



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

Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>RE</b>	Creation Sacraments	Prayers, Saints & Feasts Advent	Christmas Judaism Revelation	Lent Holy Week Easter	Pentecost and Mission	Sacraments
<b>Class Story Books/ Author</b>	Poetry	The Giraffe the Pelly and Me	Beast Quest - Ferno	Poetry	Julia Donaldson-range of texts	Michael Morpurgo – range of text
<b>Reading (may be taught in different order based on AFL)</b>	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
<b>Composition Writing (May be taught on different order based on AFL)</b>	Genre: Writing narratives about personal experiences and those of others  Focus: Expanded noun phrases, capital letters and full stops, commas in a list.  Text: Katie Morag	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) Focus: Instruction writing.	Genre: Fairytale. Retell and invent.  Focus: Using expanded noun phrases, adverbs, suffixes, contractions.  Text: The Three Wishes.  (depending on length of term)	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"> <li>Report about pirates</li> <li>Wanted poster for Harry Paye</li> <li>Letters home as</li> </ul>

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			Commands. Text: Traction Man.	Focus: Instruction writing. Commands.  Text: Traction Man.		<ul style="list-style-type: none"> <li>a pirate.</li> </ul>
<b>Phonics, Spelling, Punctuation and Grammar</b>	<b>MC.</b> <u>  </u> , <u>  </u> and <u>  </u> . <b>MC, SC.</b>  Phase 5 phonics  Following the no nonsense spelling scheme -Recap phase 5 phonics - polysyllabic words - some homophones - common exception words	<b>MC Co-co MC.</b> <b>MC Sub-co SC.</b>  Phase 5 phonics  Following the no nonsense spelling scheme <ul style="list-style-type: none"> <li>Common exception words</li> <li>Homophones including two, to and too</li> <li>Dge words</li> <li>Gi and gy words</li> <li>C before e, l and y</li> <li>Kn and gn words</li> </ul>	<b>SC, MC.</b> <b>MC-SC.</b>  Phase 5 phonics  Following the no nonsense spelling scheme <ul style="list-style-type: none"> <li>Common exception words</li> <li>A as a y</li> <li>Contractions</li> <li>Le</li> <li>Suffixes ing, ed er est</li> <li>Homophones</li> <li>Wr</li> </ul>	<b>Revisiting all sentence types.</b>  Phase 5 phonics  Following the no nonsense spelling scheme <ul style="list-style-type: none"> <li>Wa and qa</li> <li>Adding es</li> <li>Homophones</li> <li>Y to ies</li> <li>Possessive apostrophe</li> <li>Suffixes – ful, less, ly.</li> <li>Tion words</li> <li>Contractions</li> </ul>	<b>Revisiting all sentence types.</b>  Phase 5 phonics  Following the no nonsense spelling scheme <ul style="list-style-type: none"> <li>El and le</li> <li>All suffixes</li> <li>Al and all</li> <li>Wor words</li> <li>Possessive apostrophes</li> <li>Al words</li> </ul>	<b>Revisiting all sentence types.</b>  Phase 6 phonics / no nonsense spelling  Following the no nonsense spelling scheme <ul style="list-style-type: none"> <li>Homophones</li> <li>Recap all spelling and concepts that need to be secure.</li> </ul>
<b>Mathematics</b>	<b>NUMBER</b> Place Value Addition Subtraction x 2, 5 and 10	<b>NUMBER</b> X and $\div$ 2, 5 and 10 Money  <b>SPACE, SHAPE AND MEASURE</b> Length  <b>STATISTICS</b> Picture Graphs	<b>NUMBER</b> Fractions Word Problems  <b>SPACE, SHAPE AND MEASURE</b> Temperature	<b>SPACE, SHAPE AND MEASURE</b> 2D 3D  <b>TIME</b>	<b>TIME</b>  <b>SPACE, SHAPE AND MEASURE</b> Volume Mass  <b>NUMBER</b>	<b>NUMBER</b>  <b>SPACE, SHAPE AND MEASURE</b>  <b>STATISTICS</b>  <b>TIME</b>
<b>Science</b>	Uses of everyday materials: <ul style="list-style-type: none"> <li>The uses of different</li> </ul>		Living things and their habitats Animals and humans <ul style="list-style-type: none"> <li>Basic needs of</li> </ul>		Plants <ul style="list-style-type: none"> <li>Parts of a plant</li> <li>Exploring how plants grow</li> </ul>	

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	materials <ul style="list-style-type: none"> <li>• Changing the shape of objects</li> <li>• Investigation using an ice cube – melting at different rates.</li> </ul> (recount of experiment, estimating, instruction writing).		humans and animals. Dependency <ul style="list-style-type: none"> <li>• Dead, living or never alive.</li> <li>• Life cycles and food chains.</li> <li>• Investigation: microhabitats.</li> <li>• Investigation: Do children get faster as they get older.</li> </ul> (pictograms, bar charts, tally charts, recounts).		<ul style="list-style-type: none"> <li>• What plants need to survive.</li> <li>• Investigation: growing plants (recounts, instructions, chart to plot growth of plant).</li> </ul>	
<b>Computing</b>	Programming on screen	Using PowerPoint	Researching a topic	Composing and sending emails	Exploring how computer games work	Taking better photos
<b>Geography</b>				Continents, oceans and landmarks (Why do we love being by the sea side?) <ul style="list-style-type: none"> <li>• 7 continents 5 oceans</li> <li>• UK – countries, capitals, seas.</li> <li>• Physical vs human features</li> <li>• Hot and cold areas of the world.</li> </ul>		
<b>History</b>		Great Fire of London (an event beyond living memory of national significance) <ul style="list-style-type: none"> <li>• Similarities and</li> </ul>				Pirates of Poole – Harry Pay.  Local history study.

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		differences <ul style="list-style-type: none"> <li>• Key events – chronological order</li> <li>• Historical figure – Samuel Pepys.</li> <li>• Impact on London</li> <li>• Using and evaluating sources</li> </ul> (diary entry, report on Samuel Pepys)				Linked to literacy topic.  (instructions, report, using a compass, using a map).
<b>Art</b>		Mixed Media (charcoal, collage)			Observational drawing, Abstract painting	
<b>DT</b>	Masks					Designing flags, maps and hidden treasure
<b>PE</b>	Space, Ball Skills and Control – LCP Games (2)	Space, Ball Skills and Control – LCP Games (2)	Rugby Skills	Hockey	Athletics	Multiskills
	Gymnastics – Parts High and Parts Low	Dance – Val Sabin Unit 1	Gymnastics – Turning-spinning-twisting	Dance – Val Sabin Unit 2	Gymnastics – Linking Movements Together	Dance – Val Sabin Unit 3
<b>PHSE/SMSC</b>				Extra maths: <ul style="list-style-type: none"> <li>• Movement and direction</li> <li>• Time</li> <li>• 2D 3D shape</li> </ul>	Extra maths: <ul style="list-style-type: none"> <li>• Movement and direction</li> <li>• Time</li> <li>• 2D 3D shape</li> </ul>	Sex education
<b>Music</b>	<b>Soundscapes</b> – exploring timbre and layers	<b>Nativity</b> – singing as a group, interpreting and learning lyrics.	<b>Taking off</b> – exploring pitch through movement, singing and instruments.	<b>Feel the pulse</b> – learning about pulse and rhythm.	<b>Instrument exploration</b> – learning about different classroom instruments.	<b>Class orchestra</b> – working as a class to produce a song and performance.

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