



Stanley Primary School Curriculum Map: Year 2 2021-2022

	Term 1 -	Term 2 -	Term 3	Term 4	Term 5	Term 6
English	<ul style="list-style-type: none"> Repeating poems (1.5) Recount writing based on postcards/trip (3) Animal Adventure Stories (3) 	<ul style="list-style-type: none"> Stories by same author (2) Riddles (1) Stories with familiar Settings (3) Instructions (1 RE Christingle) 	<ul style="list-style-type: none"> Traditional Tales with a twist (3) Diary Writing (1) Non-Chronological reports on Australia (2) 	<ul style="list-style-type: none"> Recount writing Dragon in school (1) Fantasy stories (3) (incl book week) Information texts on Florence Nightingale (2) 	<ul style="list-style-type: none"> Persuasive adverts (2) Explanation texts (2) Performance poetry (1) 	<ul style="list-style-type: none"> Descriptive writing (1) Biography of the Queen (2) Instructions DT (1) Recount writing memories of Y2(1)
Spelling focus	<ul style="list-style-type: none"> Yr 1/2 CE words 	<ul style="list-style-type: none"> Yr 2 CE word 	<ul style="list-style-type: none"> Homophones Polysyllabic words Adding suffixes (ing/ed/er/est) 	<ul style="list-style-type: none"> Apostrophes in contractions Adding suffixes (ful/less/ly/ment/ness) Apostrophes for possession 	<ul style="list-style-type: none"> Alternative word beginnings (kn/gn/wr) Alternative word endings (le/el/al/dge/ge/tion) Soft c words (s) 	<ul style="list-style-type: none"> Soft g words (j) Alternatives spellings for ee/sh/o/or/ur
Maths	Fluency, problem solving & Reasoning					
	<ul style="list-style-type: none"> Numbers to 100 & place value Addition & subtraction Assess & Review 	<ul style="list-style-type: none"> Money Multiplication and division of 2, 5 and 10 Assess & Review 	<ul style="list-style-type: none"> Multiplication and division of 2, 5 and 10 Geometry: properties of shape Assess & Review 	<ul style="list-style-type: none"> Number: fractions Measurement: length and height Revision/Problem solving with measures Assess & Review 	<ul style="list-style-type: none"> Measurement: temperature, mass and capacity Time Revision Assess & Review 	<ul style="list-style-type: none"> Position and direction Problem solving Assess & Review
Science	Living things & their habitats - Exploring and comparing the differences between things that are living, dead, and things that have never been alive. - Able to 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.		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.	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.		Animals Including humans - Looking at animals including humans and thinking about the basic needs they need for survival.

	<ul style="list-style-type: none"> - Able to identify and name a variety of plants and animals in their habitats, including micro-habitats. - Describing how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identifying and naming different sources of food. 		<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. 	<ul style="list-style-type: none"> - observing how changing these affects the growth of a plant. 		<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.
Computing	<p>Programming/Coding Discovery coding</p> <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. 	<p>Creating Media - Digital Photography</p> <ul style="list-style-type: none"> - recognise which devices can take photos - learn how to take photos in different orientations - explain how to take a good photograph and improve a bad one 	<p>Computing systems, networks and online safety</p> <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 - Dangers to be aware of online 	<p>Data and information</p> <ul style="list-style-type: none"> - handling data in online tables, bar charts, graphs and pictograms - sorting data into databases - record and organise data and in a tally chart - compare data - use a computer programme to represent data in different ways 	<p>Programming algorithms - Blue Bots</p> <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. 	
History	<p>Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> - exploring the history of the local area including Stanley Primary School and Blackpool Zoo. - Asking and answering questions about the past. 			<p>Comparing Lives of Significant Individuals (Florence Nightingale & Mary Seacole)</p> <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. 	<p>Comparing Lives of Significant Individuals (Elizabeth I & Elizabeth II)</p> <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 	

	<ul style="list-style-type: none"> - 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. - Presenting historical information in different ways. 				<p>and differences between them.</p> <p>Asking and answering questions about the past.</p> <ul style="list-style-type: none"> - comparing how people lived during their reign and how life has changed over time. - placing people, events and historical objects in chronological order onto a timeline. - presenting historical information in different ways. 	
Geography	<p>Little Blue Planet – Exploring our planet and what makes it special and how we can protect it for the future.</p> <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. - 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 		<p>Australia Here We Come</p> <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. - 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>The UK and its coastlines</p> <ul style="list-style-type: none"> - Naming and locating global coastal habitats using maps. - Investigating what a coast is, why coastal habitats are important and how people can help and harm coastal habitats. - 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. <p>REDUCED UNIT</p>

	views about people, places and environments. - Participating in geographical investigations.					
DT		Design & Make Party Food -Spring rolls - tasting, designing and preparing food suitable for a party.			Design & Make - Sewing - make a hand stitched decoration - Exploring and evaluating a range of fabric sewn decorations. - Designing, sewing and evaluating our own fabric decorations.	Design and Make - Moving vehicles - understand how axels and wheels put a vehicle in motion
Art		Collage (Matisse) - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - Explore the work of Henri Matisse and use it as a starting point for collage work. - Explore the different ways paper can be manipulated e.g. folding, scrunching/crumpling, tearing, twisting, overlapping to create textures - Identifying primary and secondary colours on the colour wheel - Use a range of materials and colours to design and make hot and cold themed collages. • Xmas cards /calendars	Drawing (Suffolk unit) - To try out a range of marks on different surfaces using different media with the focus on tone - To explore ideas and imagination using words and music as a stimulus for mark making. - To explore line and mark. - To use ICT as a tool for mark making. - To work from the imagination in response to a story - To look closely, talk about and draw a group of objects and how they are arranged. - To observe and record objects from different viewpoints. - To review what they and others have done and say what they think and feel about it.	3D sculpture - Dragons eyes - To use a story as a starting point for 3D work. - To use different tools for decorating surfaces - To roll clay to an even thickness. - To make coils and apply these as surface decoration. - To change the form of clay by pulling, pinching and smoothing. - To use imagination to produce 3D form		Painting (Suffolk unit) - To respond to the work of Wassily Kandinsky through use lines, shapes and colours - To investigate and use the visual elements of line, colour and space in a painting. - To construct a surface in the style of abstract artist Anthony Frost - To select and develop ideas from Anthony Frost images - To use a story as a starting point for imaginative work

RE	Christianity - God - Creation story - Harvest festival - <i>-Explanation of Harvest</i>	Christianity - Jesus - Jesus as light of the world - Symbolism of light - Advent and Christmas calendar - <i>Christingle instructions</i>	Hindu Dharma - Devotion - Worship in the home and temple - <i>Info text of Puja</i>	Islam - Belonging - Prayer/Hajj - <i>instructions on how to perform wudu</i>		
Music	Hands feet Heart from Charanga - music from Africa - Children listen to music from other cultures. - Sing a song by learning it by ear. - Play a simple piece by following non-standard notation.	Christmas songs. - Children will write a rap and explore different rhythm patterns.	Exploring pitch - reading music - Children learn to sing simple songs and then to both play by ear and to start reading notation to play the pieces.	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.	Rewind and replay - Children revise songs that they have learnt throughout the year and develop their composition skills looking at music from different genres.
PE Mr A	Game skills Locomotion skills, spatial awareness and co-operation. Kicking skills and small sided games. Striking games with one and two hands. Chance to shine scheme cricket	Game skills Locomotion games, fair play and co-operation. Striking stationary and moving balls.	Tai Chi Follow a range of movements to help develop control and balance synchronised with breathing fully. Try to keep movements in full flow so the actions do not stop.	Tennis/Badminton Change of direction skills and balance. Partner throwing a ball to volley. Serve to a target and for catching. Play small-sided games. Watch and use various tennis videos to demonstrate various skills. Work initially with hand paddles, air balls and hitting the shuttle with hands. Drop shuttles onto rackets before attempting rallies with a partner.	Australian athletic games Develop speed, acceleration, agility and co-ordination through games. Running in straight lines and curves with varied speeds and different jumping combinations. Throwing with single arm and whole body for accuracy.	Multiskills Passing the ball with feet. Using a variety of throws according to distance. Striking balls with a range of equipment.
Class teacher	Playground and team games Take part in playground games where the children have to follow rules and co-operate with each other. Use some football games.	Gymnastics To know how to perform sliding and spinning actions using the body to push and pull. To recognise the differences when some actions are performed at different levels.	Dance- Elves and the Shoemaker Contrast movements of old shoemaker and busy elves. Enjoy making sequences whilst planning and evaluating their success.	Commando Joe- Traditional tales Children will learn to: Plan and adapt strategies to overcome a variety of problems and dilemmas.	Sports day Practise. Practise events for sports day covering running, jumping and throwing events.	Commando Joe- The Queen Children will learn to: Work together for a shared goal. Work on self and group discipline.

				To work as a group to achieve a shared outcome. To take turns.		
MFL	- Spanish greetings and personal information	- Days of the week - Halloween story - Revisit colours - Feliz Navidad carol concert	- Colours and animals	- The story of the Mouse fairy - Animals and habitats	- Spanish Concert preparation	- Spanish Geography
PSHCE	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?	PSHCE - staying healthy: - healthy eating - brushing teeth	PSHCE - Our World: - Living in our world - Working in our world
Additional	<ul style="list-style-type: none"> Yr1/2 Phonics and reading meeting 	<ul style="list-style-type: none"> Anti-Bullying Week Maths Week 	<ul style="list-style-type: none"> Internet safety day Children's mental Health week 	<ul style="list-style-type: none"> Book Week 	<ul style="list-style-type: none"> Year 2 SATs (May) 	<ul style="list-style-type: none"> Sports day Science day
Trips/visitors	<ul style="list-style-type: none"> History of Stanley school visitor invited in (subject to Covid rules) Stanley Park trip 	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> Fireman Visit 24/2/21 	<ul style="list-style-type: none"> Year 2 Reading activity day? Parents in to support Yr 2 sewing 	<ul style="list-style-type: none"> Beach trip?
Homework Focus on Seesaw	<ul style="list-style-type: none"> Handwriting (copy out text and correct caps/full stops) 	<ul style="list-style-type: none"> Reading Comprehension 	<ul style="list-style-type: none"> Addition and Subtraction with exchanging/multiplication and division questions 	<ul style="list-style-type: none"> Write a super sentence and practice Maths Sat's reasoning questions 	<ul style="list-style-type: none"> SPAG - correct the passage (tense, plurals, range of punctuation) and practice Maths Sat's reasoning questions 	<ul style="list-style-type: none"> Mixed maths problem solving