



Stanley Primary School Curriculum map: Year 2

Focus Text:	Term 1	Term 2 Meerkat Mail	Term 3 The Queen's Hat	Term 4 Three little Pigs	Term 5 Stories from the Billabong	Term 6 The Egg
English	<ul style="list-style-type: none"> Riddle writing Invitations Shopping lists Request letter Story retelling Recount writing 	<ul style="list-style-type: none"> Setting description Recount writing Narrative writing Information text 	<ul style="list-style-type: none"> Narrative writing Diary writing Letter writing List poetry Imaginative writing 	<ul style="list-style-type: none"> Wanted poster Diary writing Instruction writing Narrative writing 	<ul style="list-style-type: none"> Diary writing Character/setting description Narrative writing Information text 	<ul style="list-style-type: none"> Recount writing Letter writing Missing poster Instruction writing Performance Poetry
Spelling focus	<ul style="list-style-type: none"> dge words ge words Soft g words Soft c words kn/gn words Yr 2 CE words 	<ul style="list-style-type: none"> wr words le words el words al words il words Yr 2 CE words 	<ul style="list-style-type: none"> 'i' sound spelt as y words adding 'ies' to words ending in y ed suffix (change y to i) er/est suffixes (change y to i) ing suffix (remove the e) 	<ul style="list-style-type: none"> Yr 2 CE words er/est suffixes (remove the e) ing suffix (double the consonant) ed suffix (double the consonant) or sound spelt as a before l/ll short vowel o sound 	<ul style="list-style-type: none"> Yr 2 CE words ee spelt as ey o spelt as a after w/qu er/or spelt as or/ar zh spelt as s suffixes ment/ness 	<ul style="list-style-type: none"> suffixes ful/less homophones/near homophones (x2) tion words contraction words possessive apostrophes
Maths	Fluency, Problem Solving & Reasoning					
	<ul style="list-style-type: none"> Place value Addition & subtraction Multiplication and division of 2, 5 and 10 Assess & Review 		<ul style="list-style-type: none"> Shape Money Measurement; Length & Height Fractions Assess & Review 		<ul style="list-style-type: none"> Measurement: Mass, capacity & temperature Time Statistics Position and direction 	
Science	<ul style="list-style-type: none"> Habitats Ask questions to further their knowledge. 	<ul style="list-style-type: none"> Microhabitats - Identify and name a variety of plants and animals. - Recall that minibeasts live in microhabitats. 	<ul style="list-style-type: none"> Uses of everyday materials - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, 	<ul style="list-style-type: none"> Life cycles and health - - Looking at animals including humans and thinking about the basic 	<ul style="list-style-type: none"> Plants - observing and describing how seeds and bulbs grow into mature plants. - sorting and classifying seeds and bulbs. 	<ul style="list-style-type: none"> Making connections - Exploring a range of themes from across the year in a way that shows pupils how science

	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<p>brick, rock, paper and cardboard.</p> <ul style="list-style-type: none"> - 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 	<p>needs they need for survival.</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<p><i>connects to our world and future.</i></p>
<p>Computing</p>	<ul style="list-style-type: none"> - What is IT? - Identify examples of computers and understand that computers are a part of IT - Recognise common types of technology - Describe some uses of computers and sort school IT by where it is found and what it's used for - Identify that some IT can be used in more than one way - Demonstrate how IT devices work together 	<ul style="list-style-type: none"> ● Coding 1 (same for coding 2 unit) <ul style="list-style-type: none"> - Programming buttons and instructions. - Learning to make objects move on screen. - Programming and investigating different types of input. - Designing and programming an app where objects move around and respond to different events by carrying out actions. ● Digital Photography <ul style="list-style-type: none"> - recognise which devices can take photos 	<ul style="list-style-type: none"> ● Coding 2 ● Internet Safety <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> ● Programming algorithms - Blue Bots <ul style="list-style-type: none"> - ordering things to make something happen and talking about this as an algorithm. - programming a robot or software to do a particular task. 		<ul style="list-style-type: none"> ● Handling Data <ul style="list-style-type: none"> - handling data in online tables, bar charts, graphs and pictograms - sorting data into databases - record and organise data in a tally chart - compare data - use a computer programme to represent data in different ways

		<ul style="list-style-type: none"> - learn how to take photos in different orientations - explain how to take a good photograph and improve a bad one 				
History	<ul style="list-style-type: none"> ● Significant historical events, people and places in their own locality. <ul style="list-style-type: none"> - 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. 		<ul style="list-style-type: none"> ● Comparing Lives of Significant Individuals (Elizabeth I & Elizabeth II) <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> ● Comparing Lives of Significant Individuals (Florence Nightingale & Mary Seacole) <ul style="list-style-type: none"> - 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		<ul style="list-style-type: none"> ● Little Blue Planet <ul style="list-style-type: none"> - 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. 			<ul style="list-style-type: none"> ● Australia Here We Come <ul style="list-style-type: none"> - Using maps, globes and atlases to locate the continent of Australia and some of the places we will study. 	<ul style="list-style-type: none"> ● The UK and its coastlines <ul style="list-style-type: none"> - Naming and locating global coastal habitats using maps. - Investigating what a coast is, why coastal habitats are important

		<ul style="list-style-type: none"> - 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. - Participating in geographical investigations. 			<ul style="list-style-type: none"> - Making connections between our lives and life in Australia. - Expressing our views about different places and environments. - Using geographical vocabulary to talk about and describe Australian human and physical features. 	<p>and how people can help and harm coastal habitats.</p> <ul style="list-style-type: none"> - Investigating some coastal features of the UK's coastline and using geographical words to describe coastal processes. - Exploring the process of global warming and the possible impacts of climate change. - Researching the different methods of protecting the coast from erosion and the effectiveness of different types of sea defence - Researching distant places online. - Presenting information about coasts in a variety of ways.
DT		<ul style="list-style-type: none"> ● 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. 		<ul style="list-style-type: none"> ● Food preparation - tasting, designing and preparing food suitable for a party. 	<ul style="list-style-type: none"> ● 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. 	
Art	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 				<ul style="list-style-type: none"> ● 3D sculpture ● See how some artists are inspired by other artforms such as music. ● Share responses to their work, and listen to others.

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 				<ul style="list-style-type: none"> • 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.
RE	<ul style="list-style-type: none"> • Christianity (God) - Retell (simply) the Genesis 1 story of creation - Suggest why Christians might think it is important to look after the world 	<ul style="list-style-type: none"> • Christianity (Jesus) Suggest what Christians might mean when they refer to Jesus as 'the Light of the world' 		<ul style="list-style-type: none"> • Hindu - Know that Hindus believe in one God (Brahman) who can be worshipped in many forms 	<ul style="list-style-type: none"> • Christianity (Church) - Suggest beliefs and values that might unite the Christian community - Talk about why some Christians might think it 	<ul style="list-style-type: none"> - Judaism - Retell and suggest meanings for religious stories, actions and symbols.

	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 		<ul style="list-style-type: none"> - 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 <p>● Islam</p> <ul style="list-style-type: none"> - 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 	<p>is important to come together to worship God</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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.
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Music	<u>Exploring pitch - reading music</u> 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.	<u>Christmas songs.</u> Children learn to sing simple Christmas Songs in preparation for a performance.	<u>Digital Music</u> 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.	<u>Grandma Rap</u> Begin exploring duration of notes, create a rhythmic accompaniment to perform a rap with two parts.	<u>Exploring rhythm, tempo and steady beat with songs from different cultures.</u> Children explore songs from different cultures and use these songs as a starting point to create their own instrumental accompaniment.	<u>What's the score exploring instruments and symbols</u> 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.

<p>PE Miss Pumphrey</p>	<p>Fundamental skills and gym - Jack & the Beanstalk</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> ● Gymnastics <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> ● Games - Net and Wall <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> ● KS1 FMS - Kicking unit <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> ● Games - Striking and fielding <ul style="list-style-type: none"> - 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 	<p>End of KS1 Assessment</p>
<p>Class teacher</p>	<ul style="list-style-type: none"> ● Playground and Team games with BFCCT <ul style="list-style-type: none"> -Take part in playground games where the children have to follow rules and co-operate with each other. Use some football games. 	<ul style="list-style-type: none"> ● Bounce Ball with BFCCT <ul style="list-style-type: none"> -Locomotion games, fair play and co-operation. Striking stationary and moving balls. - 	<ul style="list-style-type: none"> ● Dance - Explorers <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> ● Games - Piggy in the middle <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> ● Athletics (Sports day skills) <ul style="list-style-type: none"> - Practise events for sports day covering running, jumping and throwing events 	<ul style="list-style-type: none"> ● Dance activities - Seaside <ul style="list-style-type: none"> - 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			
MFL	<p><u>Vocabulary</u> Hasta luego ¿Cuántos años tienes? Tengo....años 11-15 ¿Cuántos hay? Counting shapes Hay.... un cuadrado un triangulo un rectangulo un pentagano un diamante un circulo un corazon una media luna</p> <p>NAVIDAD: Feliz Navidad</p> <p>Instructions Phonics ñ ce</p> <p>Respond to questions: ¿Cuántos años tienes? Tengo....años ¿Cuántos hay? Hay</p>		<p>COUNTING SHAPES</p> <p>11-once 12-doce 13-trece 14 catorce 15 quince</p>		<p><u>Vocabulary</u> La oruga caterpillar La luna - moon La hoja=leaf La noche=night La mariposa- butterfly La capullo-cocoon El lunes El martes El miércoles El jueves El viernes El sabado El domingo comio una manzana - an apple dos peras - two pears tres ciruelas-three plums cuatro fresas - four strawberries cinco naranjas -five oranges Acting out and retelling the story in Spanish</p> <p>Phonics ci</p> <p>SONG LA ORUGA TIENE HAMBRE SUNG TO LONDON bridge is falling down</p> <p>Respond to questions: ¿Cuántos años tienes? Tengo....años ¿Cuántos fresas/naranjas/manzanas....hay? Hay.....</p>		<p>THE VERY HUNGRY CATERPILLAR La oruga que tiene hambre THE FRUITS PART</p> <p>16- dieciseis 17-diecisiete 18-dieciocho 19-diecinueve 20-veinte</p>		<p><u>Vocabulary</u> la mariposa Es=it is or is Children create a butterfly and label it using simple sentences using 'es'</p> <p>Look at map of Spain Where is Spain? What is the name of the mountain range in between France and Spain? Name the countries that surround Spain Es España-It is Spain Es Francia-It is France Es Portugal-it is Portugal Phonics recycle: ñ ci, ce, z, j, ll Looking at where Spanish is spoken in the world Find South America Create booklet showing where Spanish is spoken. Respond to questions: ¿Cuántos años tienes? Tengo....años, ¿Como te llamas? Me llamo.....</p> <p>Consolidation of colours from Year 1</p> <p>THE VERY HUNGRY CATERPILLAR PART 2 La oruga que tiene hambre THE OTHER FOOD</p> <p>Numbers 0-20 Starting to write numbers from memory</p>
	PSHCE	<ul style="list-style-type: none"> •PSHCE - Being responsible: -Practice makes perfect - Helping someone in need 	<ul style="list-style-type: none"> • PSHCE - Relationships/ feelings and emotions: - Body Language - Bullying - Anger 	<ul style="list-style-type: none"> • PSHCE - Keeping safe/hazard watch: Fire safety (visit) • PSHCE - Computer safety: Image sharing 	<ul style="list-style-type: none"> •PSCHE - staying healthy: Brushing teeth •PSHCE - Our World: Living in our world 	<ul style="list-style-type: none"> •PSHCE - Keeping safe/hazard watch: Is it safe to eat/drink/play with? • PSHCE - Our World: 	<ul style="list-style-type: none"> •PSCHE - Keeping safe/hazard watch: Sun safety - 		

	<ul style="list-style-type: none"> ● PSHCE - Relationships/ feelings and emotions: - Worry 	<ul style="list-style-type: none"> ● PSHCE - Keeping safe/hazard watch: - Tying shoelaces 	<ul style="list-style-type: none"> ● PSHCE - Computer safety: Computer safety Documentary 	<ul style="list-style-type: none"> ● PSCHCE - staying healthy: Healthy eating - 	<ul style="list-style-type: none"> - Working in our world 	
Special events	<ul style="list-style-type: none"> ● Harvest assembly ● Riddles fundraising coffee/biscuit morning ● European Language Day 	<ul style="list-style-type: none"> ● Anti-Bullying Week ● Maths Day ● Yr 2 Maths workshop ● History Day ● Christmas decoration sewing day with Yr2 parents ● Christmas concert 	<ul style="list-style-type: none"> ● Science Day ● Internet Safety Day ● Children's Mental Health week 	<ul style="list-style-type: none"> ● Book Week ● Yr 2 Easter Craft afternoon with parents 	<ul style="list-style-type: none"> ● Year 2 SATs ● Year 2 Reading Picnic with parents 	<ul style="list-style-type: none"> ● Sports day
Trips/ visitors	<ul style="list-style-type: none"> ● History of Stanley school visitor ● Stanley Park trip 		<ul style="list-style-type: none"> ● Fire Service Visit 			<ul style="list-style-type: none"> ● Jewish Visitor ● Trip out along Blackpool coastline