

Year Two Curriculum Map

Summer Term (Magnificent Monarchs)

Mathematics

Fractions

To recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.

To write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Statistics

To interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

To ask and answer questions about totalling and comparing categorical data.

Time

To compare and sequence intervals of time.

To 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.

To know the number of minutes in an hour and the number of hours in a day.

Geometry – Position and Direction

To order and arrange combinations of mathematical objects in patterns and sequences.

To 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 anticlockwise).

Consolidation of place value and the four operations.

Reading

Key text: The Flower by John Light

Key text: The Invisible by Tom Percival

Key text: Anthony Browne author study

Writing

Task: Write a diary entry in role.

Task: Write a 1st person narrative

Task: Write own version of a story – Gorilla.

SPaG

To add the suffixes -ly, -ful, -less, -ness & -ment

To use apostrophes for possession

To add -tion

To spell words ending in le/el

To spell words ending in al/il

To learn alternative spellings – or/au/aw/ore/a/ar

To spell words with the 'zh' sound

RE

Skills	Knowledge
Islam To identify different parts of and objects in a mosque and talk about what Muslims do there. To understand how the Qur'an was revealed to the prophet Muhammad (PBUH) To identify words that are special to them and know why the words of the Shahadah are important to Muslims. To understand why mosques are special places to Muslims and talk about places that are special to them. Gospel To tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. To give clear, simple accounts of what Bible texts mean to Christians. To recognise that Jesus gives instructions to people about how to behave. To give at least two examples of ways in which Christians follow the teachings studied. To think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians	Islam To know that the Shahadah states that there is no God but Allah and Mohammed (pbuh) is his messenger. To know the different parts of a mosque and what their function is - minaret, ablutions area (wudu), mihrab, musallah. Gospel To know that the good news Jesus brings is in the form of being a friend to the friendless, forgiveness and peace. To know Bible stories and their messages such as 'Matthew the Tax Collector.'

Science

Skills	Knowledge
Living things and their habitats To explore and compare the differences between things that are living, dead, and things that have never been alive. To group, identify and classify animals and plants from similar/different habitats. To identify and name a variety of plants and animals in their habitats, including microhabitats. 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. Working Scientifically To observe closely using simple equipment (magnifying glass to look at microhabitats). To identify and classify (sort plants and animals in to correct habitats). Plants To observe and describe how seeds and bulbs grow into mature plants. To perform a simple test to show the needs of a plant. Working Scientifically To perform simple tests (a test to see what cress seeds need to grow well) To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.	Living Things and their habitats To know there are differences and similarities between things that are living, dead and things that have never been alive. To know that most living things live in habitats to which they are suited and different habitats provide for the basic needs of different kinds of animals and plants. To know the main plants and animals that live in British habitats - woodland, urban, coastal, pond. To know that a food chain shows how animals depend on other plants and animals for their food and survival. Working Scientifically To know that a magnifying glass is a useful tool for making things larger and seeing more detail. Plants To know the order of how a seed/bulb grows into a plant (shoot, roots, stem, leaves/fruit/petals) To know that plants need water, light and a suitable temperature to grow and stay healthy. Working Scientifically To know that they need to only change one variable at a time and to follow a scientific method to perform the test. To know what they are testing for in an investigation and look closely at what is happening. To know that the data they have collected can help draw a conclusion and answer an investigation question.

History

Skills	Knowledge
To use the historical terms year, decade and century. To sequence significant information in chronological order. To describe how an aspect of life (monarchy) 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 learn about events beyond living memory that are significant nationally or globally (Battle of Hastings). To explain why castles were built and how they changed over time. To describe the everyday lives of people in a period within or beyond living memory (every day life in a castle/every day life in Victorian times). To describe the hierarchy of a past society (feudal system). To use historical models to make judgements about significance and describe the impact of a significant historical individual (William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria, Queen Elizabeth II).	To know that a year is 365 days and a leap year is 366 days, a decade is 10 years and a century is 100 years. To know about key events in the life of Queen Elizabeth II. To know that the power of the English and British monarchy has changed over time. In the past, some monarchs had absolute power and could make their own rules and laws. Today, the Queen, Elizabeth II, is a constitutional monarch, which means that laws are made by parliament and the Queen represents the nation. To know that artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch. The facial expressions, objects, clothing, poses and backgrounds in royal portraits are used to give a message about the monarch to the viewer. To know that William, Duke of Normandy, thought he would be king after Edward the Confessor died. When Harold Godwinson became king instead, William invaded England and took the throne himself, earning the name William the Conqueror. To know that castles were built to protect land from invasion. Norman motte and bailey castles were made from wood – quick and easy to build. Later castles – keep and bailey castles- were built of stone as they were harder to attack and destroy. To understand that aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. To understand that hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. To know that historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.

Geography (taught discretely to ensure curriculum coverage)

Skills	Knowledge
To name, locate and explain the significance of royal residences in the UK. To use basic geographical vocabulary to give reasons for why castles were built near key physical features, including: cliff, coast, sea, ocean, river, beach, hill, mountain, forest. To locate a castle in the four capital cities of the UK and explain why they were built there. To identify characteristics of the four countries and major cities of the UK. To describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. (discrete lesson) To collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books) – discrete lesson	-Buckingham Palace – the Queen's official and main royal London home; Windsor castle – the largest occupied castle in the world; Hillsborough Castle – the official residence of the Queen in Northern Ireland; Sandringham House – the royal family's private retreat in Norfolk; Palace of Holyroodhouse – the Queen's official residence in Scotland; Balmoral Castle – the private residence of the Queen in Scotland. To know that building a castle near these physical features is beneficial as they provide protection from attack/invasion and provide food, water and shelter. - Edinburgh Castle – built on an extinct volcano with cliffs on three sides; Cardiff Castle – built on a hill; Belfast Castle – built on a hill that overlooks a loch that leads to the Irish Sea; Tower of London – built next to the River Thames.

DT

Area: Freestanding Structures

Brief: Design & make a model for a new climbing frame

Skills

To construct a range of simple structures.
To strengthen 2D frames by adding diagonal bracing struts.
To make a rectangular frame from strip wood.
To use materials to make simple joints using glue, tape and paper clips.

Knowledge

-Freestanding Structure: a structure that stands on its own foundations or base without attachment to anything else.
-Frame structure: a structure made from thin components.
-Stability: in relation to a free-standing structure, the extent to which it is likely to fall over if a force is applied.

Art

Artist: Hans Holbein

Art form: Drawing

Skills

To begin to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.
To control the types of marks made with the range of media. Draw on different surfaces with a range of media.
To continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.
To name, match and draw lines/marks from observations.
To draw as a way of recording experiences and feelings.
To discuss use of shadows, use of light and dark.
To sketch to make quick records.
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 had used.

Knowledge

-Portrait: a painting, drawing, photograph or engraving of a person, especially one depicting the face or the head and shoulders.
-Stippling: the creation of a pattern simulating varying degrees of solidity or shading by using small dots.
-Hatching: a technique used to create tonal or shading effects by drawing closely spaced parallel lines.
-Blending: a technique of gently intermingling two or more colours to create a gradual transition or to soften lines.
- Hans Holbein was a German painter and printmaker who worked in a Northern Renaissance style, and is considered one of the greatest portraitists of the 16th century.

PE

Skills	Knowledge
Striking and Fielding To be able to track a rolling ball and collect it. To develop accuracy in underarm throwing and consistency in catching when fielding a ball. To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. To develop striking for distance and accuracy. To develop decision making to get a batter out. To develop decision making when under pressure.	Striking and Fielding To develop their understanding of the principles of striking and fielding games. To develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. To begin to self-manage small sided games. To learn how to score points and play to the rules. To begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.
Athletics To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To develop technique when taking part in an athletics carousel.	Athletics To develop skills required in athletic activities such as running, jumping and throwing. To engage in performing skills and measuring performance, competing to improve on their own score and against others. To have opportunities to work collaboratively as well as independently. To learn how to improve by identifying areas of strength as well as areas to develop.

PSHE, Citizenship, Relationships

Skills	Knowledge
To understand how to stay healthy. To understand how we grow and change as we get older.	To know about routines and habits for maintaining good physical and mental health. To know why sleep and rest are important for growing and keeping healthy. To know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies. To understand the importance of brushing teeth and visiting the dentist. To understand how to feel good, calm down or change their mood. To understand how to manage big feelings including those associated with change and loss. To know when and how to ask for help, and how to help others, with their feelings. To understand how people grow from young to old and how our needs and bodies change as we grow up. To identify and name the main parts of the body including genitalia. To understand how to prepare to move to a new class and how to set goals for next year.

Music (Charanga)

Title: Zootime

Style: reggae

Theme: Reggae and animals

Performance: In class

Computing

Skills

Making Music

- To experiment with musical patterns on a computer (Music Lab)
- To experiment with different sounds on a computer
- To use a computer to create a musical pattern
- To use a computer to compose a rhythm and a melody on a given theme
- To use a computer to play the same music in different ways (e.g. tempo)
- To evaluate a musical composition created on a computer
- To improve a musical composition created on a computer

Programming Quizzes

- To choose a series of words that can be enacted as a sequence (Scratch)
- To explain what happens when we change the order of instructions
- To choose a series of commands that can be run as a program
- To trace a sequence to make a prediction
- To test a prediction by running the sequence
- To create and debug a program that I have written
- To create and debug a program that I have written

Knowledge

Making Music

- To say how music can make us feel
- To identify that there are patterns in music
- To experiment with sound using a computer
- To use a computer to create a musical pattern
- To create music for a purpose
- To review and refine our computer work

Programming Quizzes

- To describe a series of instructions as a 'sequence'
- To recall that a series of instructions can be issued before they are enacted
- To use logical reasoning to predict the outcome of a program