Year 2 Curriculum Map 2024/2025

	Autumn	Spring	Summer
English	'My Monster and Me' book study – character description. Traditional stories – The Paperbag Princess. Non-fiction report – nocturnal animals (linked to Science) Poetry – Please Mrs Butler Place Value of Punctuation and Grammar (Grammarsaurus)	Recount from James Cook (link to History) Poetry – The Writer of this Poem The Magic Paintbrush book study Non-fiction writing about Queen Victoria. Non-fiction report – Lighthouse Keeper Report	Poetry – The Magic Box Recount of Saltburn trip Clean Up! – character description, setting and story writing Place Value of Punctuation and Grammar (Grammarsaurus)
Maths	One more/one less and 10 more/10 less. Reading, writing and ordering numbers. Partitioning and place value. Counting in twos (odd/even), fives and tens. Addition of 2 numbers and commutative rule. Subtraction of 2 numbers. Number bonds to 10. Recognise one whole of a shape or a number. Finding half and quarters of a shape or number. Sorting shapes - describing 2D and 3D shapes and creating repeating patterns. Problem solving. Identifying and representing calculations. Counting in 2s, 5s, and 10s. Money – finding totals, make amounts and money word problems. Multiplication – repeated addition and grouping. 2, 5 and10 times tables up to X 12. Problems using multiplication, addition and subtraction.	Partitioning numbers to add and subtract. 2, 5 and10 times tables up to X 12. Multiplication – repeated addition, grouping and arrays (columns and rows). Addition and subtraction strategies. Time – o'clock, half past. Counting in quarters and halves. Recognise thirds, quarters and three quarters of shape and numbers. Identifying and representing numbers – partitioning in different ways. Inverse operations. Word problems – addition, subtraction and multiplication. 2D shapes – sides, corners and lines of symmetry. 3D shapes – edges, vertices and faces. Counting in steps / reading scales. Column addition and subtraction. Tally charts and block graphs.	Counting in 3s. Divide by sharing and grouping. Multiplication and division problems. Recognise thirds, quarters and three quarters of shape and numbers. One and two-step word problems. Inverse. Measuring using different units – reading scales for length, mass and capacity. Column addition and subtraction with carrying and decomposition. 2D shapes – sides, corners and lines of symmetry. 3D shapes – edges, vertices and faces. Problem solving using a range of maths strategies. Data handling – representing and interpreting data. Direction – clockwise, anti-clockwise and quarter turns. Time – o'clock, half past, quarter to and past and to the nearest 5 minutes.

	More than/less than with crocodile symbols.		
Science	Living things and habitats with Zoolab visitor. Differences between living and non-living. Appropriate habitats of a variety of plants and animals – seaside, forest/woodland, microhabitats. Comparing carnivores, herbivores and omnivores. Food chains.	Grouping and changing materials. Which materials are used to make everyday items? Properties of materials. Comparing natural and man-made materials. Inventors John Dunlop and Charles Macintosh. How do materials change? (Twist, bend, squash etc.) Plants – stages of growth. Seeds, bulbs and seed dispersal.	Animals including humans. Animals and their babies – eggs or live young. Health and growth of animals and humans. What do animals need? Habitat. Food. Teeth. Exercise.
History	<u>How were the voyages of Captain James Cook significant/important?</u> Focus on birthplace, travel and exploration theme. Focus on location, his life, events and legacy (build upon children's knowledge of Frank Wild in year 1). <u>How did Queen Victoria Impact Britain?</u> Queen Victoria study and comparisons with Queen Elizabeth. Comparing rich and poor Victorian families. History of our school and timeline of events. Comparing home life now and then. Victorian inventions / discoveries. Victorian life and schools with a trip to Preston Park. Working children in Victorian times – Chimneysweep, working in the mines etc. <u>How did George Stephenson improve travel for the masses?</u> The significance for George and Robert Stephenson The impact of their work in developing railways. Knowledge of engineering developments. Create own train design.		
Geography	Naming and identifying 4 countries and capital cities of the UK. Naming and locating continents and oceans. Seasonal and daily weather patterns in different locations of the world. Identifying map symbols, using grid references and compass directions. Carry out fieldwork- collect, present and interpret data in order to find answers and solutions. <u>What is it like to live in Australia?</u> Identifying human and physical features found in Australia and how they compare to those in our local area. Explore what daily life is like in Australia and identify how it is similar and different to life in the UK. <u>Would you like to live in a hot place or a cold place?</u> Describe what physical features may occur in a hot place in comparison to a cold place.		

	Locate the Equator and Poles on a world map. Locate hot and cold places in the world in relation to the Equator and the North and South Poles. Understand that weather conditions can be affected by location. <u>Why do we like to be beside the seaside?</u> Comparing and contrasting the local area with Saltburn, including physical features and human features. Understand that features can change over time. Comparing and contrasting a small area of the UK to small area of a non-European country.		
RE	<u>Christianity</u> **Big questions** What makes some places sacred? How should we care for others and the world, and why does it matter? Creation Story. Christian beliefs. Story - how and why some stories are sacred and important in Christianity. Sacred texts - The Bible. Celebrations - how and why celebrations are important in religion. Sacred places – The Church. The Christmas Story (Nativity). Symbols - how and why symbols express religious meanings – Easter. <u>Judaism.</u> **Big questions** Who is Jewish and what do they believe? What do we learn from sacred books? What makes some places sacred? Jewish beliefs. Story - how and why some stories are sacred and important in Judaism. Sacred texts - The Torah. Celebrations - How and why celebrations are important in religion – Hanukkah/Sukkot. Sacred places – The Synagogue.		
Art	Colour – Mondrian Primary and secondary colours. Exploring line and different ways of drawing lines (ruler skills). Grouping colours based on tone, hot/cold, emotions. Basic skills- cutting, sticking, lines with a ruler, colouring inside the lines.	Drawing - line, shape - Auerbach. Exploration of portraits, different styles of portraits and how style links to artists' emotions/intent. Mark making and pencil tone. Creating self-portraits inspired by Auerbach.	Dennis Wojtkiewicz and other artists. Line, shape, tone – natural objects – Fruit. Drawing skills. Creating an observational drawing - line, tone, colour. Use of different media such as graded pencils and pastels.
DT	Textiles – Puppets. Joining techniques. Sewing skills.	Models with winding mechanism – Linked to nursery rhymes.	Food technology – make a healthy sandwich. Possibility of growing own veg for sandwiches (science/outdoor link).

	Creating and using templates/patterns to create own puppet. Choosing appropriate materials.		Sourcing food – looking at the journey of food (bread). Cookery skills- chopping, grating, washing, dicing etc. Healthy eating and food groups (linked with Science).	
Music	Identifying pitch, tempo, beat, volume and rhythm through performance-based singing. Breathing techniques, good posture and use of dynamics. Exploration of different genres to understand origins, traditions and social context. Orchestral music – Sleigh Ride	Drumming/untuned percussion. Djembe drums Explore the use of a range of untuned instruments to accompany the drums with a focus on pitch, tempo, volume and dynamics. Dynamics – children to create and perform compositions linked to African tribe music/chants. Body percussion performance.	Pitch and tuned instruments – Chime Bars (Disco beats) Introduce notation and children to create their own compositions. Explore the use of a range of tuned instruments. Whole class songs with groups of children playing the chords on chime bars of well-known tunes or compositions.	
Computing	Basic skills – mouse and keyboard skills. Formatting text and importing images. Text and graphics – Word. Use technology safely and respectfully.	Multi-media unit of work. Using iPads to take, upload and format images. Use Photostory to create a movie with voiceover, text and sound. Online safety. Using the Internet to find and save images.	Coding – Control, movement and collision. Creating and debugging simple programs using coding instructions. Online safety.	
PE	Football skills – dribbling, target shooting, passing the ball, increasing speed and control. Gymnastics – creating a sequence of movements including rolling, jumping, turning, key shapes, and apparatus.	Dance – Choreograph and perform a dance routine. Gymnastics/ games skills (throwing, catching and hitting)	Outdoor learning	Athletics – throwing and catching using a range of equipment. Running and relay practise.
	Fitness – Interval training using a variety of skills at different stations, such as burpees, step ups, sit ups etc.			
PSHE	**Setting ground rules for RSE & PSHE lessons** **Families and relationships** • Families are all different • Families offer stability and love • Unhappy friendships • Other peoples' feelings • Introduction to manners and courtesy • Change and loss • Gender stereotypes – Careers and jobs **Health and wellbeing**	**Safety and the changing body** • Introduction to the internet • Communicating online • Secrets and surprises • Appropriate contact: My private parts • Appropriate contact: My private parts are private • Respecting personal boundaries • Road safety • Crossing roads safely • Staying safe with medicine	**Economic wellbeing** • Where does money come from? • Exploring needs • Exploring wants • Bank cards and accounts • My skills and talents • Everyone is welcome **Transition lesson** Changes/going for goals. Friendships and achievements.	

	• Experiencing different emotions • Being active • Relaxation: breathing exercises • Steps to success • Developing a growth mindset • Healthy diet • Looking after our teeth • Hand washing. Zones of Regulation British Values	**Citizenship** • Rules beyond school • Our school environment • Our local environment • Job roles in our local community • Similar yet different – my local community • Giving my opinion Zones of Regulation. British Values	Zones of Regulation British Values