

Kirkby CE Primary School – Year 2 Curriculum Map

Last Updated: February 2021

The Core Curriculum

		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Texts	Driver Texts	• Silly Billy (Anthony Browne)	• Peace Lily (Hilary Robinson Martin Impey)	• The Secret Sky Garden (Linda Sarah)	• Grace and Family (Mary Hoffman)	• <i>Halibut Jackson</i> (David Lucas)	• One Day on Our Blue Planet (Ella Bailey)
	Fiction	Diary	Letters	Writing in Role	Story- Traditional Tales	Character/Setting Description	Narrative
Writing	Non-Fiction	Recount	Instructions	Book Review	Non- Chronological Report	FactFile / Recount	Non-Chronological Report
	GPS	Throughout the year NC requirements from Year 2 PoS, including: Word <ul style="list-style-type: none"> Formation of nouns using suffixes such as -ness, -er and by compounding. Formation of adjectives using suffixes such as -ful, -less (a fuller list can be found in English Appendix 1) Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs Sentence <ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification. How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command. Text <ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress Punctuation <ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Terminology: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma					
Spelling	Throughout the year the children will continue to work on Letters&Sounds and NC requirements for the Year 2 PoS, including:						
	Spell words containing the sound: <ul style="list-style-type: none"> 'or' spelt 'a' before 'l' and 'll' 'igh' spelt 'y' 'o' spelt 'a' after 'w' and 'qu' 'u' spelt 'o' 'or' spelt 'ar' after 'w' 'ee' spelt 'ey' 'er' spelt 'o' after 'w' 'j' spelt 'j', 'g', 'ge', 'dge' soft 'c' 'n' spelt 'kn' or 'gn' 'r' spelt 'wr' 'zh' sound spelt 's' (check with RWI rules!) 		<ul style="list-style-type: none"> The 'l' sound spelt 'le' at the end of a word The 'l' sound spelt 'el' at the end of a word The 'l' sound spelt 'al' at the end of a word Words ending -il Adding -es to nouns and verbs ending in - Words ending in -tion 		Homophones & Near-Homophones E.g. there/their/they're, here/hear, sea/see, son/sun, blew/blue, knight/night, quite/quiet, one/won, bare/bear, to/two/too, be/bee		Suffixes <ul style="list-style-type: none"> If a word ends in y swap the y for an i before adding -ly If a word ends in a short vowel sound + a consonant, double the consonant before adding -ing, -ed, -er, -est and -y If a word ends in e drop the e before adding -ing, -ed, -er, -est and -y If a word ends in a consonant + y swap the y for an i before adding -ness The suffix -ful can be added to a root word to make an adjective The suffix -less can be added to a root word to make an adjective The suffix -ment can be added to a verb to make a noun
Speaking and Listening	All 12 statutory statements will be covered at the appropriate level, including: <ul style="list-style-type: none"> Know the key points they need to focus on to answer a question Use simple conjunctions to justify or explain something Take turns to talk, listen and respond in two-way conversations and group 						

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Maths (White Rose)	<p>Number: Number & Place Value: Identify, represent and estimate numbers to at least 100</p> <p>Number: Addition and Subtraction: Recall & use addition & subtraction facts to 20 fluently and derive & use related facts to 100</p>	<p>Number: Addition and Subtraction within 100</p> <p>Measurement: Money</p> <p>Number: Multiplication and Division</p>	<p>Number: Multiplication and Division</p> <p>Statistics: Interpret and construct simple: pictograms, tally charts, block diagrams, simple tables</p>	<p>Geometry: Properties of Shape</p> <p>Number: Fractions</p>	<p>Measurement: Length and Height</p> <p>Geometry: Position and Direction</p>	<p>Measurement: Time</p> <p>Measurement: Mass, Capacity and Temperature</p>
Science	<p>Animals including humans</p> <p>*notice that animals, including humans, have offspring which grow into adults</p> <p>*find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>*describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Scientists (Working Scientifically)</p> <p>*asking simple questions and recognising that they can be answered in different ways</p> <p>*observing closely, using simple equipment</p> <p>*performing simple tests</p> <p>*identifying and classifying</p> <p>*using their observations and ideas to suggest answers to questions</p>	<p>Uses of Everyday Materials</p> <p>*identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>*find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Plants</p> <p>*observe and describe how seeds and bulbs grow into mature plants</p> <p>* find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>Living Things and Their Habitats</p> <p>*explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats</p> <p>*to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>*identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>*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</p>	

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		*gathering and recording data to help in answering questions			
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The Foundation Curriculum

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Computing	Digital Literacy Digital Art	Online Safety	Grouping and Sorting	Pictograms	Lego Builders	Maze Explorers
	E-Safety					
Music (Charanga)	Hands, feet, heart	Ho, Ho, Ho	I wanna play in a band	Zoo time	Friendship song	Reflect, rewind, replay
Geography			UK Countries and Cities <u>Study of contrasting UK locality</u>	Sensational Safari Kenya focus on contrasting area: How much food is grown in Kenya?		What a Wonderful World <u>Equator</u>

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			What's it like to live in Liverpool? What's it like to live in Edinburgh?			North/South Poles Continents and Oceans: What would happen if penguins got lost?
History	Remembrance	Nurturing Nurses			Kings and Queens	
	Great Fire of London	Florence Nightingale			Comparing different periods	
PE	Dance	Gymnastics	Yoga	Sending and Receiving	Team Building	Athletics
	Ball Games	Fundamentals	Target Games	Fitness	Invasion	Striking and Fielding

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RE	<p>The Bible</p> <ul style="list-style-type: none"> •widen the children’s understanding of the Bible, its contents, presentation and importance to Christians. •Begin to develop children’s understanding of holy books from faiths other than Christianity and their significance in the lives of believers. 	<p>Christmas</p> <p>Journey to Bethlehem</p> <ul style="list-style-type: none"> •Explore the Christmas story through the journeys to Bethlehem made by Mary and Joseph and those who travelled to visit the Christ child. 	<p>Jesus</p> <p>Friend to everyone</p> <ul style="list-style-type: none"> •enjoy these stories of Jesus’ Miracles and to increase the children’s awareness that Jesus was an extraordinary person who welcomed everyone as a friend. 	<p>Easter</p> <p>Signs and Symbols</p> <ul style="list-style-type: none"> •give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell. •extend pupils knowledge of the details of the Easter story. •develop pupil’s understanding of the importance of Easter and the concept of salvation. 	<p>Ascension and Pentecost</p> <ul style="list-style-type: none"> •begin to develop the children’s knowledge and understanding of these two very significant events. •give children an opportunity to begin to explore the concept of God as three in one. •emphasize the importance of these events in the life of Jesus and the Church, then and now. 	<p>Why is The Church special for Christians?</p> <ul style="list-style-type: none"> •give pupils an understanding of ‘church’ as a holy place and a body of people. •begin developing in pupils an understanding of what happens in church and why. •give pupils an opportunity to begin exploring places of worship other than a church.
DT		<p>Focus – Food Technology and Health</p> <p>Area of Design - Printing</p> <p>Fruit Kebabs</p> <p>Soup Making</p> <p>Artist – Roy Lichtenstein</p>	<p>Focus – Homes and buildings</p> <p>Area of Design – 3d construction</p> <p>Skyscrapers</p> <p>Artist - Louis Sullivan</p>			

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Art	Focus – Portraits Area of Art – Drawing Artist - Modigliani			Focus – Africa Area of Art -College and textiles Artist - Teke Mask	Focus – Flowers Area of Art - Photography and painting Artist - Georgia O’Keefe	Focus – Under the Sea Area of Art – Painting Artist -Hokusai (Japanese)
PSHE (Jigsaw)	Being in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me