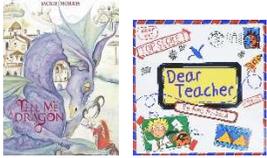
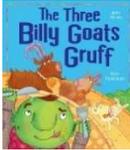
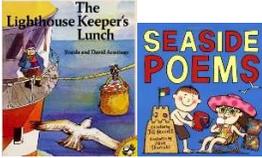
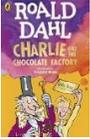




St. Giles' Infant School – Year 2 Curriculum Map

	Movers and Shakers 		Magnificent Monarchs 		Coastlines 	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English						
Reading	 <p>Core texts Dear Teacher Neil Armstrong (Little People, Big Dreams)</p> <p>Talk for writing Tell Me a Dragon</p>	 <p>Core texts Rosa Parks (Little People, Big Dreams) The First Moon Landing</p>	 <p>Core texts Flotsam</p> <p>Talk for writing The Three Billy Goat's Gruff</p>	 <p>Information Texts Hampton Court Palace</p>	 <p>Talk for Writing The Lighthouse Keeper's Lunch</p> <p>Poetry 'Seaside' Poems</p>	 <p>Talk for writing text Take One Author: Roald Dahl Charlie and The Chocolate Factory</p> <p>Year Book & Memories</p>
Spelling	<p>Phase 5 Revision</p>	<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 - The r sound spelt wr at the beginning of words - The ai sound spelt y at the end 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 - Adding -er and -est to adjectives where no change is needed to the root word 	<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 in -y with a consonant before it - The suffixes -ment, -ness, -ful, -less and -ly 	<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 /ɜ:/ sound spelt or after w - The /ɔ:/ sound spelt ar 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 /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 the endings -ing, -ed, -er, -est and -y to words ending in e with a consonant before it 			
English	<p align="center">Movers and Shakers</p> <ul style="list-style-type: none"> - 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 		<p align="center">Magnificent Monarchs</p> <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 align="center">Coastline</p> <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. <p align="center">Identify the main facts or events in simple texts.</p>	
	<p align="center">Talk for Writing</p> <p align="center">Deepen an understanding of a text through drama, short burst writing, description, persuasion and scientific writing.</p> <p align="center">Create their own versions of a model text.</p> <p align="center">Plan, draft and revise their writing.</p> <p align="center">Become independent writers, choosing what and how to write.</p>					
Maths White Rose Maths	<p align="center">Place Value</p> <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 	<p align="center">Addition and Subtraction</p> <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 	<p align="center">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 align="center">Multiplication and division</p> <ul style="list-style-type: none"> - Make equal groups - Add equal group - Make arrays - Make and add equal groups 	<p align="center">Measurement – Length and Height</p> <ul style="list-style-type: none"> - Measure length cm - Measure length m - Compare lengths - Order lengths - Four operations with length - Problems solving <p align="center">Measurement – Mass, Capacity and Temperature</p> <ul style="list-style-type: none"> - Introduce weight and mass - Measure mass - Compare mass 	<p align="center">Fractions</p> <ul style="list-style-type: none"> - Equal parts - 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 	<p align="center">Statistics</p> <ul style="list-style-type: none"> - Make Tally charts - Draw pictograms - Interpret pictograms - Block diagrams <p align="center">Geometry - Position and Direction</p> <ul style="list-style-type: none"> - Describe position - Problem solve with position - Describe movement and turns <p align="center">Make patters with shapes</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>Geometry - Shape</p> <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 	<ul style="list-style-type: none"> - Multiplication using x symbol and pictures - Use arrays - 2s, 5s, 10s times-table - Grouping - Divide by 2, 5, 10 - Odd and even numbers 	<ul style="list-style-type: none"> - Measure in grams and kilograms - Introduce capacity and volume - Measure capacity - Compare volume - Millilitres - Litres - Four operation with mass - Four operations with volume - Temperature 	<p>Measurement - Time</p> <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>Science</p>	<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. 	
<p>PSHE Jigsaw Scheme of Learning</p>	<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
<p>History</p>	<p>Movers and Shakers</p> <ul style="list-style-type: none"> - The greatest explorers - Christopher Columbus - Neil Armstrong - Activists and their impact - Emmeline Pankhurst - Rosa Parks 		<p>Meet the Monarchs</p> <ul style="list-style-type: none"> - English and British monarchy timeline - Power and Rule - Royal Residences - Royal Portraits <p>Six significant sovereigns</p> <ul style="list-style-type: none"> - Alfred the Great 		<p>Coastline Whitby Past and Present</p> <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"> - William the Conqueror - Henry VIII - Elizabeth I - Queen Victoria - Elizabeth II 			
Geography		<p>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>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 		<p>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>Coastline Project</p> <p>Design a coastal town that tourists would want to visit.</p>	
	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>
R.E.						

Art	<p>Still Life</p> <ul style="list-style-type: none"> - Similar or Different? - Colour study - Still life study - Still life artists 		<p>Portraits and Poses</p> <ul style="list-style-type: none"> - Sketch a pose - Digital drawing - Portraiture today - Royal portraits - Royal gallery 		<p>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>	
D.T.		<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>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>Beach Hut</p> <p>Children learn about making and strengthening structures, including different ways of joining materials.</p>
Music	<p>West African call and response song (Theme: Animals)</p> <p>Learning a traditional Ghanaian call and response song, recognising simple notation and composing animal-based call and response rhythms.</p>	<p>Orchestral instruments (Theme: Traditional Western stories)</p> <p>Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music.</p>	<p>Musical me</p> <p>Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.</p>	<p>Dynamics, timbre, tempo and motifs (Theme: Space)</p> <p>Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.</p>	<p>On this island: British songs and sounds</p> <p>Creating sounds to represent three contrasting landscapes: seaside, countryside and city.</p>	<p>Myths and legends</p> <p>Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</p>
P.E.	<p>Swimming</p> <p>Swim competently, confidently and proficiently and perform safe self-rescue in different water-based situations</p> <p>Dance</p>	<p>Swimming</p> <p>Swim competently, confidently and proficiently and perform safe self-rescue in different water-based situations</p> <p>Gymnastics</p> <p>Parts High and Low Pathways: straight, zig-zag and curving</p>	<p>Dance</p> <p>Friends, Bubbles, Shadows</p> <p>Gymnastics</p> <p>Turning, Spinning, Twisting</p>	<p>Gymnastics</p> <p>Linking Movements together</p> <p>Games</p> <p>Making up a game</p>	<p>Dance</p> <p>Words and word messages The Three Little Pigs</p> <p>Games</p> <p>Dribbling, hitting and kicking</p>	<p>Games</p> <p>Group games and inventing rules</p> <p>Athletics</p> <p>Development of specific basic skills including: - push throw with two hands</p>

	Cat, Balloons, Reach for the Stars	Games Throwing and Catching Inventing Games				<ul style="list-style-type: none">- 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 Developing basic techniques of: <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
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