

Our Lady of the Rosary
Year 2 Curriculum Map

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>English</u> <u>Text – Toby and the Great Fire of London - Margaret Nash</u></p>	<p><u>English</u> <u>Texts – The Lonely Christmas tree by Chris Naylor – Ballesteros</u></p> <p><u>Winter's Child - by Angela McAllister</u></p>	<p><u>English</u> <u>Text – The Day the crayons quit by Drew Daywalt</u></p>	<p><u>English</u> <u>Text – George and the Dragon by Christopher Wormell</u></p>	<p><u>English</u> <u>Text – Great women who changed the world by Kate Pankhurst</u></p> <p><u>Amazing Grace by Mary Hoffman</u></p>	<p><u>English</u> <u>Text - Jack and the Beanstalk</u></p> <p><u>Prince Cinders by Babette Cole</u></p>
<p><u>GPS</u> – Capital letters and full stops. Recognise and begin to use a range of sentence forms, a statement, question, exclamation or command. Formation of adjectives using suffixes such as –ful, -less</p>	<p><u>GPS</u> - Expanded noun phrases. Formation of nouns using suffixes such as ness, er and by compounding e.g. whiteboard, superman. Subordination (using when, if, that or because) and coordination (using or, and, but)</p>	<p><u>GPS</u> Develop use of expanded noun phrases for description and specification (the blue butterfly). Start to use paragraphs. Correct choice and consistent use of present tense and past tense throughout writing.</p>	<p><u>GPS</u> – Use adventurous vocabulary. Apostrophes for contraction. Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].</p>	<p><u>GPS</u> – Use the suffixes –er, est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].</p>	<p><u>GPS</u> – Commas to separate items in a list. Using an awareness of speech. Experimenting with a range of punctuation - noun, noun phrase statement, questions exclamation, command, compound adjective, verb, suffix, adverb, tense (past, present), apostrophe and comma..</p>

<p>Everyday materials. Identify and compare the suitability of a variety of materials – wood/metal/plastic/glasses/brick/rock/paper. Link to history theme of wood versus brick.</p>	<p>Everyday Materials. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Animals including humans. Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>	<p>Living Things and their Habitats. Explore and compare the difference between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic need of different kinds of animals and plants, and how they depend on each other.</p>	<p>Living Things and their Habitats. Identify and name a variety of plants and animals in their habitat, including micro habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Plants. Observe and describe how seeds and bulbs grow into mature plants. Find out how plants need water, light and suitable temperature to grow and stay healthy.</p>
<p><u>Religion</u> Beginnings – God is present in every beginning Belongings – signs and symbols</p>	<p><u>Religion</u> Advent/Christmas Local Church</p>	<p><u>Religion</u> Eucharist Lent/Easter</p>	<p><u>Religion</u> Pentecost- spreading the word Reconciliation</p>	<p><u>Religion</u> Universal Church World Treasures</p>	<p><u>Religion</u> Other religions</p>
<p><u>History</u> A range of events beyond living memory that are significant nationally or globally. “The Great Fire of London” and “The Gunpowder plot”.</p>	<p><u>Geography</u> The U.K. Name, locate and identify characteristics of the 4 countries and capital cities and its surrounding seas. Use aerial photographs/simple maps.</p>	<p><u>History</u> Significant historical events, people and places in their own locality. Emmeline Pankhurst and the Suffragette movement, LS Lowry, Trafford Park,</p>	<p><u>Geography</u> Local area – use fieldwork to identify the key human and physical features of the surrounding area linked to the local history of significant places.</p>	<p><u>History</u> Lives of significant individuals who have contributed to national or international achievements, including Rosa Parks and Nelson Mandela. Compare and contrast the lives of the</p>	<p><u>Geography</u> Name and locate the seven continents and five oceans. Use world maps, atlases and globes to identify and locate all the countries and to find out about some countries from each</p>

	<u>Mechanisms</u> -Learn the term pivot, linkage, lever to then design a monster that will move using a linkage mechanism.		<u>Cooking and Nutrition.</u> Explore the food groups within a balanced diet, including 'hidden sugars'. Create a simple, balanced dish.	<u>Textiles.</u> Learn to join fabric using a running stitch.	<u>Structures.</u> Explore stability of 3D shapes, how to strengthen them, use a design criteria and test then fix the design.
<u>Music</u> Charanga – Hands, Feet, Heart Finding the pulse while listening to the music - dancing and finding the groove. Children identify instruments they can hear - keyboard, bass, drums, electric guitar, saxophone, trumpet and vocals. They improvise using the notes C and D.	<u>Music</u> Charanga – Ho, Ho, Ho Finding the pulse and moving to the music. Children identify instruments/voices they can hear - singers, keyboard, bass, guitar, percussion, trumpets and saxophones. They copy and clap back rhythms.	<u>Music</u> Charanga – I wanna play in a band Finding the pulse and being a rockstar or just dancing. Children identify what they can hear - keyboard, drums, bass, electric guitar, singers. They clap the rhythm of their name and favourite food. They make up their own rhythms.	<u>Music</u> Charanga – Zoo time Finding the pulse and being an animal they choose. Children identify what they can hear - keyboard, drums, bass, electric guitar and singers. They clap the rhythm of their favourite animal and make up their own rhythms.	<u>Music</u> Charanga – Friendship song Finding the pulse and dancing, moving swaying with your friends. Children identify what they can hear - keyboard, drums, bass, a female singer, a glockenspiel. They clap the rhythm of their name, their favourite colour and make up their own rhythms.	<u>Music</u> Charanga – Reflect, Rewind, Replay Children will reflect and rewind using a range of music - including “Fly me to the moon” (rewind) Brandenburg Concerto No 1 by Bach, (reflect) and replay the songs they have learnt this year.
<u>PSHE</u> What makes a good friend?	<u>PSHE</u> What is bullying?	<u>PSHE</u> What jobs do people do?	<u>PSHE</u> What helps us to stay safe?	<u>PSHE</u> What helps us grow and stay healthy?	<u>PSHE</u> How do we recognise our feelings?