

Year 2 Curriculum map overview.



Maths							
Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Shape	Position and direction	Statistics
<ul style="list-style-type: none"> ● Count in 2, 3, 5, 10 ● Place value of 2-digit numbers ● Compare and order numbers ● Read and write numbers to at least 100 in numerals and words 	<ul style="list-style-type: none"> ● Addition and subtraction facts to 20 ● Related facts to 100 ● Add and subtract within 100 ● add 3 one-digit numbers ● Recognise and use the inverse 	<ul style="list-style-type: none"> ● Recall and use multiplication and division facts for the 2, 5 and 10 tables, ● Odd and even numbers 	<ul style="list-style-type: none"> ● 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity ● Simple fractions, for example 1/2 of 6 = 3 ● Recognise the equivalence of 2/4 and 1/2. 	<ul style="list-style-type: none"> ● Estimate and measure length/height (m/cm), mass (kg/g), temperature (°C); capacity (litres/ml) ● Recognise and use (£) and (p) ● Combine amounts and find different combinations ● Compare and sequence intervals of time ● Tell and write the time to five minutes ● Quarter past/to the hour and draw the hands on a clock face to show these times. ● Minutes in an hour and the number of hours in a day 	<ul style="list-style-type: none"> ● Properties of 2-D shapes ● Properties of 3-D shapes ● 2-D shapes on the surface of 3-D shapes ● Compare and sort 2-D and 3-D shapes 	<ul style="list-style-type: none"> ● Patterns and sequences ● Movement in a straight line ● Rotation of a turn ● Right angles ● Quarter turns (clockwise and anti-clockwise). 	<ul style="list-style-type: none"> ● Interpret and construct simple pictograms, tally charts, block diagrams and tables ● Count the number of objects in a category ● Total and compare data

English					
Reading genres	Writing purposes		Oracy	Talk for writing	Key Texts
<ul style="list-style-type: none"> ● Classic and contemporary poems ● Stories ● Non-fiction ● Fairy stories and traditional tales ● Recurring language in stories and poems 	<ul style="list-style-type: none"> ● Writing to entertain 	<ul style="list-style-type: none"> ● Story ● Description ● Poetry 	<ul style="list-style-type: none"> ● Give detailed instructions ● Identify differences between a question and a statement ● Listen to other's point of view and agree/disagree (use sentence stems) 	<ul style="list-style-type: none"> ● Retell known stories ● Tell their own version of a story following a plan ● Use a range of conjunctions when telling stories. ● Recite poems with a group or whole class. ● Explore the use of expression. 	<p>Three Little Pigs- Story Information- Creature Features Dinosaurs Poetry- A first poetry book. How to Catch Santa - Instruction. Poetry- Snow in the garden Little book of Hopes- Story/ description Non fiction - Chinese New Year Orion and the Dark- Story. Tell me a dragon- Poetry Seed to Sunflower- Poster/ Information Recount- The Snorgh and the sailor- A first book of the sea - poetry Look inside Space- I Information - DPS + Application</p>
	<ul style="list-style-type: none"> ● Writing to inform 	<ul style="list-style-type: none"> ● Recount ● Letter ● Instruction 			

					The boy who cried ninja- STORY
Science					
Animals including Humans Living things and their habitats Everyday materials Plants	<ul style="list-style-type: none"> ● Ask simple questions and recognise that they can be answered in different ways. ● Observe closely using simple equipment ● Perform simple tests ● Identify and classify ● Use observations and ideas to suggest answers to questions. ● Gather and record data to help in answering questions (simple, labelled drawings, simple tables) 				
History					
Historical Content			Historical Skills		
Events beyond living memory that are significant (Great fire of London) Lives of significant individuals in the past, specifically explorers Local area study - focus on transport in Droitwich including the significance of the canal			Chronological understanding Understanding continuity and change Historical Enquiry and using historical sources Communicating historical knowledge Understanding causation and consequence Understanding historical significance		
Geography					
Locational Knowledge	Place Knowledge	Human and Physical Geography		Geographical Skills and Fieldwork.	
Continents of the world- 5 oceans UK- Surrounding seas.	Similarities and differences in UK and non-European Country.	Seasonal weather patterns- hot and cold areas of the world. Vocab = rural, urban, vegetation, season, equator, South Pole and North Pole		Local area study including fieldwork- Westlands Estate (immediate) Use Atlases, globes and maps, ariel photographs. Identify Physical and Human features. Describe locations using simple compass points. Create maps using keys and symbols.	
Topics					
What a wonderful world Comparison of of UK area to a non european area Local area					
Art		DT		Music Units Get Set 4 Music	

<p>Drawing 3D Textiles</p>	<p>Movement of mechanisms Simple mechanisms Cooking and nutrition</p>	<p>Skills</p> <ul style="list-style-type: none"> • Use voices expressively • Play tuned and untuned instruments • Listen to recorded and live music • Experiment and combine sounds 	<p>Units</p> <p>Folksongs Jupiter Toys Four Seasons Great Fire of London Oceans</p>
<p>PE</p>	<p>PHSE</p>	<p>RE</p>	
<p><u>Main threads: practice, consolidation, mastery of skills</u></p> <p>Ball Skills Yoga Gymnastics Sending and Receiving Dance Invasion Games Target Games Fitness Athletics Striking and Fielding Games Team Building Net and Wall Games</p>	<p>SCARF - Valuing difference</p> <p>What makes us who we are? My special people How do we make others feel? <u>When someone is feeling left out</u> An act of kindness Solve the problem</p>	<p>Who is Muslim and how do they live? Part 1 of 2 (1.6) Unit 15</p> <p>What does it mean to belong to a faith community? (1.10) Unit 11 CHRISTMAS</p> <p>Who is Muslim and how do they live? Part 2 of 2 (1.6) Unit 17</p> <p>SALVATION Why does Easter matter to Christians? (1.3) Unit 16</p> <p>GOSPEL What is the good news Jesus brings? (1.4) Unit 13</p> <p>What makes some places sacred to believers? (1.8) Unit 18</p>	
<p style="text-align: center;">Computing</p>			
<p style="text-align: center;">Computer Science- Coding</p> <p style="text-align: center;">Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>			

Create and debug simple programs.

Use logical reasoning to predict the behaviour of simple programs.

Information Technology- *Spreadsheets, questioning, creating pictures, making music, presenting ideas*

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Digital literacy - *online safety, effective searching*

Recognise common uses of information technology beyond school.

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.