Year 2 Curriculum

	Term 1		Term 2	Term 3	Term 4	Term 5	Term6
Topic Title	**Around the world in Eighty Days** 		**London's Burning!** 	**People who Changed the World** 		**How does your garden grow?** 	**Our Planet** 
Literacy Narrative	***Retelling a story:*** (The snail and the whale) Children will retell the story from a different character s point of view. **3 weeks**	***Setting descriptions*** *:* (The Umbrella by Ingrid and Dieter Schubert.) The children will write setting descriptions for pictures throughout the story. **2 weeks**	***Diary writing:*** (Vlad and the great fire of London by Kate Cunningham) Children will write diary entries based around different points of the fire. **3 weeks** ***Retelling a story -*** Vlad and the Great Fire of London**.** Children will create a new character to retell the story of how The Great Fire of	***Newspaper report:*** Nightingale's Last call! The children will learn about Florence Nightingale and Mary Seacole and then write a newspaper report about Mary	***Comparisons:*** Fairy Tales (Adaption of Roald Dahls Heroes and Villains)The children will explore a range or fairy tales and compare and contrast the good and evil characters.	**Descriptive writing: (**The Tin Forrest)The children will write character descriptions for the old man and setting descriptions for the forest.	

			London started. **2 weeks**	Seacole. **3 weeks**	***Alternative ending:*** The Emperor's New clothes		
Non Narratives	**Informal Letter *(The Umbrella)–*** Children will write a letter to a character from the story as the lead character talking about the journey. **1 week**			***Recount***: (Woolsthorpe Manor trip)The children will write about their trip to Isaac Newton's birthplace. **2 weeks**		***Non-Chronological report - Laos where the bong tree grows.*** The children will write a report after finding out facts about the bong tree from the poetry text. **1 week**	***Letter writing:*** Dear Greenpeace **Non-Fiction ocean animals. 3 weeks** **Explanation text-** The children will use Somebody Swallowed Stanley at a writing hook to write about how plastic ends up in the ocean. **3 weeks**
Poetry	**Performance poetry:** Bonfire night **1 week**			**List Poems - winter 1 week**		***Classic Poem***: The Owl and the pussy cat **2 weeks**	
Grammar, Spelling and punctuation	-Reading to write. (familiar punctuation) -Word classes -Expanded noun phrases		-Conjunctions -Sentence types. -Tenses -Word classes – using (ly) -Conjunctions	-Tenses -Apostrophe's -Conjunctions -Commas	-Suffixes – ness , ful , er , less -Conjunctions -Sentence types -Commas -Conjunctions	-Conjunctions -Word classes - comma	-Conjunctions -Sentence types -Present tense -Commas
Maths	**Number system and place value (2 weeks):** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward, read and write numbers to at least 100 in numerals and in words,			**Addition and Subtraction – Money (2 weeks):** recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular		**Number system and place value (1 week):** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward, read and	

	compare and order numbers from 0 up to 100; use and = signs, recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers, recognise the place value of each digit in a two-digit number (tens, ones), identify, represent and estimate numbers using different representations, including the number line. **Addition and subtraction: (2 weeks)** 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, including: ♣ a two-digit number and ones ♣ a two-digit number and tens ♣ two two-digit numbers ♣ adding three one-digit numbers use place value and number facts to solve problems, recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14) ♣ solve problems with addition and subtraction ♣ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ♣ applying their increasing knowledge of mental and written methods. Use reasoning about numbers and relationships to solve more complex problems and explain their	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, 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, including: ♣ a two-digit number and ones ♣ a two-digit number and tens ♣ two two-digit numbers ♣ adding three one-digit numbers recognise the place value of each digit in a two-digit number (tens, ones),use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ♦; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.) **Division and Multiplication (1 week):** recall and use multiplication and division	write numbers to at least 100 in numerals and in words, compare and order numbers from 0 up to 100; use and = signs, recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers, recognise the place value of each digit in a two-digit number (tens, ones), identify, represent and estimate numbers using different representations, including the number line. **Addition and subtraction: (1 week):** use place value and number facts to solve problems. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ♣ a two-digit number and ones ♣ a two-digit number and tens ♣ two two-digit numbers ♣ adding three one-digit numbers, recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value, find different combinations of coins that equal the same amounts of money, add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17), use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ♦; 'together Jack and Sam have £14. Jack has £2

	thinking (e.g. 29 + 17 = 15 + 4 + ♦; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.) • solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets **Division and Multiplication: (2 weeks)** recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers, show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot, calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs, solve problems involving multiplication and division, using materials, **arrays, repeated addition**, **mental methods**, and **multiplication and division facts, including problems in contexts.** Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts **Measure- Length, height, mass, temperature, capacity(1 week):** compare and order lengths, mass, volume/capacity and record the results using >, < and =, 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, read scales* in divisions of ones, twos, fives and tens,	facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers, solve problems involving multiplication and division, using materials, **arrays, repeated addition**, **mental methods**, and **multiplication and division facts, including problems in contexts.** Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts **Statistics (1 week):** Pupils should be taught to: ♣ 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. **Geometry – 3D shape (1 week):** 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. Identify and describe the properties of 3-D shapes,	more than Sam. How much money does Sam have?' etc.) • solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets **Division and Multiplication: (1 week)** recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers, show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot, calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs, solve problems involving multiplication and division, using materials, **arrays, repeated addition**, **mental methods**, and **multiplication and division facts, including problems in contexts.** Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts. **Fractions (1 week):** recognise, find, name and write fractions 1/3, 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity, write simple

	read scales* where not all numbers on the scale are given and estimate points in between. **Geometry -2D shape (1 week):** recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles], compare and sort common 2-D shapes. **Measure – Time (1 week):** compare and sequence intervals of time ♣ 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. **Statistics (1 week):** Pupils should be taught to: ♣ 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. **Fractions (2 weeks):** recognise, find, name and write fractions 1/3, 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity, write simple fractions for example, 1/2 of 6 = 3, know that all parts must be equal parts of the whole**,** recognise the equivalence of 2/4 and 1/2 .	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] Describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions). **Multiplication and Division (1 week):** recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers, calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs, solve problems involving multiplication and division, using materials, **arrays, repeated addition**, **mental methods**, and **multiplication and division facts, including**	fractions for example, 1/2 of 6 = 3, know that all parts must be equal parts of the whole**,** recognise the equivalence of 2/4 and 1/2 . **Measure – Time (1 week):** compare and sequence intervals of time ♣ 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. **Number system and place value (1 week):** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward, read and write numbers to at least 100 in numerals and in words, compare and order numbers from 0 up to 100; use and = signs, recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers, recognise the place value of each digit in a two-digit number (tens, ones), identify, represent and estimate numbers using different representations, including the number line. **Addition and subtraction (1 week):** recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100,add and subtract numbers using

		problems in contexts. Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts **Geometry –Position and direction (1week):** order and arrange combinations of mathematical objects in patterns and sequences ♣ 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). **Addition and Subtraction (1 week):** 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, including: ♣ a two-digit number and ones ♣ a two-digit number and tens ♣ two two-digit numbers ♣ adding three one-digit numbers, use place value and number facts to solve problems, recognise	concrete objects, pictorial representations, and mentally, including: ♣ a two-digit number and ones ♣ a two-digit number and tens ♣ two two-digit numbers ♣ adding three one-digit numbers recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. **Multiplication and Division (1week):** recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers, Fractions (1 week): recognise, find, name and write fractions 1/3, 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity ♣ write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 . **Statistics (1 week):** 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 >, < and =, interpret and construct simple

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			within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs, solve problems involving multiplication and division, using materials, **arrays, repeated addition**, **mental methods**, and **multiplication and division facts, including problems in contexts.** Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot, recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts **Fractions (1 week):** recognise, find, name and write fractions 1/3, 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity, write simple fractions for example, 1/2 of 6 = 3, recognise the equivalence of 2/4,know that all parts must be equal parts of the whole			
Science Switch on Science	**Healthy Me** Find out about and describe the basic needs of animals, including	**Our local environment**	**Materials Monster**	**Squash, Bend, Twist and Check**	**Young Gardeners**	**Little Master Chefs**

(1hr)	humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	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 and plants, and how they depend on each other.	Everyday materials explores the properties and uses of everyday materials, set in the context of meeting, talking to and feeding the Materials Monster.	Explore how the shapes of objects can be changed by squashing, bending, twisting and stretching. In doing this they raise questions. perform simple tests, and gather and record data.	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Compare the suitability of a variety of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Find out about, and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
Computing Kapow (1hr)	**What is a computer?** When children picture a computer, they often think of a screen, mouse and keyboard. This topic explores exactly what a computer is, with pupils identifying and learning how inputs and outputs work, how computers are	**Word processing** In this topic, children learn about word processing and how to stay safe online as well developing their touch typing skills. They are introduced to keyboard shortcuts, as well as simple editing tools	**Programming – Scratch Jr** Using the app 'ScratchJr,' children explore what 'blocks' do by carrying out an	**Algorithms and Debugging** This combination of unplugged and plugged-in activities develop childrens'	**Stop Motion** Pupils learn how to create simple animations, storyboarding their ideas and then decomposing the story into small parts of	**International Space Station** The International Space Station (ISS) is a fascinating real-world setting for teaching about how data is collected, used and displayed as

	used in the wider world and designing their own computerised invention	within a word processor including: bold, italics, underline and font colour as well as how to import images.	informative cycle of predict > test > review, programme a familiar story and an animation of an animal, make their own musical instrument by creating buttons and recording sounds and follow an algorithm to record a joke	understandin g of; what algorithms are, how to program them and how they can be developed to be more efficient, introducing pupils to loops	action to be captured using the Stop Motion Animation software. They will need to work carefully to frame and take shots, making minute movements each time to ensure a clear end result	well as the scientific learning of the conditions needed for plants and animals, including humans, to survive
	Gym - Part 1 Points of contact. To develop fundamental movement skills, extend agility, balance and co-ordination. Engage in co-operative physical activities.	**Dance - Great fire of London** To explore travelling and pathways, showing control, change of levels/speed/directio n, meet and part and canon through the story telling of The Great Fire of London.	**Gym – Part 2 Ball, tall and wall.** To develop fundamental movement skills. Extend agility, balance and co-ordination. Engage in co-operative physical activities.	**Dance – Magical Friendships** To explore changes in size, speed, level and dynamics and use gestures and travelling to show meeting and greeting.	**Games Fundamentals 1** Revise skills of running successfully, changing, and directions on the move. Develop throwing, catching, striking and dribbling skills and play small games.	**Games Fundamentals 2** Revise skills of running successfully, changing, and directions on the move. Develop throwing, catching, striking and dribbling skills and play small games.

History Chris Quigly (1hr)		**The Great Fire of London.** The children will explore how the fire started. Look at eyewitness accounts. Look at what the key factors towards the spread of the fire were. Look at life in the 17th Century and understand how London was rebuilt.	**Significant Individuals – *Florence Nightingale and Mary Seacole*** The children will look at the lives of Florence Nightingale and Mary Seacole and explore why they became influential. They will look at barriers that they came up against and how they have helped to improve nursing in modern times. Looking at hospitals then and now.	**Significant Individuals – *Isaac Newton*** The children will look at the life of Isaac Newton. Understand his significance to the local area and explore some of his discoveries and inventions.		

Geography Chis Quigly (1hr)	**Oceans and continents** The unit will encourage the development of knowledge about places and their locations. The range of activities is designed to ensure that, over time, children learn about places, where the places are and how they are connected. What are the names of the seven continents? Where are the seven continents? What and where are the five major oceans?				**Weather and climate** This unit will explore different temperatures and weather and locating polar. Equatorial and desert climates.	**Australia** This unit is all about Australia. Looking at the weather and climate, people and culture, animals and physical features. The children will compare this to the UK and the local area.
Art Kapow (1hr)		**Formal elements** Exploring the formal elements of art: pattern, texture and tone; children will create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional to produce a landscape.	**Human Form** Exploring how bodies and faces are portrayed in art: looking at the work of a number of artists, using their bodies to form shapes, creating collages and drawing portraits.		**Still Life** In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing their skills in weaving	

					and the manipulation of clay, experimenting with brush strokes	
DT Kapow (1hr)	**Textiles - sewing** By making their own template, children can ensure that their pieces of fabric will be exactly the right size. With their fabric cut out, pupils use a simple running stitch to join two pieces together before decorating the front of it, according to their designs.			**Structure: Baby Bear's chair** Using the tale of Goldilocks and the three bears as inspiration, children are to make him a new chair.		**Food: A balanced diet** Through their exploration of what makes a balanced diet, children taste test food combinations of different food groups. They will also aim to make a wrap that includes a healthy mix of protein, vegetables and dairy, and learn about the term 'hidden sugars'.
Music Kapow	**On this Island** Taking inspiration from the British Isles, children explore how to create sounds to represent three contrasting landscapes: seaside, countryside and city. Through images and discussion, they develop an idea of what each of these places would	**Musical me** In this topic children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter	**Myths and legends** Developing understandin g of musical language and how timbre, dynamics and tempo affect the	**Orchestral music** Children are introduced to the instruments of the orchestra and practice identifying these within a piece of	**Animals - *Call and response song*** Children go on a musical safari; using instruments to represent animals, copying rhythms, learning a traditional African call and	**Space** In this topic pupils develop their knowledge and understanding of dynamics, timbre, tempo and instruments, identifying them in music that they hear and to

	sound like and then use this to create their own soundscapes.	notation to write a melody.	mood of a song	music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.	response song and to recognise simple notation, progressing to creating their own animal based call and response rhythms	compare pieces by the same composer. They visually represent music in creative and more formal ways and learn to play and compose motifs.
RE (1hr)	**Christianity** God: What do people believe about God? What do Christians learn and understand about God through Old Testament Bible stories? What do stories in the New Testament tell Christians about Jesus? Being human: How does faith and belief affect the way people live their lives? What does the Bible say about how Christians should treat others and live their lives? How can Christian faith and beliefs be seen in the actions of inspirational Christians? Community, worship and celebration: How do people express their religion and beliefs? What do Christians do to express their beliefs? Which celebrations are important to Christians? Life journey, rites of passage: How do people mark important events in life? What do Christians do to celebrate birth? What does it mean and why does it matter to belong?		**Islam** God: What do people believe about God? How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an? Being human: How does faith and belief affect the way people live their lives? What does the Qur'an say about how Muslims should treat others and live their lives? How can the Muslim faith and beliefs be seen in the actions of inspirational Muslims? Community, worship and celebration: How do people express their religion and beliefs? What do Muslims do to express their beliefs? Which celebrations are important to Muslims? Life journey, rites of passage: How do people mark important events in		**Sikhism** In-depth study of another religion/belief system At least one religion/belief system; must be a religion/belief system other than Christianity and Islam. Key beliefs, practices, festivals, symbols, etc. Opportunities to compare and contrast with compulsory units.	

			life? What do Muslims do to celebrate birth?			
PSHE	**Wellbeing Day – Wonderful Me! (*Reflecting on experiencing different feelings)*** Children reflect on how it feels to experience different emotions, including conflicting emotions, noticing their effects on their bodies.	**Wellbeing Day – People around me *(other people's feelings)*** Using an inspirational story, pupils consider what other people might be thinking and feeling to help develop their ability to empathise with others.	**Wellbeing Day – Meaning and purpose *(steps to success)*** Children identify their strengths and areas they would like to develop, creating goals to help them achieve these.	**Wellbeing Day – Resilience *(Developing a growth mindset)*** In this topic, children begin to use their understanding of emotions and look outwards to get a better understanding of other people's thoughts and feelings as well as recognising their strengths and how to help. As part of learning about a growth mindset, children attempt different challenges and investigate different	**Wellbeing Day – Healthy Body, Healthy Brain** With inspiration from Mo Farah, children learn the importance of exercise and consider different and fun ways of staying active.	**Wellbeing Day – Relaxation *(breathing exercises)*** Children explore how relaxation affects the body and mind and practice different breathing exercises while considering the most appropriate times to use them.

				strategies for dealing with difficult situations and emotions.		
SRE	**Families offer stability and .Love** Understanding the role of family in the children's lives	**Families are all different** Understanding and respecting that each family is unique, and families can be made up of different people.	**Other People's feelings** Learning to recognise how other people might be thinking and what emotions might look like on the outside.	**Unhappy friendships** Learning that some friendships might make us feel unhappy and how to deal with this	**Introduction to manners and courtesy** Understanding the importance of manners, and learning why manners and behaviour may change in some situations.	**Change and loss** Understanding about change and loss and how this can affect us
Enrichment	Aero Zone East Midland Airport/ Cranwell Aviation		Famous people day Woolsthorpe Manor/Isaac Newton day.		Belton House Eco centre	'Go Green' day – make an outfit out of recycled materials.