



Stanley Primary School Curriculum map: Year 2

Focus Text:	Term 1 Place, Value of Punctuation and grammar	Term 2 Meerkat Mail Three little Pigs	Term 3 The Egg	Term 4 The Queen's Hat	Term 5 Stories from the Billabong	Term 6 Georges Marvellous Medicine
English	• Writing riddles • Common and proper nouns • Being and regular/irregular action verbs • Single and compound sentence construction • Pronouns • • Shopping lists • Story retelling	• Non-chronological report • Recount writing (postcards) • Wanted poster • Diary writing • Narrative writing	• Recount writing • Letter writing • Instruction writing • Missing poster	• Narrative writing • Diary writing • Letter writing • List poetry • Imaginative writing	• Character/setting description • Narrative writing • Explanation • Diary writing • Information text	• Character description • Diary • Instructions • Newspaper report • Persuasive advert • Performance Poetry
Spelling focus	• Vowels and consonants • Compound words	• Plurals (s/es) • Suffixes (-y/-ed/-ing/-ly) • Prefixes (un-/re-)	• Suffixes (-est/-er/-ful/-ly/-less)	• Prefixes (super-/over-/under-)	• Suffixes (-ness/-ment) • Suffixes -ing/-ed (adjectives)	
Maths	Fluency, Problem Solving & Reasoning					
	• Place value • Addition & subtraction • Multiplication of 2, 5 and 10 • Assess & Review		• Division of 2, 5 and 10 • Shape • Money • Fractions • Assess & Review		• Measurement: Length & Height, Mass, capacity & temperature • Time • Statistics • Position and direction	

Science	Habitats - Ask questions to further their knowledge. - Recall some life processes, giving examples of how they apply to plants and animals. - Classify objects into alive, never been alive and was once alive, giving reasons for their choices. - Match different plants and animals to their habitats. - Give examples of how animals use their habitat for food and shelter. - Recall that plants produce their own food for energy. - Name living things that are producers and place a producer at the beginning of a food chain. - Use arrows to show the order in a food chain.	Microhabitats - Identify and name a variety of plants and animals. - Recall that minibeasts live in microhabitats. - Describe microhabitats and their conditions. - Describe how microhabitats provide for the basic needs of animals and plants. - Describe the job role of a botanist. - Group minibeasts and create simple classification keys. - Ask questions and recognise that they can be answered in different ways. - Gather and record data and use it to answer questions. - Plan what observations to make in an experiment. - Order the steps of a method. - Describe the appearance of flowering plants. - Use an identification chart to name flowering plants.	Uses of everyday materials - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. - perform simple tests to find out if the properties of materials match the suitability of the object it has made. - use their observations to make suggestions. - plan their own investigations to test the properties of materials	Life cycles and health - Looking at animals including humans and thinking about the basic needs they need for survival. - Learning that animals including humans have offspring which grow into adults. - Thinking about the importance for humans of exercise, eating the right amounts of different types of food and hygiene. - Recording and presenting information in different ways including tables and bar charts.	Plants - observing and describing how seeds and bulbs grow into mature plants. - sorting and classifying seeds and bulbs. - exploring and observing the insides of seeds and bulbs. - investigating if plants need water, light and a suitable temperature to grow and stay healthy. - observing how changing these affects the growth of a plant.	Making connections - <i>Exploring a range of themes from across the year in a way that shows pupils how science connects to our world and future.</i>
Computing	Computer Systems and networks - IT around us - To recognise the uses and features of information technology - To identify the uses of information technology in the school - To identify information technology beyond school - To explain how information technology helps us - To explain how to use information technology safely	Programming Algorithms (Blue Bots) - To describe a series of instructions as a sequence - To explain what happens when we change the order of instructions - To use logical reasoning to predict the outcome of a program - To explain that programming projects can have code and artwork - To design an algorithm	Internet Safety - Learn what personal information is - Importance of keeping personal information private - and not shared online - Learn about image sharing - Making friends online - Cyberbullying - Things to be aware of	Programming Quizzes (scratch) - To explain that sequence of commands is a start - To explain that a sequence of commands in an outcome - To create a programme using a given design - To change a given design	Creating media - Digital Photography - To use a digital device to take a photograph - To make choices when taking a photograph - To describe what makes a good photograph - To decide how photographs can be improved - To use tools to change an image	Data and Information - To recognise that we can count and compare objects using tally charts - To recognise that objects can be represented as pictures - - To create a pictogram - To select objects by attribute and make comparisons

	- To recognise that choices are made when using information technology	- To create and debug a program that I have written		- To create a programme using their own design - To decide how my projects can be improved	- To recognise that photos can be changed	- To recognise that people can be described by attributes - To explain that we can present information using a computer
History	Significant historical events, people and places in their own locality. - exploring the history of the local area including Stanley Primary School, Blackpool Zoo and Stanley park. - Asking and answering questions about the past. - Comparing how people schools have changed over time. - Placing people and historical objects in chronological order onto a timeline. - Using a range of sources to find out about the past including 1 st hand accounts. - Presenting historical information in different ways.		Comparing Lives of Significant Individuals (Elizabeth I & Elizabeth II) - exploring the role of a monarch. - asking and answering questions about the lives of Queen Elizabeth I and Queen Elizabeth II and identifying similarities and differences between them. - comparing how people lived during their reign. - placing people, events and historical objects in chronological order onto a timeline. - presenting historical information in different ways.	Comparing Lives of Significant Individuals (Florence Nightingale & Mary Seacole) - Exploring the lives of significant historical people (Florence Nightingale and Mary Seacole) and how they have left a lasting effect on the world we live in. - Asking and answering questions about the past. - Comparing how people have changed over time. - Placing people and historical objects in chronological order onto a timeline. - Using a range of sources to find out about the past. - Presenting historical information in different ways.		
Geography		Continents & Oceans - Name and locate the world's seven continents and five oceans - Use world maps, atlases and globes to identify the United Kingdom and its			Hot & Cold Places - identify the location of hot and cold areas of the world in relation to the Equator and the	Australia Here We Come - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as

		countries, as well as the continents and oceans - Use world maps, atlases and globes to identify the continents and oceans - use 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 - use 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			North and South Poles - use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage	the continents and oceans - Understand 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 country, - use 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
DT		Sewing - Design and make a hand stitched decoration - Exploring and evaluating a range of fabric sewn decorations. - Designing, sewing and evaluating our own fabric decorations.	Wheels & Axles - investigating vehicles and how wheels and axles are used to make them move. - designing and making a vehicle including moving wheels and axles.		Food preparation - tasting, designing and preparing food suitable for a party. -	
Art	Explore & Draw - See how artists explore the world around them to help them find inspiration.			Mono Printing - Make drawings using photos from films as the source material.	-	3D sculpture - See how some artists are inspired by other artforms such as music.

	- Explore the local environment (school, home, etc) and collect things which are eye-catching. - Explore composition by arranging the things collected. - Talk about collected items and the reasons for their arrangement. - Take photographs of artwork and think about focus and light. - Use careful looking to practice observational drawing, focussing for 5 or 10 minutes. - Hold an object and make a drawing thinking about the way the object <i>feels</i>. - Combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in observational drawings. - Work small in sketchbooks and on large sheets of paper, exploring how to use line, shape and colour in work. - Cut out and collage to explore composition. - Share work and talk about successes and improvements to make.			- Work in sketchbooks or on paper to make drawings using soft pencil or handwriting pen. - Look closely at small objects nearby and make drawings with soft pencil or handwriting pen at the same scale or size. - Think carefully about which marks to include in drawings. - Share my sketchbook work with the class and talk about what I like about my work. Listen to others talking about their work, and add thoughts. - Explore the work of an artist who uses mono print and share thoughts on the Artists work. - Use carbon paper to make mono prints and experiment with different kinds of marks thinking about how they help make drawings interesting. - Base drawings upon careful observational looking and slow down mark making and work for 5 to 15 minutes on a drawing. - Explore a theme and make mono prints from imagination - Share work and talk about successes and improvements to make. - Evaluate the work of classmates.		- Share responses to their work, and listen to others. - Listen to sounds, and use mark making skills to make marks in response. - Draw from observation whilst listening to a piece of music, allowing the music to inspire drawings. - Use imagination and work on a larger scale to make drawings of imaginative instruments, or use hands to invent musical instruments made from construction materials. - Reflect upon what is made and share work with the class. - Listen to responses about our work, and talk about response to others work. - Take photos of artwork.
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RE	Christianity (God) - Retell (simply) the <i>Genesis 1</i> story of creation - Suggest why Christians might think it is important to look after the world - Suggest ways that Christians might express their concern for the natural world - Describe how and why Christians might thank God for creation at Harvest festivals - Identify ways in which humans use (and abuse) the natural world - Talk about why our planet should matter to all humans - and how this should influence our behaviour - Reflect on their own use of the world's resources - Ask questions about what they can do to show that they care about the world	Christianity (Jesus) - Suggest what Christians might mean when they refer to Jesus as 'the Light of the world' - Talk about the different titles that might be given to Jesus Christ/Messiah/Saviour/Son of God - Identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light services, Christingle) - and the symbolic meaning - Talk about the different ways that Christians might celebrate Christmas - Identify different ways that humans use light - Discuss the importance of light - as a source of comfort, security and hope - Talk about how and why light might be an important symbol - Ask questions about the value of sources of light in their own lives - Talk about the people who provide comfort, security and hope for them - Suggest ways in which they might be a light for others	Hindu - Know that Hindus believe in one God (Brahman) who can be worshipped in many forms - Know that these forms (the deities) have different qualities and are portrayed in different ways - Suggest why Hindus might believe that it is important to show devotion to the deities - Know that Hindus might worship at a Mandir and/or the home shrine - Suggest why worship in the home might be important - Describe the meaning and symbolism of items used in worship (e.g. arti lamp, items on the puja tray) - Talk about qualities that make some people special - Identify ways in which humans show their gratitude to the people who matter in their lives - Talk about who is special to them and why - Reflect on who they should be grateful to and how they might show this in words and actions	Islam - Suggest why Muslims believe that it is important to respect God - Talk about why Muslims would want to show their gratitude to God - Know that submission to God is an important aspect of Islamic life - Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis - Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat - Suggest how making time for the five daily prayers is an act of submission - Talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community - the Ummah - is united by prayer) - Identify ways in which humans show their gratitude - Talk about the things they do on a regular basis as a sign of their commitment and belonging - Reflect on who they should be grateful to and how they show this	Christianity (Church) - Suggest beliefs and values that might unite the Christian community - Talk about why some Christians might think it is important to come together to worship God - Identify symbols (images and actions) used in Christian worship - Talk about how and why symbols might be used in Christianity - Identify and describe features of a church - Identify signs and symbols in the world around them - Talk about the school logo - what values it might represent and how it might unite the school community - Ask thoughtful questions about signs and symbols - Talk about communities that they belong to - and how they show their commitment to these communities	Judaism - Retell and suggest meanings for religious stories, actions and symbols. - Use religious words and phrases and consistently identify some features of religious traditions Sukkot and Hannukah. - Begin to identify and describe how religion is expressed in different ways. - Talk about what is of value and concern to themselves and to others. - Talk about what they find interesting or puzzling. - To ask important questions about religions and belief.
Music	Exploring pitch - reading music - Children learn to sing simple songs with a range from do - so and pentatonic songs and then to both play	Christmas songs. - Children learn to sing simple Christmas Songs in preparation for a performance.	Creating media - Digital Music - Children will be using a computer to create music.	Grandma Rap - Begin exploring duration of notes, create a rhythmic accompaniment to	Exploring rhythm, tempo and steady beat with songs	What's the score exploring instruments and symbols

	by ear and to start reading notation to play the pieces.		- They will listen to a variety of pieces of music and consider how music can make them think and feel.	perform a rap with two parts.	from different cultures. - Children explore songs from different cultures and use these songs as a starting point to create their own instrumental accompaniment.	- Children learn to sing songs with different tempos, pitches and dynamics. They then learn to play a range of instruments thinking about pitch, tempo and dynamics. - Children will follow pictures to use as a cue to know when to play.
PE	Fundamental skills and gym – Jack & the Beanstalk - To show a jump 2 feet to 2 feet with a straight shape - To throw overarm with some accuracy. - To climb with confidence. - To throw overarm with some accuracy. - To show a jump 2 feet to 2 feet with a wide shape. - To perform an egg roll with some control - To show a jump 2 feet to 2 feet with a tuck shape - To throw overarm with some accuracy. - To demonstrate a travel and roll with a shape. - To throw overarm with some accuracy and roll a ball at a target with accuracy. - To show the skills of travelling, rolling, and jumping into a sequence with two different shapes.	Gymnastics - To demonstrate jumping actions with different shapes in the air - To show travelling actions using hands and feet. - To demonstrate balancing on large body parts - To show an egg roll, pencil and teddy bear roll. - To create and demonstrate a sequence using rolling, jumping and travelling. - To perform jumping and rolling actions. - To create a sequence using rolling, jumping and travelling.	Dance – Explorers - Demonstrate imagination - Move in new and interesting ways - Develop movement memory - Develop key travelling skills - Replicate animal movements - Work in pairs to create duets using contact - To guide others in movements Share ideas	KS1 FMS – Kicking unit - Explore different ways of kicking objects with increasing accuracy - Receive a kick with control - To intercept a ball - To explore kicking with a variety of equipment - To choose skills effectively for a game	Games – Striking and fielding - To demonstrate overarm throw for distance - To strike a ball for distance and accuracy - To play a simple striking and fielding game - To use simple tactic in a game	End of KS1 Assessment
	Playground and Team games with BFCCT -Take part in playground games where the children have to follow rules and co-operate with each other. Use some football games.	Bounce Ball with BFCCT -Locomotion games, fair play and co-operation. Striking stationary and moving balls. -	Games – Net and Wall - To catch a ball - To side gallop with rhythm - Show the ready position - To hold a bat accurately - To strike a ball to a partner and with accuracy - To show simple tactic in competitive games - To use tactic to outwit an opponent	Games – Piggy in the middle - Throw underarm with accuracy - Catch a ball with control - Pass a ball and move into a space with accuracy - Show simple tactic in a game	Athletics (Sports day skills) - Practise events for sports day covering running, jumping and throwing events	Dance activities – Seaside - Explore actions related to activities at the seaside - Compose and perform a dance phrase showing movements of the ocean

						- Select appropriate movements and body shapes to communicate ideas - Remember, repeat and perform a short dance to represent their ideas of life in a seaside village
PSHCE	Being responsible: -Practice makes perfect - Helping someone in need Relationships/ feelings and emotions: -Worry	Relationships/ feelings and emotions: - Body Language - Bullying - Anger Keeping safe/hazard watch: - Tying shoelaces	Keeping safe/hazard watch: - Fire safety (visit) Computer safety: - Image sharing - Computer safety Documentary	Staying healthy: - Brushing teeth - Healthy eating Our World: - Living in our world	Keeping safe/hazard watch: - Is it safe to eat/drink/play with? Our World: - Working in our world	Keeping safe/hazard watch: - Sun safety