Stanley Primary School Curriculum map: Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	**National Curriculum - Vocabulary, Grammar and Punctuation** • Formation of **nouns** using **suffixes** such as –ness, –er and by compounding • Formation of **adjectives** using **suffixes** such as –ful, –less • Use of the **suffixes** –er, –est in **adjectives** • Use of –ly in Standard English to turn adjectives into **adverbs** • **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 • 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 • 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					
	Spelling					
	• Baseline assessments • 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)	• homophones/near homophones (x2) • -tion words • contraction words • possessive apostrophes
	Composition - Focus Texts					
	Place, Value of Punctuation and grammar	**Meerkat Mail** **Three little Pigs**	**The Egg**	**The Queen's Hat**	**Stories from the Billabong**	**Georges Marvellous Medicine**
	• 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
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 • Measurement: Length & Height, Mass, capacity & temperature		• Fractions • Time • Statistics • Position and direction • Assess & Review	

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			• Assess & Review			
Science	**Working Scientifically.** **Children will:** • ask simple questions and recognising that they can be answered in different ways • observe closely, using simple equipment • perform simple tests • identify and classifying • use their observations and ideas to suggest answers to questions • gather and record data to help in answering questions					
	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** • Exploring a range of themes from across the year in a way that shows pupils how science connects to our world and future.

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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 1st 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		**Little Blue Planet** Using maps, globes and plans at a range of different scales. Identifying and describing where places are and what they are like. Making observations about where things are located. Recognising how places compare and are linked to other places in the world. Learning to recognise changes in physical and human environments and learn how they may be improved or sustained. Communicating in different ways and using a range of geographical vocabulary. Making our own maps and plans. Involved in decision making and expressing our own views about people, places and environments.			**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 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,	**Australia Here We Come** • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as 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

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		Participating in geographical investigations.			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	• Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Computing	**Online Safety** Children will explore the following strands over the course of the year: Self-image and identity, Online relationships, Online reputation, Online bullying, Managing online information, Health, well-being and lifestyle, Privacy and security, Copywrite and ownership					
	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 • To recognise that choices are made when using information technology	**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 • To recognise that photos can be changed	**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 • To create and debug a program that I have written	**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 people can be described by attributes • To explain that we can present information using a computer	**Creating media – Digital Music** • Explore how music can make them think and feel. • Make patterns and use those patterns to make music with both percussion instruments and digital tools. • Create different rhythms and tunes, using the movement of animals for inspiration. • Share their creations and compare creating music digitally and non-digitally.	**Programming Quizzes (scratch)** • To explain that sequence of commands is a star • To explain that a sequence of commands in an outcome • To create a programme using a given design • To change a given design • To create a programme using their own design • To decide how my projects can be improved
Art	**Explore & Draw** • See how artists explore the world around them to help them find inspiration. • 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.		**Mono Printing** • Make drawings using photos from films as the source material. • 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.		**3D sculpture** • See how some artists are inspired by other artforms such as music. • 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	

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	• 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 feels. • 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.		• 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.		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.	
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.	
R.E	**How do we respond to the things that really matter?**					
	Christianity (God) *Children will investigate the question: Does how we treat the world matter?* • Retell (simply) the Genesis 1 story of creation • Suggest why Christians might think it is important to look after the world	**Christianity (Jesus)** *Children will investigate the question: Why do Christians say that Jesus is 'the Light Of The World'?* • Suggest what Christians might mean when they refer to Jesus as 'the Light of the world'	**Hindu** *Children will investigate the question: How might people express their devotion?* • Know that Hindus believe in one God (Brahman) who can be worshipped in many forms	**Islam** *Children will investigate the question: Why do Muslims believe it is important to obey God?* • Suggest why Muslims believe that it is important to respect God	**Christianity (Church)** *Children will investigate the question: What unites The Christian community?* • Suggest beliefs and values that might unite the Christian community • Talk about why some Christians might think it is	**Judaism** *Children will investigate the question: What aspects of life really matter?* • Retell and suggest meanings for religious stories, actions and symbols.

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	• 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	• 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	• 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	• 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	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	• 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 by ear and to start reading notation to play the pieces.	**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. • They will listen to a variety of pieces of music and consider how music can make them think and feel.	**Grandma Rap** • Begin exploring duration of notes, create a rhythmic accompaniment to perform a rap with two parts.	**Exploring rhythm, tempo and steady beat with songs from different cultures.** • Children explore songs from different cultures and use these songs as a starting point to create their own instrumental accompaniment.	**What's the score exploring instruments and symbols** • 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.

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P.E	**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. **Playground and Team games** • Take part in playground games where the children follow rules and co-operate with each other. • Use some football games.	**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. **Bounce Ball** • Locomotion games, fair play and co-operation. • Striking stationary and moving balls.	**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 **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	**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 – 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	**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 us 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 **End of KS1 Assessment**
PSHE & RSE	**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