

Year 2 Curriculum Map

Subject	Autumn 1	Autumn 2
Reading	<p><u>Word reading</u></p> <ul style="list-style-type: none"> - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - Read accurately words of two or more syllables that contain the same graphemes as above. - Read words containing common suffixes - -Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - Reread these books to build up their fluency and confidence in word reading <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> - Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - Discussing the sequence of events in books and how items of information are related - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Being introduced to non-fiction books that are structured in different ways - Recognising simple recurring literary language in stories and poetry 	<p><u>Word reading</u></p> <ul style="list-style-type: none"> - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - Read accurately words of two or more syllables that contain the same graphemes as above. - Read words containing common suffixes - -Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - Reread these books to build up their fluency and confidence in word reading <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> - Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - Discussing the sequence of events in books and how items of information are related - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Being introduced to non-fiction books that are structured in different ways - Recognising simple recurring literary language in stories and poetry

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	<ul style="list-style-type: none"> - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary - Discussing their favourite words and phrases - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - Understand both the books that they can already read accurately and fluently and those that they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher - Checking that the text makes sense to them as they read, and correcting inaccurate reading - Making inferences on the basis of what is being said and done - Answering and asking questions: predicting what might happen on the basis of what has been read so far - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary - Discussing their favourite words and phrases - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - Understand both the books that they can already read accurately and fluently and those that they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher - Checking that the text makes sense to them as they read, and correcting inaccurate reading - Making inferences on the basis of what is being said and done - Answering and asking questions: predicting what might happen on the basis of what has been read so far - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>
Writing	<ul style="list-style-type: none"> - develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> o writing narratives about personal experiences and those of others (real and fictional) o writing about real events o writing poetry o writing for different purposes - Consider what they are going to write before beginning by: <ul style="list-style-type: none"> o planning or saying out loud what they are going to write about o writing down ideas and/or key words, including new vocabulary 	<ul style="list-style-type: none"> - develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> o writing narratives about personal experiences and those of others (real and fictional) o writing about real events o writing poetry o writing for different purposes - Consider what they are going to write before beginning by: <ul style="list-style-type: none"> o planning or saying out loud what they are going to write about o writing down ideas and/or key words, including new vocabulary

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	<ul style="list-style-type: none"> ○ encapsulating what they want to say, sentence by sentence - make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ○ evaluating their writing with the teacher and other pupils ○ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ○ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) - read aloud what they have written with appropriate intonation to make the meaning clear - learn how to use: <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently, including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> ○ encapsulating what they want to say, sentence by sentence - make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ○ evaluating their writing with the teacher and other pupils ○ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ○ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) - read aloud what they have written with appropriate intonation to make the meaning clear - learn how to use: <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently, including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
Maths	<p><u>Place Value</u></p> <ul style="list-style-type: none"> - Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward - recognise the place value of each digit in a two-digit number (10s, 1s) - Identify, represent and estimate numbers using different representations, including the number line - Compare and order numbers from 0 up to 100; use <, > and = signs 	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> - Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs

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	<ul style="list-style-type: none"> - Read and write numbers to at least 100 in numerals and in words - Use place value and number facts to solve problems <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> - Solve problems with addition and subtraction: - Use concrete objects and pictorial representations, including those involving numbers, quantities and measures - Apply increasing knowledge of mental and written methods - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers, adding 3 one-digit numbers - Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems 	<ul style="list-style-type: none"> - Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts <p><u>Money</u></p> <ul style="list-style-type: none"> - Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value - Find different combinations of coins that equal the same amounts of money - Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
Science	<ul style="list-style-type: none"> - A material is the matter from which a thing is or can be made. - An object is a material thing that can be seen and touched. - Properties are characteristics of a material. - The properties of materials allow them to be suitable or unsuitable for certain purposes. - Materials can change shape by squashing, bending, twisting and stretching. 	
History	<ul style="list-style-type: none"> - The Great Fire of London began in 1666. - The reasons why the fire started - The reasons why the fire was so rampant and spread so rapidly - The order in which events happened and how long the fire lasted - The impact of the fire on our lives today - How we know about the fire - Key figures and their involvement with the fire 	

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Geography	<ul style="list-style-type: none"> - The United Kingdom is made up of 4 countries. - The 4 countries that make the UK are England, Scotland, Wales and Northern Ireland - A capital city is the central place in a country where government is seated. - The capital city of England is London. - The capital city of Scotland is Edinburgh. - The capital city of Wales is Cardiff. - The capital city of Northern Ireland is Belfast. - The seas surrounding the UK are the Irish Sea, English Channel, North Sea and Celtic Sea. 	
Physical Education	<p><u>Multi-skills (co-ordination)</u></p> <ul style="list-style-type: none"> - Practice throwing and catching different objects e.g. bean bags, medium sized balls, smaller balls in larger groups. - Perform a range of different passes including bounce pass, chest pass, over arm throw and underarm throw. - List the teaching points of different types of throw (i.e – How to perform a chest pass/bounce pass) - Utilise the over-arm throw to throw to a target/area with moderate success (a greater distance away). - Throw objects under-arm to chest 3-4 metres away with moderate success. - Select appropriate types of throw, reacting to changing situations in game play successfully (e.g bounce pass to avoid defender) - Begin to use the over-arm throw to throw over a greater distance <p><u>Swimming</u></p>	<p><u>Multi-skills (agility)</u></p> <ul style="list-style-type: none"> - Children maintain balance when moving fast in all directions & changing directions. - Children react to variables and maintain balance whilst moving in a range of directions and stopping with competency <p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> - Tag an opponent and what that means - Describe key terms of the game - Understand how to win – concept of points - Passing the ball backwards - Vary running speed and direction - How to change direction by pushing off your outside foot - Tagging the person who has the ball - Think forwards so you can get ahead of team mates - Increasing the length of pass with a step
Art	<ul style="list-style-type: none"> - Portray emotions using colour - Sketch self-portrait - Explore the architecture of Christopher Wren - Explore and make shades of colour - Print using mono-printing 	

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	<ul style="list-style-type: none"> - Print negatively and positively - Practice drawing using a variety of tools - Experiment with layering to create texture 	
Design & Technology	<ul style="list-style-type: none"> - Children will understand how a design brief can help us with designs and the difference between art and DT. - Understand where food comes from - Begin to understand what a healthy diet looks like. - Learn about the ingredients used to make bread in 1600's. - Understand why recipes have changed. - Understand the result of adding different ingredients. 	
RE	<ul style="list-style-type: none"> - Know the Bible has two testaments. Old Testaments and New Testament. - Understand the importance of The Bible to Christians and how this influences their lives. - Read and discuss stories from The Bible eg. 'David and Goliath', 'Stilling of the Storm' that illustrate the theme of courage. - Look at and discuss stories from The Bible that Christians believe illustrate how Jesus was a teacher and a healer. - Read and discuss prayers from the Bible. 	<ul style="list-style-type: none"> - Know who the twelve disciples were and why they decided to follow Jesus. - Know Jesus was a teacher. - Know that Christians believe the miracles which Jesus performed showed he had a special relationship with God. - Know that Christians believe that Jesus was a healer. - To understand that Christians believe Jesus' death was important. - To be able to discuss why Christians follow Jesus.