

Curriculum Map						
Year 2						
	Autumn 1 (6 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
English (Lancashire Units)	Stories with familiar settings Non-chronological reports Poems on a theme	Traditional tales with a twist Instructions	Stories by the same author Non-chronological reports	Stories with familiar settings Persuasion Riddles	Animal adventure stories Recount: letters Classic Poems	Story as a theme Explanations Poems on a theme
Spelling (no nonsense)	<p>Revisit Phase 5 GPCs as required by pupils</p> <p>Homophones Introduce Year 2 homophones when relevant. (example homophones: <i>see/sea, be/bee, blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two</i>)</p> <p>Year 2 phonics The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. The /s/ sound spelt 'c' before 'e', 'i' and 'y' The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words</p> <p>Common exception words /aɪ/ sound spelt 'i' in common exception words: <i>find, kind, mind, behind, child (children), wild, climb</i> as well as others as needed by pupils.</p>		<p>Revisit The /l/ or /ɒl/ sound spelt '-le' at the end of words</p> <p>Homophones and near homophones <i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant</p> <p>Apostrophe The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p>Year 2 phonics The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey' The /r/ sound spelt '-wr' at the beginning of words The /ɒ/ sound spelt 'a' after 'w' and 'qu' The sound /z/ spelt 's' Common exception words Examples include: <i>most, only, both, could, would, should, move, prove, improve</i> and others as needed by pupils</p> <p>Suffixes Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'</p>		<p>Revisit The possessive apostrophe (singular nouns)</p> <p>Homophones Revision of all homophones taught so far</p> <p>Apostrophe The possessive apostrophe (singular nouns)</p> <p>Year 2 phonics The /l/ or /ɒl/ sound spelt '-el' at the end of words The /l/ or /ɒl/ sound spelt '-al' at the end of words The /l/ or /ɒl/ sound spelt '-il' at the end of words (unusual spelling) The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' The /ʌ/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w'</p> <p>Common exception words All Year 2 words not taught so far</p> <p>Suffixes Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',</p>	
Maths (White Rose Maths)	Number and place value, Addition and subtraction	Multiplication and division, Money	Multiplication and division, statistics	Properties of shape, Fractions,	Measurement – length and height Position and direction,	Problem solving and efficient methods, Time Measurement, Investigations

Science (Collins)	What's in your habitat?	Materials; good choices	Materials; shaping up	The Apprentice Gardener	Growing up	Taking Care (Apprentice Gardener cont)
	Our Changing World: What's in your habitat?		Our Changing World: What's in your habitat?		Our Changing World: What's in your habitat? Growing up.	
NC Coverage	<ul style="list-style-type: none"> explore and compare the differences 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 needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food 	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

	from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.					
NC Working Scientifically	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. 					
Computing (Purple Mash)	Coding	Online safety	Spreadsheets	Questioning Effective searching	Creating pictures	Making Music Presenting ideas
History	Significant places in their own locality		Significant People – Neil Armstrong and Christopher Columbus			Significant People – Queen Victoria to current Royal family.
NC Coverage	significant historical events, people and places in their own locality.		the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods			the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
Geography		Small area of the UK where I live and play (Gannow and Burnley)		Small area in a non-European contrasting country. (America)	Seasonal and Daily weather	
NC Coverage		understand geographical similarities and differences through studying the human and physical geography of a small area		understand geographical similarities and differences through studying the human and physical geography of a small area	name and locate the world's seven continents and five oceans	

		of the United Kingdom		of the United Kingdom, and of a small area in a contrasting non-European country					
NC Geographical skills and fieldwork	use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key								
Art and Design	Printing Draw images of local area to turn into images for printing.	Painting /Drawing Observational drawings of the human figure turned into clay structures Artist – Keith Haring				Collage Use a variety of materials to create a collage based on the seaside.			
NC Coverage	NC skills: Use drawing and painting to develop their ideas, experiences and imagination.	NC skills: Use range of materials Use drawing, painting and sculpture to express ideas				NC skills: To use a range of materials creatively to design and make products.			
Design and Technology			Wheels and Axils Create a vehicle for an explorer.	Food Create a salad dish based around the eat well plate.	DT Textiles Glove puppets to retell a story.				
NC Coverage			NC skills: Design a purposeful and functional product for themselves and others. Select and use a range of tools to perform practical tasks like cutting, shaping, joining. Explore and evaluate their ideas against design criteria.	NC skills: Design a purposeful, functional and appealing product for themselves and others based on a given criteria. Select and use a range of ingredients Evaluate against their designs	NC skills: Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, ICT.				
PSHE (PSHE Association) Supported by Jigsaw	Health and Wellbeing			Relationships			Living in the Wider World		
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment	Money

PE (Lancashire)	Gymnastics Games	Gymnastics Games	Dance Swimming	Dance Swimming	Athletics Games	Athletics Games
RE (Lancashire)	Christianity	Christianity	Hindu dharma	Islam	Christianity	Judaism
Music (Charanga)	Hands, Feet Heart	Ho Ho Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay