribal jewellery design | Sketch and paint a seascape Design and create a weave | Self Portrait- end of year 2 |
| DT | | | | Plan, design, create and evaluate a rainforest diorama. | | Plan, design, and create an island. Follow safe procedures for food preparation. Design and create using clay then evaluate against the design. Investigate and create pulley systems |
| Music | Hands, Feet, Heart (Finding the rhythm) | Ho Ho Ho (Performing a song) | I wanna play in a band (Playing an instrument) | Zootime (Discussing styles of music) | Friendship Song (Learning musical vocabulary) | Reflect, rewind, replay (Applying all musical skills) |
| Computing E-safety | Coding | Online Safety | Spreadsheets | Questioning | Effective Searching | Creating pictures |
| RE | Choice- living by rules | Compassion- being regardful of suffering | Community – creating unity and harmony | Compassion- being merciful and forgiving | Contemplation – being reflective and self-critical | Creativity – being imaginative and explorative |
| PE | Dance Multi-skills | | Gymnastics Games- Invasion | | Games- Striking and Fielding Athletics | |