

Year 2 – Curriculum Map of when Skills and Techniques are taught throughout the year.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Maths	See curriculum maps for maths on school website - Subject -Maths Curriculum Maps					
	English (Genres for Writing)	Narratives; Letter and cards; Labels and lists; Diary entries; Poetry; explanation texts; labels and lists; Letters (to Santa); Instructions; Poetry; Non-fiction features	Narratives; Non-fiction; Fables; Instructions; Riddles		Familiar settings; Narratives; Labels and lists; Explanation texts; Poetry; Recount; Prose (simple); Persuasive writing		
	English (SPaG) [see bottom of the page for Reading Curriculum Map]	Word level: Formation of nouns (using suffixes -ness and -er and by compounding) Formation of adjectives using suffixes (see appendix 1 yr 2 spelling section NC) Use of suffixes -er and -est in adjectives and use of -ly to form adverbs from adjectives Punctuation: capital letters, full stops, question marks and exclamation marks. Commas in a list. Apostrophe in contractions and singular possession	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases 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		

	Science (Cycle A)	Habitats and Seasonal Changes		Mixtures and Potions		Plants and Trees	
	Science (Cycle B)	Toys (An Introduction to Physics)		Changing Materials		Our Living Earth	
	History	Explorers - Scott of the Antarctic, Christopher Columbus, Neil Armstrong				Victorians to Modern Day	
	Geography	Continents and Oceans		Africa compared to UK		Local Study - Seaside	
	Languages	European Day of languages Clothes Autumn	Clothes winter Christmas	Epiphany Mardi Gras traditions Forest animals	Easter traditions Under the sea	May Day, Going to a Café Tour de France	The sea-side French revolution
	Music	Link songs to Explorers	Christingle and nativity play songs preparation	Learn recorders- reading basic notation, improvising and composing Easter songs preparation.		Link songs to the Victorians and music from that era.	Summer concert song preparations. Introduce to basic graphic notation related to the seaside.
	P.E	Dance -Linked to topic	Dance -Linked to topic	Dance -Linked to topic	Dance -Linked to topic Swimming	Dance -Linked to topic	Dance -Linked to topic

		Multi-skills – Dribbling, passing and ball skills	Gym - Coordination and balance	Multi-skills /Tennis - Aiming and racket skills		Multi-skills - Summer Games making up group games and inventing rules	Athletics and team building Following rules.
	Art and Design	Viewfinders and Exploring Colour – mixing to match natural world		Sewing Texture, Pattern and printing – fabrics from Africa		Sculpture Form, Pattern and Texture – natural materials, shells etc	
	Computing	Programming: Position, direction, instructions for movement (explorers)		Handling data, multimedia: Collect, store and present information from various sources in different ways		Technology in our lives, multimedia: Industrial revolution- impact on society, storing, retrieving and editing work	
	Design Technology	Design, make and evaluate a temporary structure for a group of explorers to protect them from the elements they might experience in the climate they are in.		Design, make and evaluate an African inspired snack, using ingredients that would be found in Africa.		Design, make and evaluate a Victorian fairground ride using wheels and axles to appeal to children.	

English Reading Curriculum Map for Year 2

Updated 27.4.22

	Autumn Term Theme: -Islands/ Explorers -Black History Month	Spring Term Theme: -Countries Around the World (Africa) -Food (DT)	Summer Term Theme: -Seaside Holidays/ -Victorians to Modern Day
Focus Whole Class Teaching Texts	-Collection of Katie Morag Stories -Poetry; C Rossetti; J Agard Non-fiction texts:	Traditional Tales: Tidalik; Coyote; Ananse; Hindu Stories; Baba Yagar; Aesop's Fables -George and the Dragon – C Wormell	-Traction Man (collection) -M Grey -J Donaldson, collection -A Browne, collection

	<ul style="list-style-type: none"> -Mighty Machines -This is my Digger -Tractors + Farm Vehicles 	<ul style="list-style-type: none"> -The Hobbit (extracts) - J R R Tolkien -Paper Bag Princess – R Munsch <p>Recipes</p>	<ul style="list-style-type: none"> -Lost and Found - O Jeffers -Lay Back Huma -Flat Stanley- J Brown -classic poetry anthologies
Milestones/ End Points to be reached by the end of each term...pupils will be able to:			
Decoding/ Word Reading + Fluency and Phrasing	<ul style="list-style-type: none"> -Children focus especially on recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes; - They read books aloud, closely matched to their improving phonic knowledge then moving on to texts which include more sophisticated and challenging vocabulary. - start to check that the text makes sense to them as they read, and how to correct inaccurate reading; -start to use expression of appropriate to the meaning of sentences, including those which use subordination. 	<ul style="list-style-type: none"> -to continue to apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is accurate and fluent; and then use of context and syntax are modelled as additional supportive sources of textual information - to check that the text makes sense to them as they read, -to use of appropriate expression in reading aloud, to support the meaning of sentences. 	<ul style="list-style-type: none"> - to read most common exception words in the Y2 POS - to read most words without overt sounding and blending, when those words have been frequently encountered. - check that the text makes sense to them as they read, and attempting correction of inaccurate reading accordingly. -to start to voluntarily use expression appropriately to support the meaning of sentences, including those which use subordination, when reading aloud.
Literal Understan ding+ Retrieval	<ul style="list-style-type: none"> -read (and recite) a repertoire of poems, with encouragement to keep checking the text makes sense as they read. - start to draw on vocabulary-knowledge to understand texts and solve problems; - Start to analyse the wording of a question in order to choose what to look for -begin to scan for key words in the text order to locate answers -recognise simple recurring literary language; - navigate different paragraphs of information texts, locating the most suitable paragraph 	<ul style="list-style-type: none"> - to draw on vocabulary-knowledge to understand texts and solve problems - begin to analyse the wording of a question in order to choose what to look for - start to scan voluntarily for key words in the text order to locate answers - Children start to recognise simple recurring literary language 	<ul style="list-style-type: none"> -to independently use skills which draw on vocabulary-knowledge to understand texts and solve problems - to sometimes find answers where the question word does not match the text word - to recognise simple recurring literary language and locate and discuss favourite words and phrases -to read (and recite) a repertoire of poems - including classical poetry
Inferential Reading Skills	<ul style="list-style-type: none"> -attempt to guess feelings of characters and the reasons for these feelings, particularly 	<ul style="list-style-type: none"> - to predict what might happen next, on the basis of what has been read so far 	<ul style="list-style-type: none"> - answer inferential questions of 'how' and 'why' which may reach beyond the text;

	<p>when based on the child's personal experiences</p> <ul style="list-style-type: none"> - start to use textual examples to teach about how to recognise cause and effect 	<ul style="list-style-type: none"> -to explain their understanding of what is read to them, especially beyond that which is explicitly stated - start to refer to cause and effect in discussions of texts (with CT support) 	<ul style="list-style-type: none"> - discuss textual events and start to voluntarily draw upon instances of cause and effect - to discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher
Response to text	<ul style="list-style-type: none"> -Children are able to develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary <i>poetry</i>, stories and non-fiction at a level beyond their independent reading ability; - talk about how different items of information in non-fiction texts are related; - participate in <i>discussion about texts</i> that are read to them and those <i>they read for themselves</i>, 	<ul style="list-style-type: none"> - to develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, stories and non-fiction at a level beyond their independent reading ability -participate in <i>discussion about texts</i> that are read to them and those <i>they read for themselves</i>, taking turns and listening to others -discuss the <i>sequence of events</i> in stories and <i>retell these events orally</i>, once the story has become familiar 	<ul style="list-style-type: none"> -to develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including classic poetry and stories at a level beyond their independent reading ability - to recognise simple recurring literary language - to clarify the meaning of words, linking new meanings to known vocabulary - to discuss favourite words/ phrases and the effect these have on them.
NC for English: Reading	<p>secure phonic decoding until reading is fluent; read accurately by blending, including alternative sounds for graphemes; read multi-syllable words containing these graphemes; read common suffixes; read exception words, noting unusual correspondences, read most words quickly & accurately without overt sounding and blending; listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently; recognising simple recurring literary language in stories and poetry; continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear; discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing the sequence of events in books and how items of information are related; making inferences on the basis of what is being said and done; making inferences on the basis of what is being said and done; answering and asking questions; predicting what might happen on the basis of what has been read so far; explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>		