

Year Two Curriculum Map

Autumn Term (Movers & Shakers)

Mathematics

Place Value

To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
To recognise the place value of each digit in a two-digit number (tens, ones)
To identify, represent and estimate numbers using different representations, including the number line.
To compare and order numbers from 0 up to 100; use <, > and = signs.
To read and write numbers to at least 100 in numerals and in words.
To use place value and number facts to solve problems.

Geometry – properties of shapes

To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
To identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].
To compare and sort common 2-D and 3-D shapes and everyday objects

Addition and Subtraction

To solve problems with addition and subtraction: a) using concrete objects and pictorial representations, including those involving numbers, quantities and measures b) applying their increasing knowledge of mental and written methods.
To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
To add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a) a two-digit number and ones b) a two-digit number and tens c) two two-digit numbers d) adding three one-digit numbers.
To show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Reading

Key Text: (Traditional/Twisted Tales) The Princess and the Pea by Maja Dusikova; The Pea and the Princess by Mini Grey; The Three Little Wolves & the Big Bad Pig

Key Text: George's Marvellous Medicine by Roald Dahl

Key Text: Greta and the Giants by Zoe Tucker

Writing

Task: Retelling a traditional tale (narrative); Writing a letter in role; Writing a twisted fairy tale.

Task: Writing a set of instructions.

Task: Writing a diary entry in role.

Task: Writing a recount of Cadbury World trip

SPaG

To add s & es plurals (Book link - Emily Brown & the Thing)
To add the suffixes -ing, -ed, -er, -est where there is no change to the root verb
To add the prefix un-
To spell compound words
To use commas in lists. (Book link - George's Marvellous Medicine)

To change the y to an i and add es
To drop the e and add ed (Book link - The Girl Who Never Made Mistakes)
To change the y to an 'i' and add ed (Book link - The Girl Who Never Made Mistakes)
To double the consonant and add ed (Book link - The Girl Who Never Made Mistakes)
To drop the e and add ing (Book link - One Day on Our Blue Planet in the Savannah)
To add ing to words ending in y
To double the consonant and add ing (Book link - One Day on Our Blue Planet in the Ocean)

RE

Skills	Knowledge
Celebrations To explain what celebration means. To recognise how we celebrate special times. To talk about links between how people celebrate today and old stories. Incarnation To retell the story of the birth of Jesus. To give examples of ways in which Christians use the nativity story in churches and at home. To think, talk and ask questions about the Christmas story and the lessons they might learn from it.	Celebrations To know that a celebration is the action of celebrating or commemorating an important day or event. To know how religious festivals are celebrated – Hanukkah: the Jewish festival of lights celebrating the miracle of the oil; Purim: the Jewish festival celebrating the story of Esther, who saved the Jewish people from Haman; Eid: Islamic festival at the end of Ramadan; Diwali: celebrates the story of Rama & Sita triumphing over evil. Incarnation To know the main characters from the nativity story and to know the sequence of events. To know that Christians retell the nativity story in a variety of ways to celebrate the birth of Jesus (plays, Bible reading, assemblies, church visits, video clips, giving gifts, role play). To know that Christians believe that the Christmas story teaches us that Jesus was born to save our sins. To know that it is a story of hope, peace, love and goodwill.

Science

Skills	Knowledge
Animals including Humans To observe and record the changes in humans as they grow. Question why these changes take place. To find out about and describe the basic needs of animals, including humans, for survival. To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Working Scientifically To identify and classify (food groups). To observe and record (the effects of exercise on the body). To perform a simple test (hand washing investigation).	Animals including Humans To know that animals, including humans, have offspring which grow into adults; To know the different stages of human life – baby, toddler, child, teenager, adult, elderly. To know that animals and humans need water, food and air to survive. To know that humans need to eat a balanced diet from the different food groups (fats & sugars, carbohydrates, proteins, fruits & vegetables and dairy). To know why it is important to wash hands with soap to get rid of germs. To know that it is important to keep active in order to stay healthy. Working Scientifically To know the five main food groups and some examples of food that can be sorted into each category. To know that exercise increases the heart rate (pulse) and increases breathing rate and to be able to record how their bodies feel after completing exercise. To know how to change one variable in a test at a time, observe the effects and draw conclusions.

History

Skills	Knowledge
To know about the lives of significant individuals in the past who have contributed to national and international achievements. (Explorers & Activists). To use historical models to make judgements about significance and describe the impact of a significant historical individual. To describe, in simple terms, the importance of local events, people and places. To present historical information in different ways. To sequence significant information in chronological order. To describe how an aspect of life has changed over time. To examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it	To know that in history, the term significant individual describes a person who is great, important or worthy of attention (Ibn Battuta, Matthew Henson, Felicity Aston, Neil Armstrong, Emmeline Pankhurst, Rosa Parks, Wangari Maathai). To know that an explorer is a person who travels to places to find out what is there and that an activist is a person who feels strongly about helping people, other living things or the planet. They protest to make changes happen. To know historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. To know that a significant person in the locality is someone who made big changes in their lifetime, made people's lives better or worse and changed the way people think. Their ideas are still used today and were a very good or very bad role model. (Cadbury family, James Watt, Matthew Boulton, Joseph Priestley) To know that categories for sorting significant people include explorers, activists, monarchs, scientists and artists. To know that diamond ranking is a way of organising information and data from most to least important. To know that a timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. To know that life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. To know that artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. A memorial is something made to remind people of a significant person or event. It can celebrate their life and show respect for their achievements. Memorials can include statues, monuments, buildings, stamps or money.

Geography (taught discretely to ensure curriculum coverage)

Skills	Knowledge
To name and locate the five oceans and seven continents around the world on a world map or globe. To locate the hot and cold areas of the world in relation to the Equator and the North and South Poles.	To know that the oceans of the world are Arctic, Atlantic, Indian, Pacific and Southern Oceans. To know that the world's seven continents are Africa, Antarctica, Asia, Europe, North America, Oceania and South America. To know that warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. To know that the equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.

PE

Skills	Knowledge
Sending and Receiving To roll a ball towards a target. To be able to track and receive a rolling ball. To be able to stop, send and receive a ball with your feet. To develop throwing and catching skills. To send and receive a ball using a racket. Dance To repeat, link and choose actions. To create actions and accurately copy other's actions. To copy, remember and repeat actions using facial expressions to show different characters. To perform in unison creating shapes with a partner. To be able to mirror a partner and create ideas. To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create a short dance phrase with a partner showing clear changes of speed.	Sending and Receiving Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. Dance Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.

Art and Design

Artist: Piet Mondrian/Mark Rothko/Jackson Pollock	Art form: Colour
Skills	Knowledge
To begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. To continue to experiment in lightening and darkening without the use of black or white. To begin to mix colour shades and tones. To make as many tones of one colour as possible (using white.) To use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. To continue to control the types of marks made with the range of media. To use a brush to produce marks appropriate to work. e.g. small brush for small marks. To use colour on a large scale. To explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To look at and talk about own work and that of other artists and the techniques they have used.	-Shade: when a colour is made darker by adding black. -Tone: a mixture of pure colours, with only grey added. -Abstract: art that does not attempt to represent an accurate depiction of something real. -Expressionist: art which expresses an artist's inner thoughts and feelings. -Texture: the surface quality in a work of art. We associate texture with how something looks or feels. -Layering: a gradual build-up of either light or dark colour that requires several applications. Usually the first application of colour will cover the largest area; each subsequent application of colour should be smaller staying within the perimeter of the first colour. - Piet Mondrian (1872-1944) Dutch painter known as one of the pioneers of 20th Century abstract art. -Mark Rothko (1903-1970) He is best known for his colour field paintings that depicted irregular and rectangular regions of colour, which he produced from 1949 to 1970. -Jackson Pollock (1912-1956) was an American painter and a major figure in the abstract expressionist movement. He was widely noticed for his technique of pouring or splashing liquid paint onto a horizontal surface and for "action painting".

DT

Area: Food	Brief: Design a new school meal.
Skills	Knowledge
To understand that all food comes from plants or animals. To know that food has to be farmed, grown elsewhere (eg. home) or caught. To understand how to name and sort foods into the five groups on the 'Eat Well Plate.' To know that everyone should eat at least five portions of fruit and vegetables every day. To demonstrate how to prepare simple dishes safely and hygienically. To demonstrate how to use techniques such as cutting, peeling and grating.	To know that the five food groups are fruits & vegetables, fats & sugars, protein, carbohydrates and dairy. -Design: a plan or drawing produced to show the look and function or workings for something before it is made. -Make: to form something by putting parts together or combining. -Evaluate: the making of a judgment about something. -Food hygiene: ways in which to prepare, handle and store food to prevent illness. -Recipe: a set of instructions for preparing a particular dish. Root vegetables: underground plant parts that are eaten by humans as food Pulses: edible seed that is grown in a pod.

PSHE, Citizenship, Relationships

Skills	Knowledge
To know how to be a good friend. To know how to have safe relationships. To know how to respect ourselves and others.	To know about different ways that people meet and make friends. To know strategies for positive play with friends. To know what causes arguments between friends and how to positively resolve arguments. To know how to recognise and ask for help when they are feeling lonely or unhappy. To know what to do and whom to tell if they see or experience hurtful behaviour, including online. To understand what bullying is and different types of bullying. To know about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help. To know how to resist pressure to do something that feels uncomfortable or unsafe. To know how to ask for help if they feel unsafe or worried and what vocabulary to use. To know that friends can have both similarities and differences. To play and work cooperatively in different groups and situations. To know how to share their ideas and listen to others, take part in discussions, and give reasons for their views.

Music (Charanga)

Title: Hands, Feet and Heart

Style: South African music

Theme: Celebrating South African music

Performance: In class

Computing

Skills

Information technology around us

- To recognise that choices are made when using information technology.
- To identify information technology in school.
- To identify information technology beyond school.
- To show how to use information technology safely.

Digital photography

- To capture a digital image.
- To take photographs in both landscape and portrait format.
- To view photographs on a digital device.
- To decide which photographs to keep.
- To hold the camera still to take a clear photograph.
- To use zoom to change the composition of a photograph.
- To consider lighting before taking a photograph.
- To use filters to edit the appearance of a photograph.
- To improve a photograph by retaking it.

Knowledge

Information technology around us

- To recognise different types of computers used in school.
- To identify that a computer is a part of information technology.
- To recognise the features of information technology.
- To talk about uses of information technology.
- To say how rules for using information technology can help us.
- To explain how information technology benefits us.
- To recognise that choices are made when using information technology

Digital photography

- To recognise that some digital devices can capture images using a camera.
- To talk about how to take a photograph.
- To recognise that photographs can be saved and viewed later.
- To make choices when composing my photograph
- To recognise features of 'good' photographs.
- To identify how a photograph could be improved.
- To explain the effect of light on a photograph.
- To recognise that photographs can be change after they have been taken.
- To recognise that some images are not accurate.