

**Year Two: Curriculum map 2018-19**

Subject	Autumn 1 <sup>st</sup> half	Autumn 2 <sup>nd</sup> half	Spring 1 <sup>st</sup> half	Spring 2 <sup>nd</sup> half	Summer 1 <sup>st</sup> half	Summer 2 <sup>nd</sup> half
<b>Special Occasions</b>	Roald Dahl Day	Diwali & Christmas	World Book day Science Week	Easter/Shakespeare week		Science Week
<b>English</b>	<p><b>Whole school writing project:</b> Wordless books – Flotsam by David Wiesner (1wk 2 days)</p> <p><b>Narrative:</b> Roald Dahl – George’s Marvellous Medicine. (3 wks) Dogger (2 wks) The man who wore all his clothes. (2 wks)</p> <p><b>Poetry:</b> descriptive, list, haiku, acrostic poetry (Across all themes/texts)</p> <p><b>Non-fiction:</b> The Great Fire of London, The Gunpowder Plot, Toys: Information text, leaflet, report text. (4 wks)</p> <p><b>Christmas:</b> Christmas themed writing (1 wk 3 days)</p>		<p><b>Narrative:</b> Stories – Red Riding Hood, Dangle/Bubbles (ICT text) Lost and Found Storytelling and Fables. Shakespeare – Romeo and Juliet.</p> <p><b>Poetry:</b> descriptive, list, haiku, acrostic poetry</p> <p><b>Non-fiction:</b> report text, instructions, explanation texts persuasive adverts.</p> <p><b>Easter:</b> Easter themed writing</p> <p><b>Science week:</b> Science topic themed writing</p>		<p><b>Narrative:</b> The Owl who was afraid of the dark and Bear’s magic pencil. The Lighthouse Keeper’s Lunch.</p> <p><b>Poetry:</b> descriptive poetry, riddles, cinquain and acrostic poems.</p> <p><b>Non-fiction:</b> Nocturnal animals, caterpillars and habitats. Report texts, Info texts, Explanation texts.</p> <p><b>Science week:</b> Science topic themed writing</p>	
<b>Maths</b>	<p><b>Place Value (3 wks)</b> Read and write numbers to 100 in numerals and in words. Recognise the place value of each digit in a two digit number. Identify, represent and estimate numbers. Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</p> <p><b>Addition and subtraction (4 wks)</b> 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. Show that the addition of two numbers can be done in any order and subtraction of one number from another cannot. Solve problems with addition and subtraction. Recognise and use the inverse.</p> <p><b>Measurement: Money (2 wks)</b> Recognise and use symbols for pounds and pence; 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.</p> <p><b>Multiplication and division (3wks)</b> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for</p>		<p><b>Number: Fractions (3 wks)</b> Recognise, find, name and write fractions 13, 14, 24 and 34 of a length, shape, set of objects or quantity. Write simple fractions for example, 12 of 6 = 3 and recognise the equivalence of 24 and 12.</p> <p><b>Geometry: Properties of shape (3wks)</b> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p><b>Measurement: Time(3wks)</b> Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time.</p> <p><b>Addition and subtraction (3 wks)</b> 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. Show that the addition of two numbers can be done in any order and subtraction of one number from another cannot. Solve problems with addition and subtraction. Recognise and use the inverse</p>		<p><b>Multiplication and division (3wks)</b> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division. Solve problems involving multiplication and division. Show that the multiplication of two numbers can be done in any order and division of one number.</p> <p><b>Number: Fractions (3 wks)</b> Recognise, find, name and write fractions 13, 14, 24 and 34 of a length, shape, set of objects or quantity. Write simple fractions for example, 12 of 6 = 3 and recognise the equivalence of 24 and 12.</p> <p><b>Measurement: Time(3wks)</b> Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time.</p> <p><b>Geometry: Properties of shape (2wks)</b> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	

	<p>multiplication and division. Solve problems involving multiplication and division. Show that the multiplication of two numbers can be done in any order and division of one number.</p>		<p><b>Measurement: Time(2wks)</b> Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time.</p>
<p><b>Maths:</b> Cross-curricular objectives</p>	<p><b>Statistics:</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.</p> <p><b>Measurement: Length and height</b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</p> <p><b>Measurement: Mass, capacity and temperature</b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</p> <p><b>Position and Direction:</b> Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Order and arrange combinations of mathematical objects in patterns and sequences.</p>		
<p><b>Topic</b></p>	<p><b>Time Travellers</b></p>	<p><b>What a wonderful world!</b></p>	<p><b>The circle of life</b></p>
<p><b>Science</b></p>	<p>Use of everyday materials: Archaeologists – tools and methods. Uses of materials for toys in the past compared to the present day. Materials used for house building in the 17<sup>th</sup> C and the changes made after the fire.</p> <ul style="list-style-type: none"> <li>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (e.g. Houses in the Great Fire, old toys)</li> <li>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p>Animals including humans: Animal habitats in our local environment. Micro-habitats.</p> <ul style="list-style-type: none"> <li>To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals.</li> <li>To identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> </ul>	<p>Animals including humans:</p> <ul style="list-style-type: none"> <li>To notice that animals, including humans, have offspring which grow into adults.</li> <li>To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>To explore and compare the differences between living things that</li> </ul>

**Geography  
History**

are living, dead, and things that have never been alive.

- To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

	<p><b>History</b></p> <p>Changes within living memory:</p> <ul style="list-style-type: none"> <li>• Toys from the past</li> <li>• Local History</li> <li>• Transport</li> </ul> <p>Events beyond living memory that are significant nationally or globally:</p> <ul style="list-style-type: none"> <li>• The Great Fire of London</li> <li>• The Gunpowder Plot</li> </ul> <p>The lives of significant individuals in the past who have contributed to national and international achievements:</p> <ul style="list-style-type: none"> <li>• Florence Nightingale/Mary Seacole</li> <li>• Queen Elizabeth I/Queen Victoria/Edith Cavell</li> </ul>	<p><b>Geography</b></p> <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at KS1.</li> <li>• Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</li> <li>• Use ariel photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>• Use simple fieldwork and observational skills to study the geography of our school and its grounds and the human and physical features of its surrounding environment.</li> </ul>	<p><b>.Geography</b></p> <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</li> </ul> <p>Locational knowledge:</p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and the five oceans.</li> </ul> <p>Place knowledge:</p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a non-European country.</li> </ul> <p><b>History</b></p> <p>Changes within living memory:</p> <ul style="list-style-type: none"> <li>• Local History</li> </ul>
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<b>Art DT</b>	<b>Art</b> The Great Fire of London Painting – by an unknown artist  <b>DT</b> Constructing a 17 <sup>th</sup> Century street. Making moving toys		<b>Art</b> Sketching still life Photography - habitats  <b>DT</b> Making butterfly feeders/bee and bug homes.		<b>Art</b> Tiger in a tropical storm – Henri Rousseau Nocturnal animal sculptures  <b>DT</b> Making butterfly feeders. Healthy foods	
<b>ICT</b>	E-safety	We are Artists	Programming	We are Zoologists	Programming	We are Journalists
<b>Music</b>	Learning about: How sound are made, Playing rhythms.	Sounds interesting	Pulse & Rhythm	Sounds made by different forms of transport, linking these to create a sound- scape. Listening to songs about transport and journeys.	Learning songs connected with light and dark. Knowing how musicians create different effects.	Exploring duration
<b>RE</b>	<b>Special Stories</b>  Creation stories from different religions.  Bible stories: The Good Samaritan, Noah, The lost sheep, The prodigal son, Moses, Jonah etc.		<b>Special People</b>  Family and friends Gods/Religious leaders Famous people		<b>Our World</b>  Natural disasters/geographical features.	
<b>PE Champions</b>	Unit 3: Groovy gymnastics (Hall) Unit 3: Skip to the beat		Unit 2: Ugly Bug ball dance (Hall) Unit 4: Brilliant Ball skills		Unit 5: Throwing and Catching (field games) Unit 6 : Active Athletics	
<b>PSCHE/ Values</b>	Trust Equality Peace Thoughtfulness		Responsibility Empathy Forgiveness Kindness		Collaboration Respect Happiness	