

## Y2 Curriculum Map 2020-21



	Autumn Term 1 2 <sup>nd</sup> Sept – 23 <sup>rd</sup> Oct (8 wks)	Autumn Term 2 2 <sup>nd</sup> Nov - 18 <sup>th</sup> Dec (7 wks)	Spring Term 1 5 <sup>th</sup> Jan - 12 <sup>th</sup> Feb (6 wks)	Spring Term 2 22 <sup>nd</sup> Feb – 26 <sup>th</sup> March (5 wks)	Summer Term 1 12 <sup>th</sup> April – 28 <sup>th</sup> May (7 wks)	Summer Term 2 8 <sup>th</sup> June – 16 <sup>th</sup> July (6 wks)
<b>Whole School Focus</b> eg festivals/ events etc	<ul style="list-style-type: none"> <li>Harvest Festival</li> <li>International language week 21<sup>st</sup> - 27<sup>th</sup> Sept</li> </ul>	<ul style="list-style-type: none"> <li>Halloween - 31<sup>st</sup> Oct</li> <li>Guy Fawkes - 5<sup>th</sup> Nov</li> <li>Diwali – 14<sup>th</sup> Nov</li> <li>Remembrance Day – 11<sup>th</sup> Nov</li> <li>St Andrew's Day - 30<sup>th</sup> Nov</li> <li>Christmas - Advent Sunday 1<sup>st</sup> December</li> <li>Hanukkah 10<sup>th</sup> – 18<sup>th</sup> December</li> </ul>	<ul style="list-style-type: none"> <li>Chinese New Year – 12<sup>th</sup> Feb (Year of the Ox)</li> </ul>	<ul style="list-style-type: none"> <li>Shrove Tuesday - 16<sup>th</sup> Feb</li> <li>World Book Day – 4<sup>th</sup> Mar</li> <li>St David's Day - 1<sup>st</sup> Mar</li> <li>Mother's Day – 14<sup>th</sup> Mar</li> <li>St Patrick's Day - 17<sup>th</sup> Mar</li> <li>Comic Relief – 12<sup>th</sup> Mar</li> <li>Easter – 4<sup>th</sup> Apr</li> </ul>	<ul style="list-style-type: none"> <li>St George's Day - 23<sup>rd</sup> Apr</li> <li>Queen's Birthday - 21<sup>st</sup> Apr</li> <li>Ramadan 12<sup>th</sup> Apr – 11<sup>th</sup> May</li> <li>Year 2 SATS</li> </ul>	<ul style="list-style-type: none"> <li>Father's Day – 20<sup>th</sup> June</li> <li>Olympics - 23<sup>rd</sup> Jul</li> <li>Junior Transition</li> <li>Phonics screen check</li> </ul>
Year Group Topic/theme	<b>Oh I do like to live beside the seaside!</b>	<b>What was it like to live in Ryhope Village 100 years ago?</b>	<b>Superheroes!</b>	<b>Where would you prefer to live?</b> <b>England or Africa</b>	<b>Shooting for the stars!</b>	<b>The Olympics</b>
Visits/visitors	<ul style="list-style-type: none"> <li>Walk to Ryhope beach, physical features, follow route on map.</li> <li>Visit from the local coast guard</li> <li>Water safety road show</li> </ul>	<ul style="list-style-type: none"> <li>Remembrance day – walk to village to Cenotaph</li> <li>Walk around Ryhope – Mining focus</li> <li>Visit to Beamish Museum or visit from Beamish staff.</li> </ul>	<ul style="list-style-type: none"> <li>Superhero Day</li> <li>School nurse (comparisons with Florence Nightingale)</li> </ul>	<ul style="list-style-type: none"> <li>African drums</li> <li>African Mask Workshop</li> </ul>	<ul style="list-style-type: none"> <li>Winter gardens/centre of life (space)</li> </ul>	<ul style="list-style-type: none"> <li>Visits from Olympic Athletes.</li> <li>Visit to a sports ground – Gateshead stadium</li> </ul>
Possible English Key texts,	At the beach (Roland Harvey) Town is by the sea (Joanne Schwartz) Grace Darling Non-fiction sea creatures	Remembrance day Poetry. Miracle of the Miners. Tom and Rosie's adventure (Written by RISA). Trapper boy	Eliot Midnight Superhero Superhero Hotel Supertato	The Hunter Non-Fiction African animals (Library) Literacy Shed – Africa Animations stimulus	Man on the Moon: A day in the life of bob The first hippo on the moon Non-fiction facts and research of space explorers	Olympic Poetry Literacy Shed Stimulus (Usain Bolt) Research Olympic athletes
English writing	<b>Narrative -</b> Retell a 3 part story that has a key central character.	<b>Remembrance Poem –</b> rhyming couplets, alliteration.  <b>Recount a real life event -</b> based on Beamish Trip.	<b>Character Study –</b> describing appearance and personality using expanded noun phrases, and similes.	<b>Setting Description –</b> First person description of African setting.	<b>Instructions –</b> Write instructions about how Bob prepared and travelled to the moon.	<b>Diary Entry –</b> Athlete preparing for Olympics tournament.

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	<p><b>Non-chronological Report -</b> Use information from research to group and assemble information into a short non-chronological report.</p> <p><b>Recount real life event -</b> Writing and sequencing events from memory (Beach visit)</p>	<p><b>Diary Entry –</b> About a day working down the mine as a mining boy.</p> <p><b>Scene description –</b> First person description of train journey using 5 senses (Polar Express – Christmas)</p>	<p><b>Instructions –</b> Write instructions on how to make pancakes (Pancake Week – Shrove Tuesday)</p> <p><b>Continuing a story –</b> Show stamina by continuing a story and writing middle and end.</p>	<p><b>Non Chronological report on African Animals –</b> Paragraphs, headings, subheadings, bullet points, researching.</p> <p><b>Write own beginning of a story -</b> African stimulus from Literacy Shed.</p> <p><b>Mothers Day Poem –</b> rhyming couplets, alliteration, similes</p>	<p><b>Writing Postcards/Letter –</b> First person as if children were on the moon writing to their friends and family.</p> <p><b>Narrative –</b> Re-write story from the alien’s point of view</p> <p><b>Newspaper Article –</b> Facts involving Neil Armstrong and Tim Peak.</p>	<p><b>Recount a real life event –</b> based on trip to a sports stadium.</p> <p><b>Persuasive letter –</b> Persuade Usain Bolt to compete in the Olympics</p> <p><b>Olympic Poems –</b> To be an Olympic Athlete</p>
SPAG	<p>Sentence structure and punctuation. Co-ordinating conjunctions (and, but, so, because) Past and present tense Nouns, verbs, adjectives Expanded noun phrases Suffixes – ing, ed, er</p>	<p>Past and present tense Statement, command, exclamations Nouns, verbs, adjectives Expanded noun phrases Similes First person Tense</p>	<p>Wider range of subordination (when, if, that) Expanded noun phrases Similes Time connectives Bossy verbs Commas for lists Bullet points</p>	<p>Questions Statements Exclamations Verbs and adverbs Conjunctions Similes Effective adjectives First person Tense</p>	<p>Commas Bullet points Time connectives Adjectives/Expanded noun phrases Tense Conjunctions Bossy verbs</p>	<p>Use co-ordination (or, but, so) and some subordination (when, if, that) to join clauses. Questions Statements/Exclamations Adjectives/Expanded noun phrases First person Tense</p>
Reading	<ul style="list-style-type: none"> <li>In a book they can read independently explain what has happened so far, answer questions and make simple inferences.</li> <li>Recall a story structured into 3 parts with detail and story language</li> <li>Find information from research and take simple notes</li> <li>Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways</li> <li>In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately.</li> <li>Read accurately words of two or more syllables that contain the same GPCs as those taught</li> <li>Answer questions on what has been read in discussion with the teacher and make simple inferences</li> </ul>		<ul style="list-style-type: none"> <li>Independently recount the main events in the stories covered over the term.</li> <li>Identify key features of instructional texts.</li> <li>Identify key features of recount texts</li> <li>Read most common exception words</li> <li>Read most words containing common suffixes</li> <li>Comment on language choices and the effect on the reader</li> <li>Discuss their favourite words and phrases and give reasons for their choice</li> <li>Predict what might happen with responses lined closely to the story characters, plot and language read.</li> </ul>		<ul style="list-style-type: none"> <li>Identify and explain features of persuasive texts and recounts.</li> <li>Read accurately most words of two or more syllables</li> <li>Sound out most unfamiliar words accurately, without undue hesitation</li> <li>Read most words containing common suffixes</li> <li>Read most common exception words.</li> </ul> <p>Greater Depth (GDS)</p> <ul style="list-style-type: none"> <li>Read independently and make inferences from the text</li> <li>Make a plausible predictions about what might happen based on what has been read so far</li> <li>Make links between the book they are reading and other books they have read.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Identify some words and phrases they like and begin to say why.</li> <li>Use personal experience to connect with texts</li> <li>Begin to comment on language choices</li> <li>Work out meanings of new vocabulary from context</li> </ul> <p>Greater Depth (GDS)</p> <ul style="list-style-type: none"> <li>Discuss favourite words and phrases and give reasons for the choice.</li> <li>Predict what might happen with responses linked closely to the story characters, plot and language read so far.</li> <li>Explain how non-fiction books are used.</li> <li>Can independently identify key features and use these to help find information.</li> </ul>		<ul style="list-style-type: none"> <li>Work out meanings of some new vocabulary from context and knowledge</li> <li>Make plausible inferences based on a single point of reference in the text</li> </ul> <p>Greater Depth (GDS)</p> <ul style="list-style-type: none"> <li>Independently identify key features of instructional texts and different forms of recount texts and explain the purpose of the features.</li> <li>Recognise when reading does not make sense and self-correct without undue hesitation</li> <li>Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Use evidence including quotations from or references to text</li> <li>Comment on language choices, reasoning about their use.</li> </ul> <p>Show some awareness that writers have viewpoints</p>	<ul style="list-style-type: none"> <li>Reason about what is read including grammar and vocabulary choices describing the impact on the reader</li> </ul>		
Mathematics	Catch up interventions Number Place Value Number Addition and Subtraction	Measurement money Measurement length and height Number Multiplication and division	Number Multiplication and division Geometry-properties of shape Fractions	Fractions Statistics	Measurement mass and capacity Time Position and Direction	Problem solving and efficient methods Investigations
Science	<p><b>Working Scientifically - Living Things and their habitats.</b> <i>Explore and compare the differences between things that are living, dead, and things that have never been alive.</i> Sort and classify objects and pictures. <i>Identify that most living things live in habitats to which they are suited and</i></p>	<p><b>Working scientifically - Living Things and their habitats.</b> <i>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name some different sources of food.</i> Observe microhabitats in the local area and draw simple food chains eg a snail. Draw simple food chains for other</p>	<p><b>Working Scientifically Everyday materials</b> <i>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</i> <i>Find out how the shapes of solid objects made from some materials can</i></p>	<p><b>Working Scientifically – Living things and their habitats</b> <i>Identify that most living things live in habitats to which they are suited.</i> Compare an English Countryside to an African Savannah. How does it differ? Compare animals in Africa and the UK and describe how they are</p>	<p><b>Working Scientifically - Plants</b> <i>Observe and describe how seeds and bulbs grow into mature plants.</i> Observe flowering plants in the local area and draw a simple life cycle e.g. dandelion plants, strawberry plant, sunflower, daffodils (planted earlier year).</p>	<p><b>Working Scientifically - Animals, including humans</b> The importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  Find out about food types and how they help keep your body healthy. Make predictions about how</p>

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	<p><i>describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other – pond, sea, rock pool, cliffs etc.</i></p> <p>Describe why different animals are suited to their habitats.</p> <p>Investigate how creatures depend on other living things. Compare different water habitats eg sea, river, pond, tropical ocean.</p> <p><i>Identify and name a variety of plants and animals in their habitats, including microhabitats.</i></p> <p>Sort and classify the groups of animals that the animals belong to (fish, mammals, reptiles and invertebrate).</p> <p><b>Animals</b> <i>Find out about and describe the basic needs of animals for survival (water, food and air).</i> Investigate: do all animals need air to survive?</p>	<p>habitats in our local area e.g. seagull/owl.</p> <p><b>Plants</b> <i>Observe and describe how seeds and bulbs grow into mature plants.</i></p> <p>Plant bulbs in different conditions and observe over the year. Observe and draw a life cycle of a poppy seed (Remembrance Day). Look at what people ate 100 years ago and how they grew their own food. Find out about the conditions in which they grow e.g.</p> <p><b>Investigations focus –</b> Investigations linked to festivals e.g. Halloween potions, Bonfire night rockets, Remembrance Day gliders Winter investigations: Which chocolate melts the quickest on a warm plate? Which material could we wrap the ice cube in to stop it from melting?</p>	<p><i>be changed by squashing, bending, twisting and stretching.</i></p> <p>Describe and sort materials into groups e.g. flexible, stretchy, brittle, rigid, transparent. Identify a range of purposes for each common material. Describe how different materials can be used for the same object.</p> <p><b>Investigations focus –</b> Investigate how some materials are better suited to a purpose e.g. Which material would be the most suitable for the superhero's cape? Investigate how other factors can change the state of a material e.g. Which material is the most absorbent?</p>	<p>suited to their habitat. Look at weather patterns and how some animals adapt to seasonal changes.</p> <p>Are there animals that could live in both habitats? Children to explain answers to questions based on previous knowledge of habitats.</p> <p><i>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name some different sources of food.</i></p> <p>Draw food chains for African animals. Sort and classify animals according to whether they are omnivore, carnivore or herbivore.</p>	<p>Look at a selection of flowers and fruits and identify where the seeds form.</p> <p><i>Find out and describe. how plants need water, light and a suitable temperature to grow and stay healthy.</i></p> <p><b>Investigations focus –</b> Investigate planting seeds in different conditions.</p>	<p>much of each different food we should eat and then find out about what makes a balanced diet. Match food and drinks with cups of sugar by predicting how much sugar is in each one.</p> <p><b>Investigations focus –</b> Test the effects of different exercise on your body and find out the importance of keeping fit and healthy.</p> <p><b>Animals, including humans</b> <i>Notice that animals including humans have offspring which grow into adults.</i></p> <p>Observe first hand the life cycle of a butterfly. Draw and describe the life cycle of a butterfly, frog or chick. Identify and name other baby animals.</p> <p><b>Investigations focus –</b> Which material could I wrap a chicken's egg in to keep it warm?</p>
Computing	<p>Plan and record a simple sequence of instructions to control a device.</p> <p>To understand why algorithms did not operate as planned.</p> <p>Be able to correct algorithms to enable a correct solution.</p>	<p>Paint – Remembrance Day pictures for display.</p> <p>Firework pictures using Paint (bonfire night / Diwali)</p> <p>Beebots – plan a route through a mine and make the beebot follow it. (algorithms)</p>	<p>E Safety discuss, go through various scenarios.</p> <p>Create an e-safety leaflet to take home and posters for around school.</p> <p>Chinese New year word documents and PowerPoints.</p>	<p>Research about Africa and African animals – create PP</p> <p>(Use technology purposely to create, organise, store and retrieve digital content.) Sunset pictures with silhouettes using Paint.</p>	<p>Predicting behaviour of simple programs (algorithms)</p> <p>Beebots – plan a route through space and make the beebot follow it. (algorithms)</p> <p>Evaluate any mistakes and amend plan. (debugging)</p>	<p>Research about history of Olympics and athletes.</p> <p>Make a Word Doc fact file about Olympic Athlete.</p> <p>Invitations or tickets for leaver's assembly.</p>

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	<p>Create work on a computer/tablet, save, retrieve and edit.</p> <p>Internet safety/searches.</p> <p>To know what to do if they have concerns.</p> <p>To know not to give personal information to strangers. To know that personal information for themselves and others should be kept private.</p>	<p>Mining – Word document/newspaper article</p>	<p>PP or word docs – superhero / real life superhero</p>			
History/ geography	<p><b>Geography -</b> Name and locate 4 countries in the UK.</p> <p>Understand their locality - locate Ryhope a map of Great Britain.</p> <p>Use vocab to refer to: <i>Physical features</i>-beach, cliff, coast, sea, ocean, field, season and weather <i>Human features</i>- city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use world maps, atlases, and globes to identify UK and Ryhope / Seaham .</p> <p>Use simple locational/directional language to describe location of features and routes on a map</p>	<p><b>History – Mining Life.</b> Explore Artefacts used 100 years ago in a mining cottage.</p> <p>Compare artefacts from the past and present.</p> <p>Look at pictures of Ryhope in the past – discuss differences between then and now.</p> <p>Enquire/ask and answer questions about the past.</p> <p>Timeline of events in Ryhope Village over the years.</p> <p>Local walk identifying what has changed over time in the local community.</p> <p>Compare Ryhope in the past and present.</p>	<p><b>History – Real Life Superhero Florence Nightingale.</b> Awareness of past using chronological vocabulary and creation of a timeline.</p> <p>Know where people/events studied, fit into a chronological framework.</p> <p>Comparing past and present conditions within hospitals and how healthcare has changed over time.</p> <p>Ask and answer questions about significant people of the past.</p> <p>How is she still remembered today? (Nightingale Hospitals etc)</p>	<p><b>Geography -</b> Name and locate Africa – understand where it is within the wider world.</p> <p>Use globes and atlases to name and locate the worlds 7 continents and 5 oceans.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in Africa.</p> <p>Use geographical vocabulary to describe human and physical features.</p>	<p><b>History –</b> Who was Neil Armstrong? Why was he famous? Who was Buzz Aldrin? Why was he famous?</p> <p>Understand the past of space – how has it improved? How has technology changed?</p> <p>What influences has space travel had on life today?</p> <p>What other significant people have influenced space travel? Finding out about the lives of significant individuals in Britain’s past and how they have contributed to National achievements.</p> <p>Enquire/as/answer questions about the past.</p>	<p><b>Geography -</b> Use globes and atlases to name and locate the worlds 7 continents and 5 oceans.</p> <p>Name and locate participating countries within the Olympics on a globe.</p> <p>Identify seasonal and daily weather patterns within these countries and compare to the United Kingdom.</p>

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	<p>Use aerial photos to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map; use and construct basic symbols in a key</p> <p>Use simple compass directions.</p> <p>Use simple fieldwork and observational skills to study the local area</p>				<p>Awareness of past using chronological vocabulary and creation of a timeline.</p>	
RE	<p>Christianity</p> <p>My special object</p> <p>My special place</p> <p>Christian artefacts</p> <p>What is inside a Church</p>	<p>Hinduism</p> <p>Diwali</p> <p>Christmas story comprehension</p> <p>Group pictures of the Nativity scene</p> <p>Making Christingles</p>	<p>Chinese New Year week.</p> <p>What does it mean to belong in Christianity?</p> <p>Baptism</p> <p>Communion</p> <p>Expression of beliefs and the impact of beliefs.</p>	<p>Special Times</p> <p>Easter Story</p> <p>How Christians celebrate Easter.</p> <p>Preparation towards Easter.</p> <p>Visit – Rev David? St Pauls church?</p>	<p>Buddha</p> <p>The story of buddha</p> <p>Who was buddha</p> <p>Beliefs</p> <p>Religion</p>	<p>Northern Saints</p> <p>Discussion and PP</p> <p>Stories of Venerable Bede</p> <p>Locality</p>
Art & Design	<p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of Artist Maud Lewis and describe the differences between practices and link to own work.</p>	<p>Discuss and look at work of local artist Ray Lonsdale.</p> <p>Mining observational drawings using sketching pencils.</p> <p>Discuss line strokes, using pencils with different tips to create effects.</p> <p>Use different media such as black oil pastel, charcoal etc.</p>	<p>Discuss and look at work of artist Andy Warhol.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Drawing superhero's, items or text using bold colours and black outlines to enhance feature.</p>	<p>Pattern– animal print, African patterns.</p> <p>Sunset with silhouette (water colours)</p> <p>Pointillism - African masks or lizards.</p> <p>Explore different tribal masks and the patterns and their meanings.</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Create a rocket using a range of different media.</p> <p>Create 3D looking planets on a space background (blending/shades/tints/highlights)</p> <p>Create large planets for a display using balloons and paper mâché.</p>	<p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</p>



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DT	Select from and use a wide range of materials and components including ingredients to cook for international languages week.	Christmas gift/cards Christmas decorations Pottery Finger knitting	Chinese cooking for Chinese New Year.  Design a superhero hotel.	Make African tribal masks  Make 3D African animals	Design and make rockets and 3D planets for a solar system display.	Design a medal and trophy for the Olympics.
PHSE  British Values	<b>New Beginnings</b> Belonging Self-awareness Managing my feelings Understanding Others' Feelings  School Rules Democracy – new school councillors introduced	<b>Say no to bullying</b> Knowing myself Understanding my feelings Managing my feelings Understanding the feelings of others  Individual liberty – Making good choices and seeing consequences	<b>Getting on and Falling out</b> Friendships - Seeing things from another point of view Working together Managing Feelings/Anger  Tolerance of other religions – respect for others	<b>Going for Goals</b> Knowing myself; Setting a realistic goal Planning to reach a goal Making Choices Evaluation and review  Individual liberty – Making good choices and seeing consequences	<b>Good to be me</b> Knowing myself Understanding my feelings Standing up for myself Making choices  Tolerance of other religions – respect for others	<b>Changes</b> Knowing myself Planning to reach a goal Making choices  Democracy – school Council election
PE	Master basic movements including running, jumping, throwing, catching as well as agility balance and coordination and begin to apply in a range of activities. Participate in team games developing simple tactics for attacking and defending.	Dance. Exploring movements. Sequencing to music. Working collaboratively in a small group or in unison with partner. Perform simple movements.	Gymnastics (Floor) Explore rolls. Balance 1pt/2pt. Sequencing a set of gymnastic movements.	Gymnastics (Apparatus) Jump off different heights. Balance 1pt/2pt Responding to stimulus. Explore springboard.	Athletics. Team games. Sports Day preparation. Asses Key Skills.	Athletics. Team games. Asses Key Skills.
Music	Pitch high and Low Seaside shanties Keeping a steady beat	Keeping a steady beat Christmas performance	Superhero songs Charanga	African drums – keeping a steady beat Easter songs Charanga	Children to learn new songs for end of year show and how to perform these songs to an audience.	Children to learn new songs for end of year show and how to perform these songs to an audience.