



YEAR 2 Curriculum Skills and Theme Map

	AUTUMN		SPRING		SUMMER	
English	<p>Spoken Language Listen to, discuss and express views about a wide range of poetry and stories. Discuss the sequence of events in books and how items of information are related. Continue to build up a repertoire of poems learnt by heart, reciting some clearly. Discuss favourite words and phrases. Answer and ask questions. Participate in discussions about books and poems and taking turns to listen to what others say. Explain and discuss an understanding of books, poems and other material. Develop positive attitudes towards and stamina for writing by planning or saying out loud what they are going to write about.</p>	<p>Spoken Language Listen to, discuss and express views about a wide range of poetry and stories. Discuss the sequence of events in books and how items of information are related. Continue to build up a repertoire of poems learnt by heart, reciting some clearly. Discuss favourite words and phrases. Answer and ask questions. Participate in discussions about books and poems and taking turns to listen to what others say. Explain and discuss an understanding of books, poems and other material. Develop positive attitudes towards and stamina for writing by planning or saying out loud what they are going to write about.</p>	<p>Spoken Language Listen to, discuss and express views about a wide range of stories and non-fiction. Discuss the sequence of events in books and how items of information are related. Discuss favourite words and phrases. Answer and ask questions. Participate in discussions about books and poems and taking turns to listen to what others say. Explain and discuss an understanding of books, poems and other material. Develop positive attitudes towards and stamina for writing by planning or saying out loud what they are going to write about.</p>	<p>Spoken Language Listen to, discuss and express views about a wide range of stories and non-fiction. Discuss the sequence of events in books and how items of information are related. Discuss favourite words and phrases. Answer and ask questions. Participate in discussions about books and poems and taking turns to listen to what others say. Explain and discuss an understanding of books, poems and other material. Develop positive attitudes towards and stamina for writing by planning or saying out loud what they are going to write about.</p>	<p>Spoken Language Listen to, discuss and express views about a wide range of poetry and stories. Discuss the sequence of events in books and how items of information are related. Continue to build up a repertoire of poems learnt by heart, reciting some clearly. Discuss favourite words and phrases. Answer and ask questions. Participate in discussions about books and poems and taking turns to listen to what others say. Explain and discuss an understanding of books, poems and other material. Develop positive attitudes towards and stamina for writing by planning or saying out loud what they are going to write about.</p>	<p>Spoken Language Listen to, discuss and express views about a wide range of poetry and stories. Discuss the sequence of events in books and how items of information are related. Continue to build up a repertoire of poems learnt by heart, reciting some clearly. Discuss favourite words and phrases. Answer and ask questions. Participate in discussions about books and poems and taking turns to listen to what others say. Explain and discuss an understanding of books, poems and other material. Develop positive attitudes towards and stamina for writing by planning or saying out loud what they are going to write about.</p>



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	<p>Word Reading Apply phonic knowledge to decode words until automatic decoding is embedded and reading is fluent. Read words accurately that contain the graphemes taught so far, recognising alternative sounds. Read words that contain common suffixes.</p>	<p>Word Reading Apply phonic knowledge to decode words until automatic decoding is embedded and reading is fluent. Read words accurately that contain the graphemes taught so far, recognising alternative sounds. Read words that contain common suffixes.</p>	<p>Word Reading Apply phonic knowledge to decode words until automatic decoding is embedded and reading is fluent. Read words accurately that contain the graphemes taught so far, recognising alternative sounds. Read accurately words of two or more syllables that contain graphemes taught so far. Read words that contain common suffixes.</p>	<p>Word Reading Apply phonic knowledge to decode words until automatic decoding is embedded and reading is fluent. Read words accurately that contain the graphemes taught so far, recognising alternative sounds. Read accurately words of two or more syllables that contain graphemes taught so far. Read words that contain common suffixes. Read common exception words, noting unusual correspondences. Read most words quickly and accurately. Re-read books to build up fluency and confidence in word reading.</p>	<p>Word Reading Apply phonic knowledge to decode words until automatic decoding is embedded and reading is fluent. Read words accurately that contain the graphemes taught so far, recognising alternative sounds. Read accurately words of two or more syllables that contain graphemes taught so far. Read common exception words, noting unusual correspondences. Read most words quickly and accurately. Re-read books to build up fluency and confidence in word reading.</p>	<p>Word Reading Apply phonic knowledge to decode words until automatic decoding is embedded and reading is fluent. Read words accurately that contain the graphemes taught so far, recognising alternative sounds. Read accurately words of two or more syllables that contain graphemes taught so far. Read common exception words, noting unusual correspondences. Read most words quickly and accurately. Re-read books to build up fluency and confidence in word reading.</p>
	<p>Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to, discussing and expressing views about a wide range of poetry, 	<p>Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to, discussing and expressing views about a wide range of poetry, 	<p>Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Discussing the sequence of events and how items of information are 	<p>Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Discussing the sequence of events and how items of information 	<p>Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Becoming familiar with and retelling a wider range of stories, fairy 	<p>Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Becoming familiar with and retelling a wider range of stories, fairy



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	<p>stories and non-fiction.</p> <ul style="list-style-type: none"> • Discussing and clarifying meanings of words. • Discussing favourite words and phrases. <p>Understand books by:</p> <ul style="list-style-type: none"> • Drawing on what they already know and background information provided by the teacher. • Answering and asking questions. • Taking turns and listening to what others say. <p>Texts <i>The Gruffalo.</i> <i>The Gruffalo's Child.</i> Julia Donaldson Books</p> <p>Writing Paragraphing. Letter Describing a character (adjectives). Persuasive writing- my</p>	<p>stories and non-fiction.</p> <ul style="list-style-type: none"> • Discussing and clarifying meanings of words. • Discussing favourite words and phrases. <p>Understand books by:</p> <ul style="list-style-type: none"> • Drawing on what they already know and background information provided by the teacher. • Answering and asking questions. • Taking turns and listening to what others say. <p>Texts <i>The Gruffalo.</i> <i>The Gruffalo's Child.</i> Julia Donaldson Books</p> <p>Writing Recount of holiday/ trip. Writing facts. Recipe for a good friend. Explanatory text. Presentations.</p>	<p>related.</p> <p>Understand books by:</p> <ul style="list-style-type: none"> • Check that the text makes sense and corrects inaccurate reading. <p>Texts <i>Charlie and the Chocolate Factory -</i> Roald Dahl.</p> <p>Writing Recount of holiday (adverbs). Information writing. Character description Writing in role.</p>	<p>are related.</p> <p>Understand books by:</p> <ul style="list-style-type: none"> • Check that the text makes sense and corrects inaccurate reading. <p>Texts <i>Charlie and the Chocolate Factory -</i> Roald Dahl.</p> <p>Writing Story writing. Recount of holiday. Character description. Retell of a story.</p>	<p>stories and traditional tales.</p> <ul style="list-style-type: none"> • By recognising simple recurring literary language. • Build up a repertoire of poems learnt by heart clearly. <p>Understand books by:</p> <ul style="list-style-type: none"> • Making inferences on what is being said and done. • Predicting what might happen on the basis of what has happened so far. <p>Texts <i>The children's Captain Cook.</i> Information texts on <i>Captain Cook.</i> <i>Monty - The Ships Rat.</i></p> <p>Writing Own character description. Recount of trip.</p>	<p>stories and traditional tales.</p> <ul style="list-style-type: none"> • By recognising simple recurring literary language. • Build up a repertoire of poems learnt by heart clearly. <p>Understand books by:</p> <ul style="list-style-type: none"> • Making inferences on what is being said and done. • Predicting what might happen on the basis of what has happened so far. <p>Texts <i>The children's Captain Cook.</i> Information texts on <i>Captain Cook.</i> <i>Monty - The Ships Rat.</i></p> <p>Writing Persuasive writing. Explanation. Instructions.</p>
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	<p>sweet. Describing a scene (similies). Acrostic poem. Transcription Spelling Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes including a few common homophones. Learning to spell common exception words. Add suffixes to spell longer words: <i>ment, ness, ful, less, ly</i>. Apply spelling rules (appendix 1)</p> <p>Handwriting Form lower-case letters of the correct size, relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when</p>	<p>Letter.</p> <p>Transcription Spelling Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes including a few common homophones. Learning to spell common exception words. Learning to spell more words with contracted forms. Add suffixes to spell longer words: <i>ment, ness, ful, less, ly</i>.</p> <p>Handwriting Form lower-case letters of the correct size, relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when</p>	<p>Diary entry. Recount of trip.</p> <p>Transcription Spelling Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes including a few common homophones. Learning to spell common exception words. Learning to spell more words with contracted forms. Add suffixes to spell longer words: <i>ment, ness, ful, less, ly</i>.</p> <p>Handwriting Form lower-case letters of the correct size, relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when</p>	<p>Diary entry. Recount of trip.</p> <p>Transcription Spelling Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes including a few common homophones. Learning to spell common exception words. Learning to spell more words with contracted forms. Add suffixes to spell longer words: <i>ment, ness, ful, less, ly</i>.</p> <p>Handwriting Form lower-case letters of the correct size, relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand</p>	<p>Diary entry. Recount of trip.</p> <p>Transcription Spelling Learning new ways of spelling phonemes including a few common homophones. Learning to spell common exception words. Learning to spell more words with contracted forms. Learning the possessive apostrophe. Distinguishing between homophones and near homophones. Write from memory simple sentences dictated to by the teacher including the GPC's common exception words and punctuation taught so far.</p> <p>Handwriting Form lower-case letters of the correct size, relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand</p>	<p>Diary entry. Recount of trip.</p> <p>Transcription Spelling Learning new ways of spelling phonemes including a few common homophones. Learning to spell common exception words. Learning to spell more words with contracted forms. Learning the possessive apostrophe. Distinguishing between homophones and near homophones. Write from memory simple sentences dictated to by the teacher including the GPC's common exception words and punctuation taught so far.</p> <p>Handwriting Form lower-case letters of the correct size, relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand</p>
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	<p>adjacent to one another, are best left un-joined. Write capital letters and digits of the correct size, orientation and relationship to one another and to the lower case letters. Use spacing between words that reflects the size of the letters.</p> <p>Vocabulary, grammar and punctuation. Form nouns using suffixes such as <i>ness, er</i> and by compounding. Form adjectives using suffixes such as <i>ful, less</i>. Use suffixes <i>er, est</i> in adjectives and use <i>ly</i> to turn adjectives into adverbs. Use subordination (using when, if that, because) and co-ordination (using or, and but) Understand how grammatical patterns in a sentence understand its function as a statement, question, exclamation or command, Use capital letters, full stops, question marks and exclamation marks to</p>	<p>adjacent to one another, are best left un-joined. Write capital letters and digits of the correct size, orientation and relationship to one another and to the lower case letters. Use spacing between words that reflects the size of the letters.</p> <p>Vocabulary, grammar and punctuation. Form nouns using suffixes such as <i>ness, er</i> and by compounding. Form adjectives using suffixes such as <i>ful, less</i>. Use suffixes <i>er, est</i> in adjectives and use <i>ly</i> to turn adjectives into adverbs. Use subordination (using when, if that, because) and co-ordination (using or, and but) Understand how grammatical patterns in a sentence understand its function as a statement, question, exclamation or command, Use capital letters, full stops, question marks and exclamation marks to</p>	<p>adjacent to one another, are best left un-joined. Write capital letters and digits of the correct size, orientation and relationship to one another and to the lower case letters. Use spacing between words that reflects the size of the letters.</p> <p>Vocabulary, grammar and punctuation. Form nouns using suffixes such as <i>ness, er</i> and by compounding. Form adjectives using suffixes such as <i>ful, less</i>. Use suffixes <i>er, est</i> in adjectives and use <i>ly</i> to turn adjectives into adverbs. Use subordination (using when, if that, because) and co-ordination (using or, and but) Use expanded noun phrases for description and specification. Make the correct choice and make consistent use of the present tense and past</p>	<p>and understand which letters, when adjacent to one another, are best left un-joined. Write capital letters and digits of the correct size, orientation and relationship to one another and to the lower case letters. Use spacing between words that reflects the size of the letters.</p> <p>Vocabulary, grammar and punctuation. Form nouns using suffixes such as <i>ness, er</i> and by compounding. Form adjectives using suffixes such as <i>ful, less</i>. Use suffixes <i>er, est</i> in adjectives and use <i>ly</i> to turn adjectives into adverbs. Use subordination (using when, if that, because) and co-ordination (using or, and but) Use expanded noun phrases for description and specification. Make the correct choice and make consistent use of the present tense and past</p>	<p>which letters, when adjacent to one another, are best left un-joined. Write capital letters and digits of the correct size, orientation and relationship to one another and to the lower case letters. Use spacing between words that reflects the size of the letters.</p> <p>Vocabulary, grammar and punctuation. Form nouns using suffixes such as <i>ness, er</i> and by compounding. Form adjectives using suffixes such as <i>ful, less</i>. Use suffixes <i>er, est</i> in adjectives and use <i>ly</i> to turn adjectives into adverbs. Use subordination (using when, if that, because) and co-ordination (using or, and but) Use expanded noun phrases for description and specification. Use the progressive form of verbs in the present and past tense to mark actions in</p>	<p>and understand which letters, when adjacent to one another, are best left un-joined. Write capital letters and digits of the correct size, orientation and relationship to one another and to the lower case letters. Use spacing between words that reflects the size of the letters.</p> <p>Vocabulary, grammar and punctuation. Form nouns using suffixes such as <i>ness, er</i> and by compounding. Form adjectives using suffixes such as <i>ful, less</i>. Use suffixes <i>er, est</i> in adjectives and use <i>ly</i> to turn adjectives into adverbs. Use subordination (using when, if that, because) and co-ordination (using or, and but) Use expanded noun phrases for description and specification. Use the progressive form of verbs in the present and past tense to mark actions in</p>
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	<p>demarcate sentences consistently in writing. Use commas to separate items in a list.</p> <p>Composition Write narratives about personal experiences and those of others. Write about real events. Write poetry. Write for different purposes. Consider what they are going to write before beginning, often sentence by sentence. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher or other pupils. Proof reading to check for errors in spelling,</p>	<p>demarcate sentences consistently in writing. Use commas to separate items in a list.</p> <p>Composition Write narratives about personal experiences and those of others. Write about real events. Write poetry. Write for different purposes. Consider what they are going to write before beginning, often sentence by sentence. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher or other pupils. Proof reading to check for errors in spelling,</p>	<p>tense through writing. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in writing. Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p> <p>Composition Write narratives about personal experiences and those of others. Write about real events. Write poetry. Write for different purposes. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher or other pupils. Reading to check writing makes sense and that verbs to indicate time are used correctly and consistently.</p>	<p>tense through writing. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in writing. Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p> <p>Composition Write narratives about personal experiences and those of others. Write about real events. Write poetry. Write for different purposes. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher or other pupils. Reading to check writing makes sense and that verbs to indicate time are used</p>	<p>progress. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in writing. Understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe and comma.</p> <p>Composition Write narratives about personal experiences and those of others. Write about real events. Write poetry. Write for different purposes. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher or other pupils. Reading to check writing makes sense and that verbs to indicate time are used</p>	<p>progress. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in writing. Understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe and comma.</p> <p>Composition Write narratives about personal experiences and those of others. Write about real events. Write poetry. Write for different purposes. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher or other pupils. Reading to check writing makes sense and that verbs to indicate time are used</p>
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	<p>punctuation and grammar. Read aloud what they have written with the appropriate intonation to make the meaning clear.</p>	<p>punctuation and grammar. Read aloud what they have written with the appropriate intonation to make the meaning clear.</p>	<p>Proof reading to check for errors in spelling, punctuation and grammar. Read aloud what they have written with the appropriate intonation to make the meaning clear.</p>	<p>correctly and consistently. Proof reading to check for errors in spelling, punctuation and grammar. Read aloud what they have written with the appropriate intonation to make the meaning clear.</p>	<p>correctly and consistently. Proof reading to check for errors in spelling, punctuation and grammar. Read aloud what they have written with the appropriate intonation to make the meaning clear.</p>	<p>correctly and consistently. Proof reading to check for errors in spelling, punctuation and grammar. Read aloud what they have written with the appropriate intonation to make the meaning clear.</p>
Maths	<p>Number and place value Estimate and count a number of objects up to 100. Count in steps of 2, 3, 5's from zero and in tens from any number, forward and backward. Recognise the place value of each digit in a 2 digit number. Compare and order numbers from 0-100, use < = > signs. Read and write numbers to at least 100 in numerals. Use place value and number facts to solve problems.</p>	<p>Number and place value Estimate and count a number of objects up to 100. Count in steps of 2, 3, 5's from zero and in tens from any number, forward and backward. Recognise the place value of each digit in a 2 digit number. Compare and order numbers from 0-100, use < = > signs. Read and write numbers to at least 100 in numerals. Use place value and number facts to solve problems.</p>	<p>Number and place value Count in steps of 2, 3, 5's from zero and in tens from any number, forward and backward. Read and write numbers to at least 100 in numerals. Use place value and number facts to solve problems. Place value and ordering two digit numbers. Add and begin to subtract 9, 10 and 11. Locate 2 digit number on a number line.</p>	<p>Number and place value Count in steps of 2, 3, 5's from zero and in tens from any number, forward and backward. Read and write numbers to at least 100 in numerals. Use place value and number facts to solve problems.</p>	<p>Number and place value Count in steps of 2, 3, 5's from zero and in tens from any number, forward and backward. Read and write numbers to at least 100 in numerals. Read and write numbers to at least 100 in words. Use place value and number facts to solve problems. Introduce numbers 101 to 200 and count in 100s to 1000.</p>	<p>Number and place value Count in steps of 2, 3, 5's from zero and in tens from any number, forward and backward. Read and write numbers to at least 100 in numerals. Read and write numbers to at least 100 in words. Use place value and number facts to solve problems.</p>



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	<p>Addition and Subtraction Solve problems with + and - in different contexts. Solve problems using mental and written methods. Add and subtract a 2 digit and a 1 digit. Add and subtract a two digit number and tens. Revise number bonds to 6, 7, 8, 9 and 10. Know bonds to 100 and related subtraction facts. Learn bonds to 20. Double numbers to double 15.</p> <p>Multiplication and Division Use \times = and division signs. Commutative multiplication and not division.</p>	<p>Know ordinal numbers.</p> <p>Addition and Subtraction Solve problems with + and - in different contexts. Solve problems using mental and written methods. Add and subtract a 2 digit and a 1 digit. Add and subtract a two digit number and tens. Add and subtract a 2 digit number and tens and ones, example 11, 21 and 12. Add three single digit numbers using doubles or number bond knowledge.</p> <p>Multiplication and Division Use \times = and division signs. Commutative multiplication and not division. Count in 2s, 5s and 10s from 0.</p>	<p>Addition and Subtraction Solve problems with + and - in different contexts. Solve problems using mental and written methods. Add and subtract two 2 digit numbers. Adding three 1 digit numbers using doubles and number bonds. Commutative addition and not subtraction. Being to bridge over 10s. Find a difference by counting on.</p> <p>Multiplication and Division Use \times = and division signs. Commutative multiplication and not division.</p>	<p>Addition and Subtraction Solve problems with + and - in different contexts. Solve problems using mental and written methods. Add and subtract two 2 digit numbers. Adding three 1 digit numbers. Commutative addition and not subtraction. Adding three 1 digit numbers using doubles and number bonds.</p> <p>Multiplication and Division Use \times = and division signs. Commutative multiplication and not division. Solve problems using concrete materials and mental methods. Solve problems using</p>	<p>Addition and Subtraction Solve problems with + and - in different contexts. Solve problems using mental and written methods. Using partitioning to add and number lines to subtract. Recall and use addition and subtraction facts up to 20 fluently and derive and use related facts up to 100. Commutative addition and not subtraction. Use the inverse to solve missing number problems. Adding three 1 digit numbers using doubles and number bonds.</p> <p>Multiplication and Division Use \times = and division signs. Commutative multiplication and not division. Solve problems using concrete materials and mental methods. Solve problems using</p>	<p>Addition and Subtraction Solve problems with + and - in different contexts. Solve problems using mental and written methods. Recall and use addition and subtraction facts up to 20 fluently and derive and use related facts up to 100. Commutative addition and not subtraction. Use the inverse to solve missing number problems.</p> <p>Multiplication and Division Use \times = and division signs. Commutative multiplication and not division. Solve problems using concrete materials and mental methods. Solve problems using</p>
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	<p>Measure Use appropriate units to estimate and measure length, mass, temperature, and capacity. Compare and order measures using $< = >$.</p>	<p>Measure Use appropriate units to estimate and measure length, mass, temperature, and capacity. Begin to use cm and m. Compare and order measures using $< = >$.</p>	<p>Fractions Recognise, find, name and write the following fractions: $1/3, \frac{1}{4}, 2/4, \frac{3}{4}$ of length, shape, set of objects or quantity. Write simple fractions for $\frac{1}{2} 6 = 3$ and recognize equivalent fractions. $2/4 = \frac{1}{2}$</p> <p>Measure Use appropriate units to estimate and measure length, mass, temperature, and capacity. Use pounds and pence to combine amounts. Find different combinations that equal the same amount of money. Remember the number of minutes in an hour and the number of hours in a day.</p>	<p>arrays and repeated addition.</p> <p>Fractions Recognise, find, name and write the following fractions: $1/3, \frac{1}{4}, 2/4, \frac{3}{4}$ of length, shape, set of objects or quantity. Write simple fractions for $\frac{1}{2} 6 = 3$ and recognize equivalent fractions. $2/4 = \frac{1}{2}$</p> <p>Measure Use appropriate units to estimate and measure length, mass, temperature, and capacity. Use pounds and pence to combine amounts. Find different combinations that equal the same amount of money. Remember the number of minutes in an hour and the number of hours in a day.</p>	<p>arrays and repeated addition. Solve simple division problems that result in a remainder.</p> <p>Fractions Recognise, find, name and write the following fractions: $1/3, \frac{1}{4}, 2/4, \frac{3}{4}$ of length, shape, set of objects or quantity. Write simple fractions for $\frac{1}{2} 6 = 3$ and recognize equivalent fractions. $2/4 = \frac{1}{2}$ Compare and relate fraction knowledge to work out word problems.</p> <p>Measure Solve problems involving money which include finding change. Compare and sequence intervals of time. Tell and write time to five minutes, including quarter past and to the hour. Use scales marked in multiples of 1kg, or 100g. Measure capacity in litres and multiples of 100ml.</p>	<p>arrays and repeated addition. Solve simple division problems that result in a remainder.</p> <p>Fractions Recognise, find, name and write the following fractions: $1/3, \frac{1}{4}, 2/4, \frac{3}{4}$ of length, shape, set of objects or quantity. Write simple fractions for $\frac{1}{2} 6 = 3$ and recognize equivalent fractions. $2/4 = \frac{1}{2}$</p> <p>Measure Use appropriate units to estimate and measure length, mass, temperature, and capacity. Solve problems involving money which include finding change. Compare and sequence intervals of time. Tell and write time to five minutes, including quarter past and to the hour. Introduce £ and p</p>
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	<p>Geometry Identify and describe properties of 2D shapes. Identify and describe properties of 3D shapes. Compare and sort 2D & 3D shapes. Order and arrange combinations of mathematical objects in patterns and sequences.</p>	<p>Geometry Identify and describe properties of 2D shapes. Identify and describe properties of 3D shapes. Order and arrange combinations of mathematical objects in patterns and sequences. Understand and use terms associated with position, direction and movement.</p>	<p>Tell the time to the nearest quarter on analogue and digital.</p> <p>Geometry Identify and describe properties of 2D shapes. Identify and describe properties of 3D shapes, including faces and vertices Identify 2D shapes on 3D shapes, for example the circle on a cylinder.</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables. Solve 1 step and 2 step questions.</p>	<p>Tell and write time to five minutes, including quarter past and to the hour. Introduce £ and p notations.</p> <p>Geometry Identify and describe properties of 2D shapes. Identify and describe properties of 3D shapes. Identify 2D shapes on 3D shapes, for example the circle on a cylinder.</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables. Solve 1 step and 2 step questions.</p>	<p>Introduce £ and p notations.</p> <p>Geometry Identify and describe properties of 2D shapes. Identify and describe properties of 3D shapes. Use mathematical language to describe position, direction and movement (turns)</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables. Solve 1 step and 2 step questions.</p>	<p>notations.</p> <p>Geometry Identify and describe properties of 2D shapes. Identify and describe properties of 3D shapes. Use mathematical language to describe position, direction and movement (turns)</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables. Solve 1 step and 2 step questions.</p>
Focus Questions	What is life like in Gruffalo Wood?	Where in the world does Willy Wonka get his chocolate from?	Why is Captain James Cook so important?			
SCIENCE	<p>Living/non-living Name plants and animals and their habitats Explain living things have habitats which suit them Food chains Living, dead and never lived Animals including humans Explain how animals and humans have babies and grow</p>	<p>Working scientifically Ask simple questions and answer these in different ways. Observe closely using simple equipment. Perform simple tests Identify and classify Use their observations and ideas to suggest</p>	<p>Animals including humans Explain the importance of exercise, healthy eating and keeping clean Materials Explain how some materials can change Describe properties of materials Plants</p>			



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		<p>answers to questions. Gather and record data to help answer questions.</p>	<p>Explain how seeds and bulbs grow (experiment) Explain what plants and humans need to grow and survive Explain how seeds and bulbs grow Explain what plants and humans need to grow and survive</p>
Working Scientifically	<p>During the year the children will carry out various experiments and investigations. While working scientifically they will:</p> <ul style="list-style-type: none"> • Ask simple questions and answer these in different ways. • Observe closely using simple equipment. • Perform simple tests • Identify and classify • Use their observations and ideas to suggest answers to questions. • Gather and record data to help answer questions. 		
HISTORY	<p>Bonfire Night Describe events beyond living memory Describe significant historical events, people and places locally Ask and answer questions, choosing and using parts of stories to show I know key features of events</p> <p>Remembrance day Describe events beyond living memory Describe significant historical events, people and places locally Ask and answer questions, choosing and using parts of stories to show I know key features of events</p>		<p>James Cook Show an awareness of the past, using common words and phrases relating to the passing of time Describe where people and events fit within a timeline and discuss similarities and differences between life in different periods Use vocabulary of everyday historical terms Understand some of the ways in which we find out about the past and identify different ways in which its represented Describe changes within living memory and aspects of change in national life Discuss lives of significant people in the past Describe significant historical events, people and places Speak about how I have found out about the past Record what I have learned by drawing and writing</p>
GEOG	<p>Physical and human features Use simple fieldwork and observational skills to study geography around school Use basic geographical language</p>	<p>Countries Name and locate the 7 continents and five oceans Identify the four countries and capital cities of the UK</p>	<p>Physical and human features Use aerial photographs and plans to identify human, physical features Characteristics of the seas surrounding the UK</p>



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	<p>Compass directions Use simple compass directions</p>	<p>Explain similarities and differences between the UK and Ghana Weather patterns, the equator and hot/cold countries and North and South pole Use maps, atlases and globes to locate countries</p>	<p>Use basic geographical vocabulary Use and construct basic symbols in a key</p>
ART	<p>Printing and Patterns Collages Painting (remembered or imagined) Rubbings and printing Choose materials and use them well William Morris and Andy Goldsworthy Sewing Join fabrics and apply decorations</p>	<p>Printing Printing on rigid materials Printing and patterns Designers (sweet wrappers)</p>	<p>Sketching Real life sketching and drawings Pencil/ chalk and charcoal tones Collages</p>
SKILLS	<p>Try out different activities and make sensible choices about what to do next. Choose the right materials to use for my art work and use them well. Give reasons for my opinions when I look at art/ craft or design work. Understand that different artistic works are made by craftspeople from different cultures and times.</p>		
DT	<p>Gruffalo soup and bread Moving Christmas cards</p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria Safely measure, mark out, cut and shape materials and components using a range of tools Evaluate and assess existing products and those he/she has made using design criteria Explore a use of mechanisms in his/her products Understand that all food has been farmed, grown or caught Use a wider range of cookery techniques to prepare food safely</p>	<p>Chocolates and chocolate boxes Pop-up Easter cards</p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and where appropriate ICT Choose appropriate tools, equipment, techniques and materials from a wide range Safely measure, mark out, cut and shape materials and components using a range of tools Evaluate and assess existing products and those he/she has made using design criteria</p>	<p>Shelter/home found around the world Healthy snack - rice cake faces</p> <p>Understand the need for a variety of food in a diet Use a wider range of cookery techniques to prepare food safely Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable Design purposeful, functional, appealing products for himself/herself and other users based on design criteria Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and where appropriate ICT Choose appropriate tools, equipment, techniques and materials from a wide range</p>



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	<p>Skills Joining with glue, tape or create hinges Cut with increased accuracy using scissors Simple pop ups Tearing, cutting, folding and curling</p> <p>Cutting, spreading, peeling by hand, kneading, serving, rolling and shaping, podding, mashing, measure with measuring cups.</p>	<p>Skills Joining with glue, tape or create hinges Cut with increased accuracy using scissors Tearing, cutting, folding and curling</p>	<p>Skills Joining with glue, tape or create hinges Cut with increased accuracy using scissors Tearing, cutting, folding and curling</p> <p>Cutting, spreading, peeling and washing</p>
MUSIC	<p>Gruffalo Sing Gruffalo songs Play tuned and untuned instruments to create simple rhythms, to play accompaniments and tunes and to compose and improvise Timbre describes the character and quality of a sound Describe a piece of music using musical language Perform as an ensemble using different instruments</p>	<p>Musicals Listening with concentration and understanding to a range of high quality live and recorded music (link to musicals) and recognise why they have been composed and performed</p> <p>Sing songs from Charlie and other musicals Use pictures or formal musical notation to help compose or perform music Choose, organise and combine musical patterns</p>	<p>Garage band Experiment with create, select and combine sounds using inter-related dimensions of music Describe how different sections of music are ordered Link with Captain Cook - recognise music from different points in History and recognise why they have been composed and performed (sea shanty) Sing a song in 2 parts</p>
	<p>Find a pulse and internalise it Recognise where music comes from, who might perform it and where it might be played Confidently perform raps, rhymes and songs Understand that the words in a song can affect its melody Play instruments using correct techniques with respect Practise, rehearse and perform with confidence</p>		
COMPUTING	<p>E-Safety Keep personal information safe</p> <p>Text and Graphics (Word and Publisher) Poster Design - Personal/Linked to topic Find, open, edit and save files</p>	<p>E-safety Digi Duck</p> <p>Coding: Alex (IPads) (Scratch and Bee-bots) Predict the behaviour of a programmed toy Create simple program (algorithms) Create and debug simple programs Understand that programs run by following clear instructions</p>	<p>E-Safety Lee and Kim story and activities Internet safety poster</p> <p>PhotoBooth Use different programs and discuss benefits</p> <p>Sound and Music - Introduction to GarageBand</p>



YEAR 2 Curriculum Skills and Theme Map

	DB Learning Platform/Abacus	DB Learning platform/Abacus	DB Learning platform/Abacus
	Recognise how others use technology outside of school Use different software programmes and discuss the benefits and their usage		
PE	Gymnastics Travelling, stopping, rolling. Small apparatus Creative Dance Keeping the beat Learn basic dances Games skills and SAQ Sending and receiving Moving towards a space, travelling, footwork, attacking and defending, zig zag through tightly spaced markers, hopping along a straight line using the same foot, jump for distance controlling the landing, jump for height with a controlled landing, catch a small ball, throw over arm with correct technique, structure sequences of actions and skills in different orders to improve performance Evaluate and improving performance with others	Gymnastics Travelling, balancing, jumping, small apparatus. Country Dance Maintaining the beat Pairing Casting Net and wall. Striking and fielding Hand/eye coordination Positioning Striking Bowling Evaluate and improving performance with others	Country Dance Pairing Casting Promenade Gymnastics Travelling Balancing Rolling Jumping Sequencing OAA - Orienteering Katie Morag day Athletics Sports day preparation Cooperation Teamwork Running Throwing - distance/ accuracy Evaluate and improving performance with others
	Health and Fitness Week Different foods that contain vitamins A,B and C 5 types of food that make a balanced diet Illness, symptom and prescription Maintaining healthy teeth Name large bones and muscles Importance of the senses Understand the heart is a muscle Food and the digestive system How to increase bodies protection		
RE	Special books	Leaders	The outside and inside of a church



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	<p>I am special Special books to me The Bible and other religious scripts. Special celebrations-light, advent, Christingle</p>	<p>Qualities of a great leader Why was Jesus a good leader? Easter Key events of the Easter story</p>	<p>Features of exterior Features of interior Comparisons Prayer Forms of worship</p>
	<p>Describe some religious ideas from stories/objects/places/people and practices Begin to suggest meanings for religious actions and symbols Respond to stories sensitively Ask questions about puzzling aspects of life and suggest answers including religious ones Recognise and describe some religious values in relation to matters of right and wrong</p>		
PSCHE	<p>SEAL - New Beginnings New class rules, new class routines. We are all special</p>	<p>SEAL - Good to be me, Going for Goals What are my qualities? Why am I important? What are my goals? How can I achieve my goals?</p>	<p>SEAL - Relationships, Changes How do we get on with each other? How do we deal with problems What changes are I store? How can we prepare for change?</p>
	<p>Healthy mind (linked to PE) Recognise emotions in others Discuss personal targets Personal and Social Understand fair and unfair Characteristics of a good friend Relationships</p>		
Preparation for Life in Modern Britain			
Knowledge and Understanding	Key Elements	Curriculum areas	Activities
Social justice and equality	Awareness of rich and poor	Geography, English	Studying Ghana and comparing to Ingleby Barwick, Character studies - Charlie and Chocolate Factory
Diversity	Greater awareness of similarities and differences between people	Geography, English	Studying Ghana and comparing to Ingleby Barwick, Comparison of Rank on Cooks voyages,
Globalisation and Interdependence	Sense of the wider world Links and connections between different places	Geography, History and English	World War 1 remembrance activities Discovering new lands, Captain Cook life, studying of Ghana/Equator
Sustainable	Our impact on the environment	PSHCE, Science	Harvest activities, Habitats (Gruffalo Wood)



YEAR 2 Curriculum Skills and Theme Map

Development	Awareness of the past and the future		
Peace and conflict	Conflicts past and present in our society and others Causes of conflict and conflict resolution - at a personal level	English, PSHCE, History	World War 1 remembrance activities, Captain Cook conflicts around the globe RE - comparing different religions
Skills			
Critical thinking	Looking at different viewpoints Developing an enquiring mind	RE	RE- special books, The Bible and the Koran
Ability to argue effectively	Beginning to state an opinion based on evidence	English Geography, DT	Character Descriptions, Chocolate Tasting evaluation, Fairtrade
Ability to challenge injustice and inequalities	Beginning to identify unfairness and take appropriate action	PSHCE	Anti-Bullying Week,
Respect for people and things	Empathising and responding to the needs of others Making links between our lives and the lives of others	PSCHE	Bright Ideas council meetings, Christmas Rotary Boxes
Co-operation and conflict resolution	Tact and diplomacy Involving/including our society and others Sharing and participating Resolving arguments peacefully	PSHCE, English	Friendship Week, Whole School Assembly and Team Assembly, Carols to Cooks
Values and Attitudes			
Sense of identity and self esteem	Awareness of and pride in individuality	PSHCE	Circle Time, IMPs points, Friendship Week, PSHCE, Good Work Certificates Assembly
Empathy and sense of common humanity	Interest and concern for others in a wider sphere	PSHCE, English	Red Nose Day, Children in Need
Commitment to social justice and equity	Sense of personal indignation Willingness to speak up for others	Citizenship, News,	Bright Ideas Council, Eco Groups, General Elections
Valuing and respecting diversity	Valuing others as equal and different Willingness to learn from experiences of others	English, History	Red Nose Day, Children in Need, Captain Cook's tolerance of other communities
Concern for environment and commitment to sustainable development	Concern for the wider environment Beginning to value resources Willingness to care for the environment	PSCHE, Science	Gardening projects, School Eco Team, Recycling Practice embedded
Belief that people can make a difference	Awareness that our actions have consequences Willingness to cooperate and participate	PSCHE, Geography	Red Nose Day, Children in Need, Harvest Activities, Christmas Rotary Boxes