



St. Mary's Catholic Primary School - Year 2 Curriculum Map.

The themes/topics shown may change according to the children's needs and interests.

PLEASE read the weekly email (also available on the school website) which will provide you with an updated guide to your child's learning week by week.

Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	Creation Sacraments	Prayers, Saints & Feasts Advent	Christmas Judaism Revelation	Lent Holy Week Easter	Pentecost and Mission	Sacraments
Class Story Books/ Author	Poetry	The Giraffe the Pelly and Me	Beast Quest - Ferno	Poetry	Julia Donaldson-range of texts	Michael Morpurgo – range of text
Reading (may be taught in different order based on AFL)	Decode most new words Read suffixes by building on root words	Listen to, discuss and express views about a wide range of stories, poems, plays and information books at a level beyond which they can read independently	Become increasingly familiar with a wider range of stories, fairy stories and traditional tales and able to retell	Introduce nonfiction books that are structured in different ways	Identify cause and effect in narrative and non-fiction	Exercise choice in selecting books
Composition Writing (May be taught on different order based on AFL)	Genre: Writing narratives about personal experiences and those of others Focus: Expanded noun phrases, capital letters and full stops, commas in a list. Text:	Genre: Traditional tale. Retell and invent. Focus: Exclamations, questions, inverted commas. Text: Little Red Riding Hood	Genre: Report writing Focus: Present tense, non- chronological writing. Text: Polar bears and penguins. (depending on length of term)	Genre: Fairytale. Retell and invent. Focus: Using expanded noun phrases, adverbs, suffixes, contractions. Text: The Three Wishes. (depending on length	Genre: Writing narratives. Re-tell and invent. Focus: Expanded noun phrases, conjunctions, adverbs. Text: The Tear Thief.	Genre: Non-fiction Focus: Non-chronological reports, present tense, persuasive writing. Pirates: <ul style="list-style-type: none"> Report about pirates Wanted poster

	Katie Morag		Focus: Instruction writing. Commands. Text: Traction Man.	of term) Focus: Instruction writing. Commands. Text: Traction Man.		for Harry Paye <ul style="list-style-type: none"> Letters home as a pirate.
Phonics, Spelling, Punctuation and Grammar	<p>MC. _,_ and _. MC, SC.</p> <p>Phase 5 phonics</p> <p>Following the no nonsense spelling scheme</p> <p>-Recap phase 5 phonics</p> <p>- polysyllabic words</p> <p>- some homophones</p> <p>- common exception words</p>	<p>MC Co-co MC. MC Sub-co SC.</p> <p>Phase 5 phonics</p> <p>Following the no nonsense spelling scheme</p> <ul style="list-style-type: none"> Common exception words Homophones including two, to and too Dge words Gi and gy words C before e,l and y Kn and gn words 	<p>SC, MC. MC-SC.</p> <p>Phase 5 phonics</p> <p>Following the no nonsense spelling scheme</p> <ul style="list-style-type: none"> Common exception words A as a y Contractions Le Suffixes ing, ed er est Homophones Wr 	<p>Revisiting all sentence types.</p> <p>Phase 5 phonics</p> <p>Following the no nonsense spelling scheme</p> <ul style="list-style-type: none"> Wa and qa Adding es Homophones Y to ies Possessive apostrophe Suffixes – ful, less, ly. Tion words Contractions 	<p>Revisiting all sentence types.</p> <p>Phase 5 phonics</p> <p>Following the no nonsense spelling scheme</p> <ul style="list-style-type: none"> El and le All suffixes Al and all Wor words Possessive apostrophes Al words 	<p>Revisiting all sentence types.</p> <p>Phase 6 phonics / no nonsense spelling</p> <p>Following the no nonsense spelling scheme</p> <ul style="list-style-type: none"> Homophones Recap all spelling and concepts that need to be secure.
Mathematics	<p>Place value and Addition</p> <p>Count in steps of 2, 3, 5 and 10s. Compare and order numbers from) up to 100. Use < > and = signs correctly.</p>	<p>Addition and Subtraction</p> <p>+ and – facts to 20 and 100. Use concrete objects and pictorial representations for +/-</p> <p>Increasing knowledge of mental and written methods. (number lines and columns)</p>	<p>Multiplication and Division</p> <p>X and ÷ facts for the 2, 5, and 10 tables. Recognising odd and even numbers.</p>	<p>Fractions (including decimals)</p> <p>½, ¼, 1/3, and 2/4 of a length, shape, set of objects or quantity.</p>	<p>Measurement</p> <p>= / - money of the same unit, including giving change. Capacity / length / mass / temperature. Statistics, pictograms, tally charts, block diagrams, tables.</p>	<p>Geometry: properties of shape 2D and 3D shapes. Geometry: position and direction. Rotation. Right angles, quarter, half and three quarter turns (clockwise and anti-clockwise.)</p>

Science	Uses of everyday materials: <ul style="list-style-type: none"> • The uses of different materials • Changing the shape of objects • Investigation using an ice cube – melting at different rates. (recount of experiment, estimating, instruction writing).		Living things and their habitats Animals and humans <ul style="list-style-type: none"> • Basic needs of humans and animals. Dependency • Dead, living or never alive. • Life cycles and food chains. • Investigation: microhabitats. • Investigation: Do children get faster as they get older. (pictograms, bar charts, tally charts, recounts).		Plants <ul style="list-style-type: none"> • Parts of a plant • Exploring how plants grow • What plants need to survive. • Investigation: growing plants (recounts, instructions, chart to plot growth of plant). 	
Computing	Programming on screen	Using PowerPoint	Researching a topic	Composing and sending emails	Exploring how computer games work	Taking better photos
Geography				Continents, oceans and landmarks (Why do we love being by the sea side?) <ul style="list-style-type: none"> • 7 continents 5 oceans • UK – countries, capitals, seas. • Physical vs human features • Hot and cold areas of the world. 		

History		<p>Great Fire of London (an event beyond living memory of national significance)</p> <ul style="list-style-type: none"> • Similarities and differences • Key events – chronological order • Historical figure – Samuel Pepys. • Impact on London • Using and evaluating sources <p>(diary entry, report on Samuel Pepys)</p>				<p>Pirates of Poole – Harry Pay.</p> <p>Local history study.</p> <p>Linked to literacy topic.</p> <p>(instructions, report, using a compass, using a map).</p>
Art						
DT						
PE	<p>Space, Ball Skills and Control – LCP Games (2)</p> <p>Gymnastics – Parts High and Parts Low</p>	<p>Space, Ball Skills and Control – LCP Games (2)</p> <p>Dance – Val Sabin Unit 1</p>	<p>Rugby Skills</p> <p>Gymnastics – Turning-spinning-twisting</p>	<p>Hockey</p> <p>Dance – Val Sabin Unit 2</p>	<p>Athletics</p> <p>Gymnastics – Linking Movements Together</p>	<p>Multiskills</p> <p>Dance – Val Sabin Unit 3</p>
PHSE/SMSC				<p>Extra maths:</p> <ul style="list-style-type: none"> • Movement and direction • Time • 2D 3D shape 	<p>Extra maths:</p> <ul style="list-style-type: none"> • Movement and direction • Time • 2D 3D shape 	<p>Sex education</p>

Music	Soundscapes – exploring timbre and layers	Nativity – singing as a group, interpreting and learning lyrics.	Taking off – exploring pitch through movement, singing and instruments.	Feel the pulse – learning about pulse and rhythm.	Instrument exploration – learning about different classroom instruments.	Class orchestra – working as a class to produce a song and performance.
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