Year 2 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	**Creation and Covenant** Retell in any form the Noah story focusing on Noah and God's promise to all living creatures in the sign of the rainbow Know that psalms are prayed/sung to praise God and recognise that they are a different literary form in scripture. Understand the term 'stewardship' and what it means for caring for God's world. Correctly use religious words and phrases to talk about the Sacrament of Baptism, as a	**Prophecy and promise** Retell one of the religious accounts from the Annunciation of John the Baptist Retell the religious account from the Annunciation of Jesus Talking about Mary's prayer, the Magnificat and what choices they could make in Advent to support local and global communities in need; or how they could care for Creation. Describe some ways that Christians prepare for Jesus' coming at Christmas.	**Galilee to Jerusalem** Retell, in any form, the story of John the Baptist and the baptism of Jesus. Begin to recognise 'parables' as a literary form in Scripture with reference to the parable of the lost sheep) and how Jesus uses them to teach people about God. Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people.	**Desert to garden** Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us. Recognise that Lent is a time for reconciliation and forgiveness. Correctly use religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness.	**To the ends of the Earth** Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost. Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church. Retell the story of the Conversion of Saul Recognise that the description of the fruits of the Spirit is taken from one of St Paul's letters Recognise that Christians believe	**Dialogue and encounter** Say what the story of the Good Samaritan teaches about how Christians should live. Describe an initiative Christians work on together locally and globally in the service of others. Make simple links and connections between some Jewish religious laws, beliefs, worship, and life (e.g., Keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes).

	sign of Jesus' love for all people and a welcome into the Christian family. Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament**.**	Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets. Identify Zechariah's special message about John's future. Retell the religious account from the birth of Jesus.	Begin to recognise that the miracles of Jesus are signs that he is the Son of God. Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important.	Correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass.	the Holy Spirit opens their heart to God, helping them to pray and develop habits of good behaviour towards themselves and other people. Name the fruits of the Holy Spirit and make simple links between the lives of some saints or holy people and how the fruits of the Holy Spirit were shown in their lives.	Talk about respecting the beliefs of people from different communities in their local area.
English	**Sentence Structure** **Non-fiction paragraph** Pythons To use a simple single sentence introduction. To use statements appropriately for	**Nativity Recount** (Short topic) **Formal Letter** Plastic pollution To write a letter as the 1st person To use two addresses written before they start the letter.	**Pastoral Peak Recount** To write about a real experience. To include what, who, when and where. To write in past tense when recalling events.	**Narrative** **Fable** To write short paragraphs for beginning (introduces the scenario and main character), middle (action taken by the	**Instructions** To write down key points for instructions, including new vocabulary. Write in sequential steps to enable task to be completed Use expanded	**Pastoral Peak Recount** To write about a real experience. To write about a real experience. To include what, who, when and where. To write in past tense when

	the purpose of presenting factual information to the reader. Use single paragraph giving general details on the subject To use an exclamation sentence to finish the piece. Title written as a question, e.g. - What does a Python eat?	Sender and recipient. To use an impactful opening statement or exclamation. To know and write 3 points about why plastic is 'bad/harmful and the impact it is having' Extend sentences by using because, and and so. Conclude the letter with a rhetorical question. Finishes with 'yours faithfully'	To write about what happened and sequence the events in order. To conclude with the last event and how the author felt about it.	character) and end (what is wrong and what is the lesson?). Sequence the chronologically correctly. Write as the 3rd person	noun phrase to describe and specify. To use commas in lists. Write sentences in the command form.	recalling events. To write about what happened and sequence the events in order. To conclude with the last event and how the author felt about it.
Maths	**Number and place** To count, read, write numbers to 100 (numerals & words). Recognise place value (tens & ones) in 2-digit	**Addition and Subtraction** To know number bonds to 20. Add/subtract within 20 (mentally, using objects/pictures). Add/subtract a 2-digit number and	**Multiplication and division** To recall and use facts for 2, 5, and 10 times tables. Use x, ÷, = signs. Solve problems	**Fractions** To recognise, find, name, write 1/2, 1/4, 3/4. Understand simple equivalent fractions (e.g., 1/2 = 2/4). To connect unit	**Geometry and measures** To tell time to the nearest 5 minutes, quarter past/to the hour. Measure length, mass, capacity	**Statistics** Be able to interpret and construct simple pictograms, tally charts, block diagrams and simple tables To ask and

	numbers. Compare and order numbers to 100 using <, >, =. Identify one more/less than a number.	ones, or two 2-digit numbers. Solve simple addition/subtraction problems, including finding the difference.	using repeated addition/arrays. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes.	(using m, cm, kg, g, litres, ml). Recognise common 2D & 3D shapes**.** Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.	answer simple questions by counting the number of objects in each category and totalling and comparing categorical data.
Science	**Plants** To learn that plants grow from seeds, and require water, light and a suitable temperature.	**Animals inc humans** To names of animal's offspring and be able to order developmental stages and levels of dependency. To know basic survival needs of living things.	**Materials** To identify the properties of materials and the reasons objects are made from one or more types of material.	**Living things and habitats** An introduction to habitats, micro-habitats, and simple food chains	**Solids, liquids and gases** To understand and experiment how the same substances can exist as solids, liquids and gases.	**Consolidation and review**
History			**History of Transport** Throughout this topic the children are taken on a chronological journey of the development of transport over the years. We define travel and explore many exciting inventions including		**Stone Age to Iron Age** In this topic the children are taken back in time to a period known as 'pre-historic'. They are taught to understand that pre-history is before written records were made so they	

			the flying machine and the sedan chair. The children develop their disciplinary knowledge with the use of historical sources (not tomato ketchup) to understand how transport has changed over time.		enjoy immersing themselves in the world of archaeologists and paleologists. We look at the key developments that took place during the Stone, Bronze and Iron Age.	
Geography	**The UK** Through using atlases and our own experiences we learn to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea. We then compare key cities, towns and villages.	**Oceans and Continents** In Autumn 2 we expand our knowledge further by exploring the 7 continents of the world and the 5 oceans. We then develop our geographical vocabulary further by learning about the Equator and comparing the climate of countries that are found in the northern hemisphere vs the southern hemisphere.			**UK and Tanzania** Throughout the Summer terms the children will explore a contrasting country to where they live. They will investigate some human features of Tanzania including: population, capital city, currency, language and compare it to that of The UK.	
Art		**Explore and Draw**		**Expressive painting**		**Be an Architect**

		To look at how artists collect things as inspiration for their work. To make a collage and composition using photographs, fabric and other things and consider how they are arranged. To make drawings from a continuous line.		Experiment with primary and secondary colours. Look at how paintbrushes can create different marks. Practise applying the brush strokes to create different effects such as shade and texture. Use gestural mark making with added colour to create an expressive painting.		Know that an architect designs buildings. Use visual notes to help record and remember what they see and hear. Know that architects use both straight and curved lines in drawings and experiment with this. Create a design that can be transformed into a 3D model by joining materials together.
Design Technology	**Mechanisms** Wheels and axles To design, make and evaluate a moving vehicle with wheels and axles.		**Textiles** Joining fabrics To design, make and evaluate a hand puppet out of fabric.		**Food** Healthy salads To design, make and evaluate a healthy salad.	
Computing	**Computing systems and networks**	**Programming 1 Algorithm debugging**	**Computing systems and networks**	**Programming 2 Scratch Jr**	**Creating media Stop Motion animation**	**Data Handling**

	Understanding what is a computer To be able to log on to a computer and drag, drop and click a mouse and create art using a mouse.	To decompose a game to predict the algorithms.. Write clear and precise algorithms. Create algorithms to solve problems.	**Word Processing Skills** To type and reformat text. To search and use appropriate images in a digital document.	Explore a new application independently. Explain what the blocks on ScratchJr do and use them for a purpose. Use a code to create an animation of an animal moving.	To create a flip book animation and plan and create a stop motion video.	**Real-world setting of data handling (ISS)** To read a thermometer and design a display sensor. To read data.
PE	**Athletics** To complete an obstacle course with speed and agility. Know which throw to use for accuracy and which throw for distance. Know to step forward with the opposite foot to hand helps to throw further.	**Gymnastics** To perform rolls with control (pencil, egg, and teddy roll). To adapt a sequence and perform it using apparatus. To create, repeat and perform a short sequence of 4 unlike actions in which there is a clear beginning, middle and end.	**Teams Games- Piggy in the middle** To catch a ball with some level of coordination and consistency. To change direction with control. To throw a ball underarm with accuracy.	**Net/Wall** To perform a side gallop. To return a larger ball by striking it when thrown to them. To strike a dropped ball with some consistency**.**	**Netball** To catch a ball. To strike a ball off a tee. To throw a ball overarm when fielding.	**OAA** To use a basic map to navigate to a single point. To understand the directions north, south, east and west do not change, regardless of which way a person is facing. To transfer information on a diagram/map into reality, using basic symbols and matching

						equipment.
Music	**Pulse, Rhythm and Pitch** To learn that patterns make up songs and that we can use these patterns to inspire their own compositions. To develop their improvisation skills using the glockenspiels, untuned percussion and their voice.	**Playing in an Orchestra** To develop their understanding of dynamics and tempo in all aspects of their musical learning. To be able to discuss the tempo and dynamics of a range of musical pieces and in their own improvisations and compositions.	**Inventing a Musical Story** To begin to explore how the music makes them feel To unpick the lyrics of the different songs to help them understand the meaning of the song and how it makes them feel. To listen to songs from around the world and time periods to develop their understanding of musical elements.	**Recognising Different sounds** To explore a variety of musical styles, which make people happy. To investigate styles of the music and to create their own actions or dances to the songs. To play challenging instrumental parts and practise their singing and listening skills.	**Exploring Improvisation** To use the skills they have developed in the other units to influence and inspire their improvisations. Focus on developing the playing of specific song and then use rhythm patterns, lyrics and notation to influence their own improvisations.	**Our Big Concert** To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play instruments musically and to listen with concentration and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds.
PSHEE/HRSE	**Families and friendships** Making friends; feeling lonely and getting help **Safe relationships** Managing secrets; resisting pressure and getting help; recognising hurtful behaviour		**Belonging to a community** Belonging to a group; roles and responsibilities; being the same and different in the community **Media literacy and Digital resilience** The internet in everyday life; online		**Physical health and Mental wellbeing** Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	

	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions	content and information **Money and Work** What money is; needs and wants; looking after money	**Growing and changing** Growing older; naming body parts; moving class or year **Keeping safe** Safety in different environments; risk and safety at home; emergencies