



## Stanley Primary School Curriculum map: Year 2

	Term 1 -	Term 2 -	Term 3	Term 4	Term 5	Term 6
<b>English</b>	<ul style="list-style-type: none"> <li>Repeating poems (1.5)</li> <li>Recount writing based on postcards/trip (3)</li> <li>Animal Adventure Stories (3)</li> </ul>	<ul style="list-style-type: none"> <li>Stories by same author (2)</li> <li>Riddles (1)</li> <li>Stories with familiar Settings (3)</li> <li>Instructions (1 RE Christingle)</li> </ul>	<ul style="list-style-type: none"> <li>Traditional Tales with a twist (3)</li> <li>Diary Writing (1)</li> <li>Non-Chronological reports on Australia (2)</li> </ul>	<ul style="list-style-type: none"> <li>Fantasy stories (3) (incl book week)</li> <li>Recount writing Dragon in school (1)</li> <li>Information texts on Florence Nightingale (2)</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive adverts (2)</li> <li>Explanation texts (2)</li> <li>Performance poetry (1)</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive writing (1)</li> <li>Biography of the Queen (2)</li> <li>Instructions DT tasty tarts (1)</li> <li>Recount writing memories of Y2(1)</li> </ul>
<b>Spelling focus</b>	<ul style="list-style-type: none"> <li>Yr 1/2 CE words</li> </ul>	<ul style="list-style-type: none"> <li>Yr 2 CE words</li> </ul>	<ul style="list-style-type: none"> <li>Homophones</li> <li>Polysyllabic words</li> <li>Adding suffixes (ing/ed/er/est)</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes in contractions</li> <li>Adding suffixes (ful/less/ly/ment/ness)</li> <li>Apostrophes for possession</li> </ul>	<ul style="list-style-type: none"> <li>Alternative word beginnings (kn/gn/wr)</li> <li>Alternative word endings (le/el/al/dge/ge/tion)</li> <li>Soft c words (s)</li> </ul>	<ul style="list-style-type: none"> <li>Soft g words (j)</li> <li>Alternatives spellings for ee/sh/o/or/ur</li> </ul>
<b>Maths</b>	<b>Fluency, problem solving &amp; Reasoning</b>					
	<ul style="list-style-type: none"> <li>Numbers to 100 &amp; place value</li> <li>Addition &amp; subtraction</li> <li>Assess &amp; Review</li> </ul>	<ul style="list-style-type: none"> <li>Money</li> <li>Multiplication and division of 2, 5 and 10</li> <li>Assess &amp; Review</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and division of 2, 5 and 10</li> <li>Statistics</li> <li>Geometry: properties of shape</li> <li>Assess &amp; Review</li> </ul>	<ul style="list-style-type: none"> <li>Number: fractions</li> <li>Measurement: length and height</li> <li>Revision/Problem solving with measures</li> <li>Assess &amp; Review</li> </ul>	<ul style="list-style-type: none"> <li>Position and direction</li> <li>Time</li> <li>Revision</li> <li>Assess &amp; Review</li> </ul>	<ul style="list-style-type: none"> <li>Measurement: temperature, mass and capacity</li> <li>Revision/Problem solving with measures</li> <li>Assess &amp; Review</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Living things &amp; their habitats</li> <li>- <i>Riddles of animals</i></li> </ul>		<ul style="list-style-type: none"> <li>Uses of everyday materials</li> </ul>	<ul style="list-style-type: none"> <li>Plants</li> <li><i>Flow chart on seed dispersal</i></li> </ul>		<ul style="list-style-type: none"> <li>Animals Including humans</li> </ul>

			- <i>Inventor Factfile homework</i>			- <i>Explanation of 'How to look after a pet'</i>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Programming/Coding - Discovery coding</li> </ul>	<ul style="list-style-type: none"> <li>• Creating Media - digital photography</li> </ul>	<ul style="list-style-type: none"> <li>• Computing systems, networks and online safety</li> </ul>	<ul style="list-style-type: none"> <li>• Data and information - Pictograms</li> </ul>		<ul style="list-style-type: none"> <li>• Programming algorithms - Blue Bots</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality.</li> </ul> <p>-Report writing about how school has changed over time.</p> <p>-Stanley Park trip recount</p>			<ul style="list-style-type: none"> <li>• Comparing Lives of Significant Individuals (Florence Nightingale &amp; Mary Seacole)</li> </ul> <p>-Florence Nightingale Information text</p> <p>-Persuasive letter to hospital</p>		<ul style="list-style-type: none"> <li>• Comparing Lives of Significant Individuals (Elizabeth I &amp; Elizabeth II)</li> </ul> <p>-Biography on Queen Elizabeth II</p>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Little Blue Planet - Exploring our planet and what makes it special and how we can protect it for the future.</li> </ul> <p>-River descriptive poetry</p>		<ul style="list-style-type: none"> <li>• Australia Here We Come</li> </ul> <p>- <i>Balanced argument; for and against writing on climbing Ayres Rock</i></p>	-	<ul style="list-style-type: none"> <li>• The UK and its coastlines</li> </ul> <p>- <i>Explanation writing eroding coastlines</i></p>	
<b>DT</b>		<ul style="list-style-type: none"> <li>• Design &amp; Make Christmas Decorations - sewing &amp; cutting.</li> </ul>			<ul style="list-style-type: none"> <li>• Wheels &amp; Axles</li> <li>• Dragon Traps</li> </ul>	<ul style="list-style-type: none"> <li>• Design &amp; Make Food</li> </ul>
<b>Art</b>		<ul style="list-style-type: none"> <li>• Collage (Matisse)</li> <li>• Xmas cards /calendars</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing (Suffolk unit)</li> </ul>	<ul style="list-style-type: none"> <li>• 3D sculpture - Dragons eyes</li> </ul>		<ul style="list-style-type: none"> <li>• Painting (Suffolk unit)</li> </ul>
<b>RE</b>	Christianity - God	Christianity - Jesus	Hindu Dharma	Islam	Christianity - church	Judaism

	<ul style="list-style-type: none"> <li>- Creation story</li> <li>- Harvest festival</li> <li>- <i>-Explanation of Harvest</i></li> </ul>	<ul style="list-style-type: none"> <li>- Jesus as light of the world</li> <li>- Symbolism of light</li> <li>- Advent and Christmas calendar</li> <li>- <i>Christingle instructions</i></li> </ul>	<ul style="list-style-type: none"> <li>- Devotion</li> <li>- Worship in the home and temple</li> <li>- <i>-Info text of Puja</i></li> </ul>	<ul style="list-style-type: none"> <li>- Belonging</li> <li>- Prayer/Hajj</li> <li>- <i>instructions on how to perform wudu</i></li> </ul>	<ul style="list-style-type: none"> <li>- Pentecost</li> <li>- Christian symbols</li> <li>- Christian charity</li> </ul>	<ul style="list-style-type: none"> <li>- Hannukah</li> <li>- Sukkot</li> <li>- <i>Recount of Jewish visitor</i></li> </ul>
<b>Music</b>	<p>Hands feet Heart from Charanga - music from Africa Children listen to music from other cultures. Sing a song by learning it by ear.</p> <ul style="list-style-type: none"> <li>• Play a simple piece by following non standard notation.</li> </ul>	<p>Christmas songs.</p> <ul style="list-style-type: none"> <li>• Children will write a rap and explore different rhythm patterns.</li> </ul>	<p>Exploring pitch - reading music</p> <ul style="list-style-type: none"> <li>• Children learn to sing simple songs and then to both play by ear and to start reading notation to play the pieces.</li> </ul>	<p>Exploring rhythm, tempo and steady beat with songs from different cultures.</p> <ul style="list-style-type: none"> <li>• Children explore songs from different cultures and use these songs as a starting point to create their own instrumental accompaniment.</li> </ul>	<p>What's the score exploring instruments and symbols</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Rewind and replay</b></p> <ul style="list-style-type: none"> <li>• <b>Children revise songs that they have learnt throughout theyear and develop their composition skills looking at music from different genres.</b></li> </ul>
<b>PE A</b>	<ul style="list-style-type: none"> <li>• Cricket (Shine)</li> </ul>	<ul style="list-style-type: none"> <li>• Games/Ball handling skills</li> </ul>	<ul style="list-style-type: none"> <li>• Cyber Coach Tai Chi</li> </ul>	<ul style="list-style-type: none"> <li>• Multiskills</li> </ul>	<ul style="list-style-type: none"> <li>• Play it</li> </ul>	<ul style="list-style-type: none"> <li>• Australian athletic games:</li> </ul>
<b>Class teacher</b>	<ul style="list-style-type: none"> <li>• Playground games</li> </ul>	<ul style="list-style-type: none"> <li>• Dance: Elves &amp; the Shoemaker</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• Multiskills</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics (Sports day skills)</li> </ul>	<ul style="list-style-type: none"> <li>• Badminton/Tennis</li> </ul>
<b>MFL</b>	<p>Spanish greetings and personal information</p>	<ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Halloween story</li> <li>• Revisit colours</li> </ul>	<ul style="list-style-type: none"> <li>• Colours and animals</li> </ul>	<ul style="list-style-type: none"> <li>• The story of the Mouse fairy</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish Concert preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish Geography</li> </ul>

		Feliz Navidad carol concert		• Animals and habitats		
<b>PSHCE</b>	PSHCE - Being responsible: -practice makes perfect - Helping someone in need	PSHCE - Relationships/ feelings and emotions: - Bullying - Body language - Worry - Anger	PSHCE - Computer safety: - Image sharing - Computer safety - Documentary	PSHCE - Keeping safe/hazard watch: - tying shoelaces - fire safety (visit?) - is it safe to eat/drink/play with?	PSCHE - staying healthy: - healthy eating - brushing teeth	PSHCE - Our World: - Living in our world - Working in our world
<b>Additional</b>	<ul style="list-style-type: none"> <li>Yr1/2 Phonics and reading meeting</li> </ul>	<ul style="list-style-type: none"> <li>Anti-Bullying Week</li> <li>Maths Week</li> </ul>	<ul style="list-style-type: none"> <li>Internet safety day</li> <li>Children's mental Health week</li> </ul>	<ul style="list-style-type: none"> <li>Book Week</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 SATs (May)</li> </ul>	<ul style="list-style-type: none"> <li>Sports day</li> <li>Science day</li> </ul>
<b>Trips/visitors</b>	<ul style="list-style-type: none"> <li>History of Stanley school visitor invited in (subject to Covid rules)</li> <li>Stanley Park trip</li> </ul>	<ul style="list-style-type: none"> <li>Parents in to support Yr 2 sewing (subject to Covid rules)</li> </ul>		<ul style="list-style-type: none"> <li>Fireman Visit?</li> </ul>		<ul style="list-style-type: none"> <li>Jewish Visitor</li> </ul>
<b>Homework Focus on Seesaw</b>	<ul style="list-style-type: none"> <li>Handwriting (copy out text and correct caps/full stops)</li> </ul>	<ul style="list-style-type: none"> <li>Reading Comprehension (use twinkl texts)</li> </ul>	<ul style="list-style-type: none"> <li>Addition and Subtraction with exchanging questions</li> </ul>	<ul style="list-style-type: none"> <li>Timestables challenges</li> </ul>	<ul style="list-style-type: none"> <li>SPAG - correct the passage (tense, plurals, range of punctuation).</li> </ul>	<ul style="list-style-type: none"> <li>Mixed maths problem solving</li> </ul>