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| Delves Lane Primary School | Year 2 Curriculum Map | Delves Lane Primary School |
| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reading and phonics** | Focus sounds: /ae/, /d/, /ee/, /i/ and <y>Author of the term: Lauren Child | Focus sounds:/oe/, /n/, /ie/ and /er/Author of the term: Quentin Blake | Focus sounds:/v/, /oo/, /j/ and /g/Author of the term: Jeanne Willis | Focus sounds:<g>, /f/, <gh> and /m/Author of the term: Roald Dahl | Focus sounds:/or/, /h/, /air/ and /k/Author of the term: Mahri Hedderwick | Focus sounds:/r/, /t/, /z/ and /eer/Author of the term: Anthony Browne |
| **Writing** | **Fiction** | Text:Jack and the BeanstalkStory Pattern: Rags to RichesFocus: Openings and Ending | Text:George and the DragonStory Pattern: Defeat the monsterFocus: Dialogue | Text:StuckStory Pattern: losing StoryFocus: Setting | Text:Little Red Riding HoodStory Pattern: Warning taleFocus: Character | Text:Pirate TomStory Pattern: Journey TaleFocus:Suspense | Text:CinderellaStory Pattern: Rags to RichesFocus: Character |
| **Non-fiction** | Should Jack be punished?Text type:Persuasive Leaflet | DragonsText type:Information | How to get something down from a treeText type:Instructions | The diary of a wolfText type:Diary recount | SATS | Warning Poster for the ugly sistersText type:Persuasive |
| **Maths** | **Place Value****Addition and subtraction** | **Measurement: Money****Multiplication and division** | **Multiplication and division****Statistics** | **Geometry: Properties of shape****Fractions** | **Measurement: Length and Height****Geometry: Position and direction** | **Measurement: Length and Height****Geometry: Position and direction** |
| **Science** | **What do living things need to survive?**Asking simple questions and recognising that they can be answered in different waysPerforming simple testsIdentifying and classifyingUsing observations and ideas to suggest answers to questionsGathering and recording data to help in answering questionsNotice that animals, including humans, have offspring which grow into adultsFind out about and describe the basic needs of animals, including humans, for survival (water, food, air)Describe the importance for humans of exercise, eating the right amounts of different foods, and hygiene | **Why do we choose certain materials?**Asking simple questions and recognising that they can be answered in different waysObserving closely, using simple equipmentPerforming simple testsIdentifying and classifyingUsing observations and ideas to suggest answers to questionsIdentify and compare the suitability of a variety of everyday materials, including wood, plastic, glass, brick, rock, paper, and cardboard for particular usesFind out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | **Where do animals live?**Observing closely, using simple equipmentIdentifying and classifyingUsing observations and ideas to suggest answers to questionsExplore and compare the difference between things that are living, dead, and things that have never been aliveIdentify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each otherIdentify and name a variety of plants and animals in their habitats, including micro-habitatsDescribe 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 | **How do plants grow?**Asking simple questions and recognising that they can be answered in different waysObserving closely, using simple equipmentPerforming simple testsIdentifying and classifyingUsing observations and ideas to suggest answers to questionsExplore and compare the difference between things that are living, dead, and things that have never been aliveIdentify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each otherIdentify and name a variety of plants and animals in their habitats, including micro-habitatsObserve and identify how seeds and bulbs grow into mature plantsFind out and describe how plants need water, lights and suitable temperature to grow and stay healthy |
| **History** | **What did England learn from the Great Fire of London?**Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periodsSignificant historical events, people and places in their own locality | **Who was History’s greatest Queen?**The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | **How did Florence Nightingale change healthcare?**Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods |
| **Geography** | **Just how big is the world?**name and locate the world’s seven continents and five oceansuse 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

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage | **What would I see if I went on safari?**name and locate the world’s seven continents and five oceansunderstand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European countryuse basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatheruse world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stageuse simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map | **How do maps help us?**name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasuse basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shopuse simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a mapuse aerial 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 keyuse simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |
| **Art** | **What art can we see in the animal kingdom?**Use a range of materials creatively to design and make productsUse drawing to develop and share their ideas, experiences and imaginationUse painting to develop and share their ideas, experiences and imaginationUse sculpture to develop and share their ideas, experiences and imaginationDevelop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | **How do different sculptors create their art?**Use a range of materials creatively to design and make productsUse sculpture to develop and share their ideas, experiences and imaginationDevelop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceLearn about 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 | **How do I look?**Use a range of materials creatively to design and make productsUse drawing to develop and share their ideas, experiences and imaginationUse painting to develop and share their ideas, experiences and imaginationUse sculpture to develop and share their ideas, experiences and imaginationDevelop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceLearn about 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. |
| **Design and Technology** | **How are puppets made?**design purposeful, functional, appealing products for themselves and other users based on design criteriagenerate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technologyselect from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristicsexplore and evaluate a range of existing productsevaluate their ideas and products against design criteria | **How does a windmill turn?**design purposeful, functional, appealing products for themselves and other users based on design criteriagenerate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technologyexplore and evaluate a range of existing productsevaluate their ideas and products against design criteriabuild structures, exploring how they can be made stronger, stiffer and more stable | **What is my favourite sandwich?**use the basic principles of a healthy and varied diet to prepare dishesunderstand where food comes from.understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniquesuse research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groupsgenerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designselect from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualitiesinvestigate and analyse a range of existing productsevaluate their ideas and products against their own design criteria and consider the views of others to improve their work |
| **RE** | **Why are books special to religions?** | **Why do Christians give gifts at Christmas?** | **What are the important times in a Christian’s life?** | **Why is Easter a time for new beginnings?** | **Where do we go to pray?** |
| **PE** | **Athletics** | **Gymnastics** | **Dance** | **Ball skills** | **Invasion games** | **Fundamentals** |
| **PHSE** | **Being me in my world** | **Celebrating differences** | **Dreams and goals** | **Relationships** | **Healthy me** | **Changing me** |
| **Computing** | **Coding - Unit 2.1** | **Spreadsheets - Unit 2.3** | **Making Music -Unit 2.7** | **Creating Pictures - Unit 2.1** | **Effective Searching - Unit 2.5** |
| **Music** |  |  |  |  |  |  |