




St. Giles' Infant School – Year 2 Curriculum Map

	Movers and Shakers		Coastline		Magnificent Monarchs	
						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English						
Reading	 <p>Core text Fantastic Mr Fox Marge in Charge</p> <p>Talk for writing texts The myth of Pandora's Box</p>	 <p>Core text Rosa Parks (Little People, Big Dreams)</p> <p>Talk for writing texts Mr Majeika The Dragon Sitter</p>	 <p>Core text Katie Morag and the New Pier I Was a Rat!...The Scarlet Slippers</p> <p>Talk for writing texts Alfie's Star</p>	 <p>Core texts The Hodgeheg Nim's Island</p> <p>Talk for writing texts The Elves and the Shoemaker The Owl and the Pussycat</p>	 <p>Core text Hotel Flamingo The Penderwicks</p> <p>Talk for writing texts Queen Victoria's Bathing Machine</p>	 <p>Talk for writing texts Flat Stanley</p>
Spelling	Phase 5 Revision	<p>Learning words</p> <ul style="list-style-type: none"> - The de sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y - The s sound spelt c before e, i and y - The n sound spelt kn and (less often) gn at the beginning of words 	<p>Vowel Suffixes</p> <ul style="list-style-type: none"> - Revision from Y1 - Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word - Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter 	<p>More Suffixes</p> <ul style="list-style-type: none"> - Revision from Y1 - Adding -s and -es to words (plural of nouns and the third person singular of verbs) - Adding -es to nouns and verbs ending in y - Adding -ed, -ing, -er and -est to a root word ending 	<p>Letter Strings</p> <ul style="list-style-type: none"> - Words ending in tion - The /l/ or /əl/ sound spelt le at the end of words - l, or, əl, sound spelt el at the end of words - Words ending il - The /s:/sound spelt or after w 	<p>Apostrophes and Homophones</p> <ul style="list-style-type: none"> - Apostrophes for contractions - The possessive apostrophe (singular nouns)

		<ul style="list-style-type: none"> - The r sound spelt wr at the beginning of words - The ai sound spelt y at the end of words - The /ɔ:/ sound spelt a before l and ll - The /ʌ/ sound spelt o - The /i:/ sound spelt ey - The /ɜ:/ sound spelt s 	<ul style="list-style-type: none"> - Adding -er and -est to adjectives where no change is needed to the root word - Adding the endings -ing, -ed, -er, -est and -y to words ending in e with a consonant before it 	<ul style="list-style-type: none"> in -y with a consonant before it - The suffixes -ment, -ness, -ful, -less and -ly 	<ul style="list-style-type: none"> - The /ɔ:/ sound spelt ar after w 	
English	Movers and Shakers		Coastline		Magnificent Monarchs	
	<ul style="list-style-type: none"> - Write a biography about a significant person. - Use the past tense correctly and consistently. - Write a newspaper report about the Moon landing - Use the past tense correctly and consistently - Write a persuasive poster convincing people in the time of Rosa Parks that black and white people should be treated equally - Use different sentence types - Write a persuasive speech about why their chosen person is the most significant person from history - Use simple noun phrases 		<ul style="list-style-type: none"> - Consider what they are going to write before beginning. - Plan or say out loud what they are going to write about. - Write down ideas and/or key words, including new vocabulary. - Discuss the sequence of events in books and how items of information are related. - Identify the main facts or events in simple texts. 		<ul style="list-style-type: none"> - Write an information leaflet about Hampton Court Palace - Use expanded noun phrases - Children should use their historical knowledge of royal residences to write an information leaflet - Write poems made from kennings about significant sovereigns - Make compound nouns from verbs and nouns 	
<p>Talk for Writing</p> <p>Deepen an understanding of a text through drama, short burst writing, description, persuasion and scientific writing.</p> <p>Create their own versions of a model text.</p> <p>Plan, draft and revise their writing.</p> <p>Become independent writers, choosing what and how to write.</p>						
Maths The White Rose	Place Value	Addition and Subtraction	Multiplication and division	Geometry - Shape	Measurement – Length and Height	Measurement - Time
	<ul style="list-style-type: none"> - Count objects to 100 and read and write numbers in numerals and words - Represent numbers to 100 - Tens and ones with part-whole model - Place value chart - Compare and order objects and number - Count in 2s, 5s, 10s, 3s 	<ul style="list-style-type: none"> - Add and subtract 1s - 10 more and 10 less - Add and subtract 10s - Add a 2 digit and 1 digit number crossing ten - Subtract a 1 digit from a 2 digit number crossing ten - Add two 2 digit numbers not crossing ten then crossing ten - Subtract 2 digit number from 2 digit number not crossing ten then crossing ten - Add three 1 digit numbers 	<ul style="list-style-type: none"> - Make and add equal groups - Multiplication using x symbol and pictures - Use arrays - 2s, 5s, 10s times-table - Grouping - Divide by 2, 5, 10 - Odd and even numbers <p>Statistics</p> <ul style="list-style-type: none"> - Make Tally charts - Draw pictograms 	<ul style="list-style-type: none"> - 2d and 3d shape - Count sides and vertices on 2d - Draw 2d shapes - Lines of symmetry - Sort 2d Shapes and make patterns - Count sides, faces and edges on 3d - Sort 3d shapes and make patterns <p>Fractions</p> <ul style="list-style-type: none"> - Equal parts 	<ul style="list-style-type: none"> - Measure length cm - Measure length m - Compare lengths - Order lengths - Four operations with length - Problems solving <p>Geometry - Position and Direction</p> <ul style="list-style-type: none"> - Describe position - Problem solve with position 	<ul style="list-style-type: none"> - O'clock and half past - Quarter past and quarter to - Telling time to 5 minutes - Hours and days - Duration of time - Compare duration of time <p>Measurement – Mass, Capacity and Temperature</p>

	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> - Fact families, bonds to 20 - Check calculations - Compare number sentences - Bonds to 100 	<p>Measurement – Money</p> <ul style="list-style-type: none"> - Count money - pence and pound, notes and coins - Make the same amount - Compare money - Find the total/difference/change - Two step problems <p>Multiplication and division</p> <ul style="list-style-type: none"> - Make equal groups - Add equal group - Make arrays 	<ul style="list-style-type: none"> - Interpret pictograms - Block diagrams 	<ul style="list-style-type: none"> - Recognise and find a half - Recognise and find a quarter - Recognise and find a third - Unit fractions - Non-unit fractions - Equivalence of half and 2 quarters - Find three quarters - Count in fractions - Problem solving 	<ul style="list-style-type: none"> - Describe movement and turns - Make patterns with shapes 	<ul style="list-style-type: none"> - Introduce weight and mass - Measure mass - Compare mass - Measure in grams and kilograms - Introduce capacity and volume - Measure capacity - Compare volume - Millilitres - Litres - Four operation with mass - Four operations with volume - Temperature
Science	<p>Habitats</p> <ul style="list-style-type: none"> - To learn about habitats and what a habitat needs to provide. - To explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter. 	<p>Human Survival</p> <ul style="list-style-type: none"> - To learn about the basic needs of humans for survival, including the importance of exercise, nutrition and good hygiene. - To learn how human offspring grow and change over time into adulthood. 	<p>Plant Survival</p> <ul style="list-style-type: none"> - To learn about the growth of plants from seeds and bulbs - To observe the growth of plants first hand, recording changes over time and identifying what plants need to grow and stay healthy. 	<p>Uses of Materials</p> <ul style="list-style-type: none"> - To learn about the uses of everyday materials and how materials' properties make them suitable or unsuitable for specific purposes. They begin to explore how materials can be changed. 	<p>Animal Survival</p> <ul style="list-style-type: none"> - To learn about growth in animals by exploring life cycles of some familiar animals. - To build on learning about the survival of humans, by identifying the basic needs of animals for survival, including food, water, air and shelter. 	
PSHE Jigsaw Scheme of Learning	<p>Being Me</p> <ul style="list-style-type: none"> - Hopes and fears - Rights and responsibilities - Listening - Rewards and consequences 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> - Stereotypes - Anti-bullying - Right and wrong - Looking after myself - OK to be different 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> - Choosing a realistic goal - Persevering - Working with others - Telling how I feel 	<p>Healthy Me</p> <ul style="list-style-type: none"> - What I need to be healthy - What relaxed means - What is a healthy snack? 	<p>Relationships</p> <ul style="list-style-type: none"> - Members of my family - Acceptable forms of contact - Things that cause conflict - When to keep a secret - Who can help me 	<p>Changing Me</p> <ul style="list-style-type: none"> - Cycles of life - Growing young to old - How my body changes from a baby - Physical differences between girls and boys - Different types of touch
History	Movers and Shakers	<p>Movers and Shakers</p> <ul style="list-style-type: none"> - The greatest explorers 		Coastline Whitby Past and Present	Meet the Monarchs	Six significant sovereigns

	<ul style="list-style-type: none"> - Study a local historically significant person - Exploring impact - Sorting and grouping - Ranking significance - Timelines 	<ul style="list-style-type: none"> - Christopher Columbus - Neil Armstrong - Activists and their impact - Emily Pankhurst - Rosa Parks 		<ul style="list-style-type: none"> - Comparing past and present - Jobs in the past - Captain James Cook - Tourism - Sea Shanties 	<ul style="list-style-type: none"> - English and British monarchy timeline - Power and Rule - Royal Residences - Royal Portraits 	<ul style="list-style-type: none"> - Alfred the Great - William the Conqueror - Henry VIII - Elizabeth I - Queen Victoria - Elizabeth II
Geography	<p style="text-align: center;">Let's Explore the World</p> <ul style="list-style-type: none"> - Using an atlas - Using compass directions - Using a key with a map - Collecting data - Locating the equator - Hot, temperate and cold places - Sustainability - Characteristics of the United Kingdom - Use of local human features enquiry 		<p style="text-align: center;">Coastline</p> <ul style="list-style-type: none"> - Map reading - Reading Keys - Physical processes (erosion) - Human features of a coastal town - Dangers of the coast <p style="text-align: center;">Coastline Project</p> <p>Design a coastal town that tourists would want to visit.</p>		<p style="text-align: center;">Magnificent Monarchs</p> <ul style="list-style-type: none"> - Develop their geographical skills and knowledge by revisiting a map of the United Kingdom, it's four countries and surrounding seas and oceans, and the four cardinal compass points. - Revisit keys, using map symbols to identify and locate significant human features 	
Computing	<p>Computing Systems and Networks</p> <p>In this unit, learners will look at information technology at school and beyond, in settings such as shops, hospitals, and libraries. Learners will investigate how information technology improves our world, and they will learn about using information technology responsibly.</p>	<p>Creating Media – Digital Photography</p> <p>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>	<p>Creating Media – Making Music</p> <p>Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally.</p>	<p>Data and Information – Pictograms</p> <p>Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.</p>	<p>Programming – Robot algorithms</p> <p>This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p>	<p>Programming – An introduction to quizzes</p> <p>This unit initially recaps on learning from the Year 1 Scratch Junior unit 'Programming B - Introduction to animation' Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.</p>

<p style="text-align: center;">RE</p>	<p>What is a Christian? - to explain that a Christian is someone who follows Jesus, using examples of the people who followed Jesus during his lifetime, and others from the past. Pupils are also introduced to Jesus' two 'great' commandments: 'love God' & 'love others', and asked to think about the impact of Jesus' words for people who follow him.</p> <p>Why is the Bible an important book? - to establish that the Bible is a special book for Christians and that they gain guidance from reading it, rather than giving pupils opportunities to retell the Bible 'stories'. This is more the focus in the Year 1 Bible unit. Pupils should know that the Bible is made up of two sections: Old and New Testament), that these are comprised of many different books / types of writing, and also that these different types of writing are viewed by Christians as 'treasure' from God as part of his living word, the Bible.</p>	<p>Why did angels announce the birth of Jesus?</p> <p>- to focus on the presence of angels in the Christmas narrative, as outlined in the Gospel of Luke, whilst reinforcing the sequence of events. Christians believe the presence of angels showed Jesus wasn't just an ordinary baby, but God in human form (incarnation): the birth of Jesus is part of God's plan of salvation and good news for the world.</p>	<p>Why did Jesus tell parables?</p> <p>- To explore a range of parables, in order for children to understand how Jesus used simple stories to teach people deep truths about God. It's important that pupils are also given opportunities to explore the reasons why Jesus told them, in order to help them to make connections between the parables and what Christians believe.</p>	<p>What is Easter really about?</p> <p>- To explore the Christian belief that Jesus died to 'mend' people's friendship with God, and to very simply encapsulate Christian beliefs about Jesus' death and resurrection in an Easter Garden.</p> <p>What happens on Maundy Thursday?</p> <p>- To explore in more depth the events that gave rise to the practices of Maundy Thursday, and in a simple way, to help pupils to see the connections between Christian beliefs and practical actions.</p>	<p>Islam – What is important for Muslim children?</p> <p>- to explore key Muslim beliefs about Allah, Muhammad (pbuh*) and the Qur'an in order to help pupils to understand what's important for Muslim children.</p>	<p>Why do Christians worship God?</p> <p>- to gain an understanding of the importance of worship to Christians and to make links to their own experience of collective worship in school.</p> <p>Why do Christians go to church?</p> <p>- to focus more on the concept of how and why Christians worship through different services rather than the features of the building and is intended to build on the Year 1 unit 'What is a church?' It is envisaged that this unit should be used in conjunction with a visit to your parish church building. You might decide to focus on one type of service in depth e.g. Sunday, baptism or wedding, or explore a variety.</p>
<p style="text-align: center;">Art</p>	<p style="text-align: center;">Still Life</p> <ul style="list-style-type: none"> - Similar or Different? - Colour study - Still life study - Still life artists 		<p style="text-align: center;">Flower Head</p> <p>Children learn about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.</p>		<p style="text-align: center;">Portraits and Poses</p> <ul style="list-style-type: none"> - Sketch a pose - Digital drawing - Portraiture today - Royal portraits - Royal gallery 	

DT		<p>Remarkable Recipes</p> <ul style="list-style-type: none"> - Exploring where food comes from - Why do we cook our food? - Tools - Reading recipes - Planning and evaluating a school meal 		<p>Beach Hut</p> <p>Children learn about making and strengthening structures, including different ways of joining materials.</p>	<p>Cut, Stitch and Join</p> <ul style="list-style-type: none"> - Everyday fabric products - Sewing patterns - Stitching - Embellishment - Designing and making a bag tag 	<p>Push and Pull</p> <ul style="list-style-type: none"> - Machines and Mechanisms - Slider mechanism - Lever mechanism - Linkage mechanism - Designing and making a moving greetings card
Music	<p>Pulse and Metre</p> <ul style="list-style-type: none"> - Understanding pulse - Creating simple patterns - Understanding how sound is represented by symbols - Physicalising pulse in different ways - Maintaining pulse and identifying strong beats - How many beats in a bar? 	<p>Tempo, Dynamics and Timbre</p> <ul style="list-style-type: none"> - Identifying tempo - High and low sounds - Loud and soft sounds - Different ways to use the voice - Different ways to use instruments - Instruments of the orchestra 	<p>Rhythm</p> <ul style="list-style-type: none"> - Finding the pulse - Finding the pulse in a song - Exploring the difference between pulse and rhythm - Using symbols to represent sounds - Recognising musical symbols - Composing a rhythm 	<p>Pitch</p> <ul style="list-style-type: none"> - What is pitch? - High sounds - Low sounds - Following the pitch - Changing the pitch - Creating high and low sounds 	<p>Contrasts</p> <ul style="list-style-type: none"> - Rhythm - Pitch - Dynamics - Articulation - Melody - Timbre 	<p>Musical Devices</p> <ul style="list-style-type: none"> - Conjunct melodies - Disjunct melodies - Imitation - Sequence - Riffs - Drone
PE	<p>Swimming</p> <p>Swim competently, confidently and proficiently and perform safe self-rescue in different water-based situations</p> <p>Games</p> <p>Throwing and Catching Inventing Games</p>	<p>Swimming</p> <p>Swim competently, confidently and proficiently and perform safe self-rescue in different water-based situations</p> <p>Dance</p> <p>Cat, Balloons, Reach for the Stars)</p>	<p>Gymnastics</p> <p>Parts High and Low</p> <p>Games</p> <p>Aiming, hitting, kicking</p>	<p>Dance</p> <p>Friends, Bubbles, Shadows</p> <p>Gymnastics</p> <p>Pathways: straight, zig-zag and curving</p>	<p>Games</p> <p>Dribbling, hitting and kicking</p> <p>Athletics</p> <p>Development of specific basic skills including:</p> <ul style="list-style-type: none"> - push throw with two hands - technique in short distance running - underarm throwing for distance and accuracy <ul style="list-style-type: none"> - paced running - jumping with different take-offs and landings <ul style="list-style-type: none"> - push throw with a bounce 	<p>Dance</p> <p>Words and word messages The Three Little Pigs</p> <p>Athletics</p> <p>Developing basic techniques of:</p> <ul style="list-style-type: none"> - push throw and push bounce - sprinting technique - throwing for distance - even pacing between obstacles - jumping for distance <ul style="list-style-type: none"> - push throw with a bounce