

Springhill Catholic Primary School -Year 2 Curriculum Map 2023-2024

This planner is our aim for the year, however it is subject to change and may alter according the children's needs.

Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	<p><u>Creation</u></p> <ul style="list-style-type: none"> -know and understand the school's mission statement - know how we can live out the mission statement -retell the story of Noah -retell the story of Jonah - know how Noah looked after God's creation - know how we can look after God's creation -know why we celebrate harvest <p><i>Other faith: Judaism (Sukkot)</i></p> <p align="center">The Rosary</p>	<p><u>Prayers, Saints and Feasts</u></p> <ul style="list-style-type: none"> - know how Mary's actions show us Jesus is special - understand that the rosary tells us about the life of Jesus - know and understand what a liturgical calendar is <p><i>Other faith: Islam (Ramadan)</i></p> <p align="center"><u>Advent</u></p> <ul style="list-style-type: none"> -describe some religious symbols, actions and worship -retell scripture story of Angel Gabriel appearing to Zechariah - prepare liturgy 	<p><u>Christmas</u></p> <ul style="list-style-type: none"> -retell journey of Mary and Joseph to Bethlehem - retell the Magi's journey to the stable - know how we can get to know Jesus through others' journeys <p align="center"><u>Revelation</u></p> <ul style="list-style-type: none"> -describe the life and work of a key person - know that God revealed His love through Jesus's teaching and actions - identify how we can live out the messages Jesus taught - recognise religious beliefs <p><i>Other faith: Sikhism (examine three duties of a Sikh)</i></p>	<p><u>Lent Holy Week</u></p> <ul style="list-style-type: none"> -describe some religious symbols - describe some religious actions and worship (Ash Wednesday) - understand Lent is preparation for Easter - retell story of Zacchaeus (forgiveness and penance) <p><i>Other faith: Judaism (Torah)</i></p> <p align="center"><u>Holy Week</u></p> <ul style="list-style-type: none"> -describe the life and work of some key figures in the history of the People of God -retell the events of Holy week (through Mary's perspective) - understand the Stations of the Cross as a prayer 	<p><u>Easter</u></p> <ul style="list-style-type: none"> -describe the life and work of some key figures in the history of people of God (Thomas) - understand that people responded in different ways to the Resurrection - describe some religious symbols <p><i>Other faith: Hinduism (Holi)</i></p> <p align="center"><u>Pentecost and Mission</u></p> <ul style="list-style-type: none"> - describe the life and work of some key figures in the history of people of God 	<p><u>Pentecost and Mission</u></p> <ul style="list-style-type: none"> - retell event of Holy Spirit appearing to the disciples - describe actions of believers because of their beliefs - understand link between Pentecost and Confirmation <p align="center"><u>Sacraments</u></p> <ul style="list-style-type: none"> - know what a sacrament is -retell actions involved in some sacraments
British Values	British Values Overview	Tolerance and Respect	Individual Liberty	Tolerance and Respect	Rule of Law	Democracy

Books read to children	<p><i>Mog and the Forgetful Cat</i> (Judith Kerr)</p> <p><i>The Bear and the Piano</i> (David Litchfield)</p> <p><i>Dogger</i> (Jeanne Willis)</p> <p><i>The Owl Who was Afraid of the Dark</i> (Jill Tomlinson)</p> <p><i>George and the Dragon</i> (Chris Wormell)</p> <p><i>Anna Hibiscus Song</i> (Atinuke)</p>	<p><i>The Story Machine</i> (Tom McLaughlin)</p> <p><i>A Squash and a Squeeze</i> (Julia Donalson)</p> <p><i>Emily Brown and the Thing</i> (Cressida Cowell and Neal Layton)</p> <p><i>That Rabbit Belongs to Emily Brown</i> (Cressida Cowell and Neal Layton)</p>	<p><i>Rich Witch Poor Witch</i> (Peter Bently and Jim Field)</p> <p><i>How to Hide a Lion from Grandma</i> (Helen Stephens)</p> <p><i>My Two Grannies</i> (Floella Benjamin)</p> <p><i>The Mousehole Cat</i> (Antonia Barber)</p> <p><i>There's a Lion in my Cornflakes</i> (Michelle Robindon/Jim Field)</p>	<p><i>Jim and the Beanstalk</i> (Raymond Briggs)</p> <p><i>Jack and the Baked Beanstalk</i> (Colin Stimpson)</p> <p><i>The Three Little Wolves and the Big Bad Pig</i> (Eugene Trivisas)</p> <p><i>Who's Afraid of the Big Bad Book?</i> (Lauren Child)</p> <p><i>The True Story of the Three Little Pigs</i> (Jon Sieszka)</p>	<p><i>Amazing Grace</i> (Mary Hoffman)</p> <p><i>Jamil's Clever Cat</i> (Fiona French)</p> <p><i>Little Sima and the Giant Bowl</i> (Chinese Folk Tale)</p> <p><i>The Day the Crayons Quit</i> (Oliver Jeffers)</p> <p><i>Kasia's Surprise</i> (Stella Gurney)</p>	<p><i>The Great Kapok Tree</i> (Lynne Cherry)</p> <p><i>Betsey's Birthday Surprise</i> (Malorie Blackman)</p> <p><i>The Magic Faraway Tree</i> (Enid Blyton)</p> <p><i>Flat Stanley</i> (Jeff Brown)</p>
Poetry	<p>Poetry</p> <p>Daddy fell into the Pond (Alfred Noyes)</p> <p><i>Mornings</i> (Michelle Magorian)</p>	<p>Poetry</p> <p><i>The Months</i> (Sara Coleridge)</p> <p>Jack Frost (E.C Pike)</p>	<p>Poetry</p> <p><i>Please, Mrs Butler</i> (Alan Ahlberg)</p> <p><i>Question Time</i> (Julia Donalson)</p>	<p>Poetry</p> <p>The Small Ghostie (Barbara Ireson)</p> <p>I Love our Orange Tent (Berlie Doherty)</p>	<p>Poetry</p> <p>The Sound Collector (Roger McGough)</p> <p>Buckingham Palace (A.A. Milne)</p>	<p>Poetry</p> <p>From a Railway Carriage (Robert Louis Stevenson)</p> <p>Song of the Train (David McCord)</p>
Reading	<ul style="list-style-type: none"> • Use phonics to decode new words • Read non-decodable high frequency words • Develop fluency and expression • Read a wide range of books • Talk about features of text e.g. fiction/non-fiction, rhyme, contents page, glossary • Retell main events in a story • Order main events • Find information in a text to answer questions 		<ul style="list-style-type: none"> • Retrieve information from longer texts • Make inferences on a text they can read independently • Develop fluency and expression • Read a wide range of books • Make predictions based on what has already been said or done • Begin to link texts e.g. common themes or character traits 		<ul style="list-style-type: none"> • Make predictions based on what has already been said or done • Identify links between texts • Develop fluency and expression • Read a wide range of books 	

	<ul style="list-style-type: none"> • Make simple inferences 					
Writing	<p>Retell stories: The Boy who Unplugged the Sea</p> <p>The Boy who Switched off the Sun</p> <p>Pattan’s Pumpkin</p> <p>Little Red and the Very Hungry Lion</p> <p>Chacter Descriptions: Marcel</p> <p>Writing skills: CL, FS, co-ordinating conjunctions (and, but, so)</p>	<p>Setting/character description and retell The Dragon Machine</p> <p>Non-chronological report Habitats</p> <p>Writing skills CL, FS, co-ordinating conjunctions, subordinating conjunctions (when, if, because), questions</p>	<p>Recounts: The Hodgeheg <i>extension – Road safety leaflet for FS</i></p> <p>Character description: Snow White in New York</p> <p>Letter: The Day the Crayons Quit</p> <p>Non- Chronological report: The Great Fire of London</p> <p>Writing skills: CL, FS, co-ordinating conjunctions, subordinating conjunctions, commas in a list</p>	<p>Stories (innovate and create): The Tunnel</p> <p>Setting Description Journey</p> <p>Recount diaries Florence Nightingale</p> <p>Explanation Text Keeping Healthy</p> <p>Writing skills: openers, conjunctions, question, exclamation, adjectives</p>	<p>Stories (innovate and create): The Magic Object</p> <p>Non- Chronological report: Chembokolli</p> <p>Writing skills: openers, conjunctions, question, exclamation, adjectives, adverbs</p>	<p>Reports: Report on Mary Seacole</p> <p>Report on chosen animal and habitat</p> <p>Recount letter Titanic Survivor</p> <p>Explanation text: Life of a Seed</p>
Punctuation and Grammar	<ul style="list-style-type: none"> - capital letters, full stops, finger spaces - nouns - proper noun - plural noun suffixes - prefix – un - adjectives - joining sentences with ‘and’ - capital letters for names and personal pronoun ‘I’ - statement, question, exclamation, command 	<ul style="list-style-type: none"> - and, but, so - suffixes where root word needs no change - verbs - question marks - exclamation marks 	<ul style="list-style-type: none"> - when, if, because - formation on nouns using suffixes (nes, er) - compound words - formation of adjectives using suffixes (ful, ness) - adverbs - statement, question, exclamation, command 	<ul style="list-style-type: none"> - identifying adverbs and using ‘ly’ to turn adjectives into adverbs - apostrophes for contractions - past and present tense 	<ul style="list-style-type: none"> - commas for a list - apostrophes to show possession - past and present tense in the progressive form (he is drumming, she was running) 	<ul style="list-style-type: none"> - revision of punctuation and grammar taught

Phonics and Spelling	Phase 5 spelling	Phase 5 spelling				
Maths	<p><u>Place Value</u></p> <ul style="list-style-type: none"> - identify two-digit numbers from representations - represent two-digit numbers - partition any two-digit number into different combinations of tens and ones - count in 10s from any number - compare 2-digit numbers < > = <p><u>Number Bonds</u></p> <ul style="list-style-type: none"> - recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20 <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> - add and subtract any 2 two-digit numbers (e.g. 48 + 35; 72 – 17) <p><u>Multiplication – 10</u></p> <ul style="list-style-type: none"> - count in 10s - repeated addition as multiplication - recall multiplication and division facts for 10 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> - ordering numbers <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> - count in 5s - count in 2s, - repeated addition as multiplication - recall multiplication and division facts for 10, 2 and 5 - odd and even - double numbers to 20 <p><u>Place Value</u></p> <ul style="list-style-type: none"> - read scales- 1, 10 - read scales in 5s - read scales in 2s - as above without numbers in between - estimate numbers on a number line - know the multiple of ten before any 2-digit number - know the multiple of ten after any 2-digit number 	<p><u>Money</u></p> <ul style="list-style-type: none"> - recognise and use symbols for pounds and pence - combine amounts to make a particular value - different combinations that equal same amount - change <p><u>Shape</u></p> <ul style="list-style-type: none"> - 2-d shape properties - 3-d shape properties - symmetry - similarities and differences of shape properties <p><u>Fractions</u></p> <ul style="list-style-type: none"> - recognise, find and name $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a shape - recognise, find and name $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a set of objects - equivalence of half and $\frac{2}{4}$ - recognise, find and name $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of amounts 	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> - use multiplication facts to make deductions outside known facts - solve unfamiliar word problems that involve more than one step <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> - solve unfamiliar word problems that involve more than one step - solve more complex problems and explain their thinking <p><u>Time</u></p> <ul style="list-style-type: none"> - read and show 'o'clock' - read and show half past - read and show quarter to/past - time to five minutes - minutes in hour - hours in day - compare and sequence intervals of time 	<p><u>Angles/turns</u></p> <ul style="list-style-type: none"> - identify right angles - turns (whole, half, quarter and three-quarter) - clockwise/anti-clockwise (link to fractions and time) <p><u>Data Handling (linked to scale)</u></p> <ul style="list-style-type: none"> - pictograms - tally charts - block diagrams - tables - ask and answer questions about data <p><i>Continuing to apply what has been learnt so far in reasoning questions</i></p>	<p><u>Measure</u></p> <ul style="list-style-type: none"> - compare lengths and heights (cm and metres) - problem solving with lengths - measure and compare mass (grams and kilograms) - problem solving with mass - measure and compare volume (millilitres and litres) <p><i>Continuing to apply what has been learnt so far in reasoning questions</i></p>

Science	<p align="center"><u>Living Things</u></p> <ul style="list-style-type: none"> -identify living and non-living things -features of a range of habitats - how habitats provide for basic needs - how plants and animals are suited to habitat -what microhabitats are and what lives there -classify animals by diet (herbivore/ carnivore/ omnivore) -simple food chain 		<p align="center"><u>Everyday Materials</u></p> <ul style="list-style-type: none"> -describe physical properties of everyday materials (wood, plastic, metal, water, rock) -classify materials based on own categories -why material is suitable for purpose -how solids are changed by squashing, bending, twisting and stretching -environmental impact of plastic 	<p align="center"><u>Animals and humans</u></p> <ul style="list-style-type: none"> -animals and humans have offspring that grow into adults -basic needs of animals and human -life cycle of a frog -keeping body healthy -importance of hygiene - why regular exercise is good for humans 	<p align="center"><u>Plants</u></p> <ul style="list-style-type: none"> -identify chosen trees from leaves - classify seeds -function of parts of plant -what a plant needs to grow and stay healthy - how plants change as they grow 	<p align="center"><u>Weather and Seasons</u></p> <ul style="list-style-type: none"> -describe how day length varies -identify extreme weather and link to seasons -identify effects of UK extreme weather (thunder and lightning, storm, drought, flood, snow and ice)
Computing	<p>Computing systems and networks – IT around us</p> <p>How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.</p>	<p>Creating media – Digital photography</p> <p>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>	<p>Programming A – Robot algorithms</p> <p>This unit develops learners’ understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test</p>	<p>Data and information – Pictograms</p> <p>This unit introduces the learners to the term ‘data’. Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term ‘attribute’ and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data</p>	<p>Creating media - Digital music</p> <p>Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally.</p>	<p>Programming B - Programming quizzes</p> <p>This unit initially recaps on learning from the Year 1 Scratch Junior unit ‘Programming B - Programming animations’. Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of</p>

			those algorithms as programs and debug them.	presented to answer questions.		code. Finally, learners evaluate their work and make improvements to their programming projects.
Geography	<p align="center"><u>Continents and Oceans</u></p> <ul style="list-style-type: none"> - locate and name the four capital cities of the UK - compass directions (N, S, E, W) - locate and name the seas around the UK - characteristics of the four countries of the UK - use world maps and globes - name and locate the world's continents on a map - name and locate the oceans of the world - ocean pollution - identify ways to make school more sustainable 				<p><u>Comparing Southampton and Chembakolli</u> (a village in India)</p> <ul style="list-style-type: none"> - identify equator and poles - identify hot and cold places - physical and human features - housing - schools <p><u>Fieldwork in the Local Environment (Bedford Place)</u></p> <ul style="list-style-type: none"> -location and key features - history - plan fieldwork - conduct fieldwork - present findings/ suggestions for improvement 	
History			<p>The Great Fire of London</p> <ul style="list-style-type: none"> -What can we tell from the sources and what do we want to find out? -What were the key events of the Great Fire? 	<p>Florence Nightingale</p> <ul style="list-style-type: none"> - What can we tell and what do we want to find out? - Why is Florence Nightingale remembered 		<p>The Titanic</p> <ul style="list-style-type: none"> What can we tell and what do we want to find out? What were the key events of the sinking of the Titanic?

			<ul style="list-style-type: none"> -How do we know what happened? -Why did the fire spread so quickly? -What happened to London as a result of the fire? -How was London rebuilt and why? 	<ul style="list-style-type: none"> and what did she do in her life? - What did Florence do to help the soldiers? - What did people think of Florence Nightingale? - Who was Mary Seacole and what did she do? - Why do we know more about Florence Nightingale? 		<ul style="list-style-type: none"> - How was life on board the Titanic different for different people? - Why did the Titanic sink? - Why do we have different versions? -How did things change because of the Titanic?
Art		<u>Sea and Landscape</u> <ul style="list-style-type: none"> -adding texture to drawings -observational drawing using three grades of pencil -texture through recycled objects and papier-mache -draw city and natural landscapes -landscape collage -3D landscape 		<u>Artist Focus: Kandinsky</u> <ul style="list-style-type: none"> -using a viewfinder -creating symmetrical prints with contrasting colours -cutting curved edges -colour combinations -large-scale collage -mark-make on different textures -Modroc model with a newspaper frame 	<u>Project 3</u> <ul style="list-style-type: none"> - show emotion through colours -using tones -create relief prints with complimentary colours -draw a person with realistically sized body parts (different standing or seated positions) -Modroc model of a person 	
DT	<u>Pencil Cases</u> <ul style="list-style-type: none"> -sewing safety -stitching -overcast stitch -design -evaluate and improve 		<u>Wooden Cart</u> <ul style="list-style-type: none"> - Identify best materials - identify wheels, axles, axle holder - saw carefully - strengthen structure - design - evaluate 		-	<u>Food</u> <ul style="list-style-type: none"> Fruit Crumble - hand washing and hygiene - balanced diet - peel and chop - rubbing and layering - prepare and make crumble
PE	RL/EW- Gymnastics OD - Games	OD/RL - Dance EW - Games	EW/OD – Gymnastics RL - Games	RL/EW Dance OD - Athletics	OD/RL – Gymnastics EW - Athletics	EW/OD – Dance RL - Athletics

<p>PHSE</p>	<p><u>Emotional Well-being</u> -feelings inside and out -anger and how to deal with it responsibly -showing our feelings (It's ok to cry!) -change and loss</p>	<p><u>Relationships and Anti-Bullying</u> -how it feels to be bullied -what to do if you or someone you know is being bullied -teamwork</p> <p><u>Living in the Wider World and Communities</u> -being part of different communities -being different</p>	<p><u>Families, Friendships and Safe Relationships</u> -extended families -saying sorry -secrets -physical contact</p> <p>P-privates A-always remember your body is <u>yours</u> N-no means no T-talk about 'secrets' that upset you S-speak up; someone can help</p>	<p><u>Healthy Lifestyles</u> -clean and healthy -healthy choices -people that help us stay healthy -sleep and rest</p> <p><u>Medicines and Drugs</u> -dangers of medicines -different medicines</p>	<p><u>Keeping Safe</u> -safe/unsafe -helping others to keep us safe -road safety and accidents</p> <p><u>Money and Work</u> -different forms and ways of paying -saving and looking after money</p>	<p><u>Transition to Y3</u> -preparing for change -worries and fears -visit new teacher -helping others with change</p>
<p>Music</p>	<p>Singing Songs to teach pitch. Know meaning of dynamics and tempo.</p> <p>Listening Classical</p> <p>Musicianship <u>Pulse/Beat</u> Speed of beat can change (tempo) Mark the beat by tapping/clapping walking Group beats in twos and threes- Identify beat groupings in music-conduct in 2, 3 and 4.</p>	<p>Singing Christmas songs: Sing songs with increasing vocal control. Respond to leader's directions. Tempo – fast/slow Respond to pitch changes in short melodic phrases.</p> <p>Listening</p> <p>Musicianship Visual symbols-crescendo, decrescendo and pause</p> <p>Rhythm Read rhythm patterns. Clap or chant them Create and perform</p>	<p>Singing Singing games and songs to show pitch intervals. Match voices to given intervals. Sing short phrases independently and as part of a group.</p> <p>Listening: Pop</p> <p>Musicianship <u>Pitch</u> Respond to pitch through actions -hand movements moving up and down.</p> <p>Notation Recognise dot notation and match it to 3-note</p>	<p>Singing Follow the direction of a leader/conductor.</p> <p>Listening Sea Shanties (Call and response)</p> <p>Musicianship <u>Rhythm</u> Copy-cat rhythms with body percussion and untuned instruments.</p> <p>Composing Create simple question and answer phrases to be sung and played on untuned percussion instruments, creating</p>	<p>Singing Sing songs with range of pitch and with increasing vocal control. Duration of notes Breathing/phrasing</p> <p>Listening Rock and Roll</p> <p>Musicianship <u>Rhythm</u> Copy -cat rhythms <u>Notation</u> Reading stick notation that represent crotchets, quavers and crotchet rests. <u>Pitch</u></p>	<p>Singing Wide range of songs performed from memory.</p> <p>Listening Classical Listen to a story told through music and action. Identify sounds used to represent characters.</p> <p>Discuss atmosphere and character created by specific instruments</p> <p>Composing Create music in response to a non-musical stimulus. Compose a similar story supported by musical representation</p>

	<p><u>Rhythm</u> Copycat rhythms Create rhythms using word phrases</p> <p><u>Notation</u> Read rhythm patterns and clap or chant them using stick notation-crotchets, quavers and crotchet rest</p>	<p><u>Notation</u> stick notation: crotchets</p>	<p>tunes using tuned percussion-glockenspiels.</p> <p>Recognise that notes sit on a stave and relate where they are on the stave to the pitch they will make.</p> <p>Crotchets, quavers and rests.</p>	<p>musical conversations. Long and short sounds</p>	<p>Recognise dot notation high and low</p>	
--	---	--	--	---	--	--