

Community Primary School – Year 2 Curriculum Map

Updated September 2020



The Core Curriculum

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English (Liverpool)	Focus	Stories with Familiar Settings Instructions	Traditional Tales Poetry-Patterns on a Page	Different Stories by the Same Author Information Texts	Explanations Poetry-Really Looking	Significant Authors Non-Chronological Reports	Revisit and Consolidation Poetry-Silly stuff
	Spelling (NNS)	<ul style="list-style-type: none"> Recap Y1 objectives ge and -dge at the end of a word (soft g) /s/ sound spelt ce, ci, cy (soft c) /n/ sound spelt kn Words spelt 'wr' at the beginning Words spelt -le at the end Words spelt -el at the end Words spelt -al at the end 		<ul style="list-style-type: none"> The /al/ sound spelt -y at the end of words Words ending -il Adding -es to nouns and verbs ending in consonant + y Adding -ed, -ing, -er and -est to root words ending in consonant + y Adding the endings -ing, -ed, -er, -est and -y to words ending in vowel + consonant + e Adding the endings -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter 		<ul style="list-style-type: none"> Letter a before an l and ll (all, ball, walk) Letter o (other, mother) The /i:/ sound spelt -ey (monkey) A after w or qu (squash watch) Or spelling after w (worm) Ar spelling after w (warm) S spelling in television The suffix -ment, -ness, -ful and -less Contractions The possessive apostrophe (singular) Words ending in -tion Homophones and near homophones Common exception words 	
	GPS	Word <ul style="list-style-type: none"> Recap Y1 objectives Formation of nouns using suffixes such as -ness, -er and compounding 	Sentence <ul style="list-style-type: none"> Recap Y1 objectives Learn how to use some features of written standard English Learn how to use subordination (using when, if, that or because) 	Text <ul style="list-style-type: none"> Recap Y1 objectives Correct choice and consistent use of present or past tense throughout writing 	Punctuation <ul style="list-style-type: none"> Recap Y1 objectives Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences Recap Y1 Objectives 		

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	<ul style="list-style-type: none"> Formation of adjectives using suffixes such as –ful and –less Use of the suffixes –er and –est in adjectives and the use of –ly in standard English to turn adjectives into adverbs of manner 	<ul style="list-style-type: none"> and co-ordination (using or, and or but) Learn how to use expanded noun phrases to describe and specify Learn how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation and command 	<ul style="list-style-type: none"> Use of the progressive form of verbs in the present and past tense to mark actions in progress 	<ul style="list-style-type: none"> Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in noun
Oracy	Ongoing opportunities to develop children’s skills in speaking & listening, including (but not limited to) debating, performance, drama and film-making.			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths (Lancashire)	Number and Place Value Measure (length and mass) Addition and Subtraction Geometry (2D and 3D shapes)	Counting, Multiplication and Sorting Statistics Fractions and Measurement (Capacity and Volume) Money Time	Number and Place Value (Measure) Measurement (Mass) Geometry (2D and 3D shapes) Counting and Money Division	Measurement (Length, height, mass and weight) Addition and Subtraction Fractions Position and Direction Measurement (Time)	Number and Place Values (Statistics) Addition and Subtraction Measurement (Capacity, volume and temperature) Fractions Position, Direction and Time Geometry (2D and 3D shapes)	Measurement (Time) Multiplication and Division Statistics (Finding the Difference) Measurement (Length, Mass and Weight) Sorting

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Science	Uses of Everyday Materials <i>(Grouping and changing materials)</i> <i>(Pushes and pull/ electricity)</i>	Living Things and Their Habitats <i>(Plants and animals in the local environment)</i> Variation	Animals, Including Humans <i>(Health and growth)</i>	Living Things (Animals)	

The Foundation Curriculum

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
C o m p u t i n g	CS <i>(Computer Science)</i>	Digital Literacy Online Buddies: This activity will explore what friendship means online. The children will learn about the do's and don'ts of communicating over the internet.		Computer Science Code a Story: The children will write a basic story with illustrations. They will then turn this into an animated story using visual coding. The activity will introduce new concepts such as conditional language, repeat loops and debugging		Information Technology Story Land: The children take the role of authors to write the sequel to popular children's stories. They then create illustrations for their story and record them self-reading it in order to create an audiobook to publish online.	
	IT & DL	Throughout the curriculum, children will be given ample opportunity to use technology to enhance learning. This includes <i>(but is not limited to)</i> using the internet and online communication for different purposes, recognising and evaluating types of information, understanding why computer networks are important and deciding which technology is best for a given purpose. Through wider-curriculum subjects, children will use multimedia (including text, photo, video and sound) to present information in a variety of ways. They will select, use and combine appropriate technology tools (both online and offline) to create and share ideas – they will review and improve their own work and the work of others.					
Music		Hands, Feet, Heart	Ho Ho Ho	I Wanna Play in a Band	Zootime	Friendship Songs	Reflect, Rewind and Replay

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Humanities	Coasts	Civil Rights Movement (Rosa Parks)	Comparing Aintree to Koch Goma (Uganda)	Changes in Castles
Foreign Languages	Spanish <i>Taught by Miss McGee, our Spanish specialist</i>			
PE	Games		Gymnastics (Beth Tweddle Academy) and Games	Dance and Athletics
RE	What do people believe...about God?	What do Christians believe about Jesus?	How does what people believe affect their worship?	How does what people believe affect their behaviour?
Art	Impressionism (1870-1900) Claude Monet & Edgar Degas		Post Impressionism (1880-1920) Vincent Van Gough	
	Drawing, Painting and Collage		3D & Photography	Textiles & Printing
DT	MECHASNISMS Design and create a moving picture (Literacy- traditional tales)		COOKING & NUTRITION Design and make a healthy meal	STRUCTURES To design and make a kite using suitable materials (Science- materials)

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The Keeping Safe & Healthy Curriculum

The 'Keeping Safe & Healthy' curriculum incorporates PSHE along with relationships education, elements of safeguarding and eSafety. It also has strong links to SMSC and the understanding & promotion of British Values. We take advantage of opportunities to deliver this curriculum with other curriculum subjects wherever possible and use the services of other professionals, theatre companies and charitable organisations to help develop these vital messages.

Autumn – Health and Wellbeing	Spring – Relationships	Summer – Living in the Wider World
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<p><u>Healthy lifestyles</u> Healthy choices; different feelings; managing feelings.</p> <p><u>Growing and changing</u> Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts.</p> <p><u>Keeping safe</u> Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts</p> <p><u>Digital Citizenship</u></p> <ul style="list-style-type: none"> ● Internet risks and keeping personal information safe <p>Whole School Foci</p> <ul style="list-style-type: none"> ● Anti-Bullying Week ● Road Safety Week ● Fire Safety 	<p><u>Feelings and emotions</u> Behaviour; bodies and feelings can be hurt</p> <p><u>Healthy relationships</u> Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying</p> <p><u>Valuing difference</u> Respecting similarities and differences in others; sharing views and ideas.</p> <p><u>Digital Citizenship</u></p> <ul style="list-style-type: none"> ● Awareness of the functionality of the internet: gaming, social media and emails <p>Whole School Foci</p> <ul style="list-style-type: none"> ● Safer Internet Day ● CSE Awareness Day (PANTS Underwear Rule) ● Children’s Mental Health Week 	<p><u>Rights and responsibilities</u> Group and class rules; respecting their own and others’ needs; groups and communities they belong to; people who work in the community; getting help in an emergency.</p> <p><u>Environment</u> Looking after the local environment.</p> <p><u>Careers and Money</u> Awareness of different careers- culture capital. Where money comes from; saving and spending money; making choices; keeping track of money spent/saved.</p> <p><u>Digital Citizenship</u></p> <ul style="list-style-type: none"> ● Cyberbullying Awareness <p>Whole School Foci</p> <ul style="list-style-type: none"> ● Railway Safety ● Beach Safety ● Sun Safety ● ‘When I Grow Up...’ Week (Careers Education)
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Recovery Curriculum:

This year we will be teaching a bespoke Recovery Curriculum throughout the year, to support our children post lockdown.

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