Year 2 Curriculum Map 2014 – 2015

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Plan 1A: Stories in familiar settings** Required texts: **A Lion in the Meadow** by Margaret Mahy **You Choose** by Nick Sharratt and Pippa Goodhart **The Pet that Flew** – Hamilton Animated Tale and Group Readers Description: Explore familiar settings through Margaret Mahy's story A Lion in the Meadow. Chn generate ideas and plan a story about an animal that lives in their house under the stairs. There is a focus on using simple punctuation	**Plan 1A: Songs and repetitive poems** Required texts: **The Works** chosen by Paul Cookson Description: Read and enjoy poems with repeating patterns. Then write some of your own about what you see when walking to school, focussing on using fantastic adjectives. Look at patterns in songs by learning, singing, writing and performing rounds **Plan 2A: Traditional poems for young children** Required texts: **The Works** chosen by Paul Cookson Description:	**Plan 3A: Traditional tales from a variety of cultures** Required texts: **Hansel and Gretel** by Anthony Browne, Walker **Hansel and Gretel** Ladybird Tales, Ladybird, I **Baba Yaga and the Stolen Baby**, Alison Lurie **Baba Yaga,** Tony Bradman, Oxford Reading Tree **Why not me?** Hamilton Group Readers Description: Read & compare Hansel & Gretel & Baba Yaga using drama & story maps. Discuss joining sentences	**Plan 4A: Stories involving fantasy** Required texts: **The Dragon Machine** by Helen Ward **George and the Dragon** by Chris Wormell **The Paper Bag Princess** by Robert Munsch Description: The children are introduced to The Dragon Machine by Helen Ward and other well known dragon stories. They create a dragon and write similes to describe it. They then write dragon stories with a focus on using conjunctions to	**Plan 5A: Quest and adventure stories** Required texts: **Lost and Found** AND **The Way Back Home** by Oliver Jeffries **We're going on a bear hunt** by Michael Rosen **The Quest** Hamilton Group Readers Description: Chn read a range of quest stories, exploring structure and language choice. They explore 4 types of sentence and experiment with tense. Chn write their own extended stories, concluding by	**Plan 6A: Stories by the same author: Anthony Browne** Required texts: **Willy the Wimp, Gorilla, Silly Billy** and **The Night Shimmy** All by Anthony Browne Description: Chn read and discuss some wonderful Anthony Browne books looking at the features that make them distinctive. They use skills of inference to interpret the stories and create characters for an illustrated story book of their own, based on The Night Shimmy.

	and story problems and solutions. **Plan 2A: Traditional Tales** Required texts: **Hamilton Traditional Tales: Ant & Grasshopper** – available from Hamilton Education **The Frog & the Scorpion** – Hamilton oral story Description: Explore the brilliant fables: The Frog and the Scorpion and The Ant and the Grasshopper. Write a dialogue between grasshopper's indignant sister and the cruel ant! Look at compound sentences and storytelling skills. Write a fable. **Plan 1A: Postcards & Letters** Required texts:	Read, enjoy and learn by heart, Edward Lear's wonderful nonsense poem The Owl and the Pussycat. Find out about Edward Lear and explore some of his limericks. Read limericks written by other people. Have fun writing a limerick with support. **Plan 2A: Information texts** Required texts: **Dogs** by Emily Gravett **Matilda's Cat** by Emily Gravett **Boris and Sid find a tiger** – Hamilton Group Readers **Chicken and Shark** – Hamilton Group Readers Description: Kick starting this unit about pets, chn will read the lovely	using or, and or but. Chn write witch stories using story pegs to plan. Introduce some 'story language' & encourage interesting endings **Plan 3A: Instructions** Required texts: **Instructions** by Neil Gaiman, Bloomsbury Description: Use Instructions by Neil Gaiman to introduce chn to writing instructions. Explore features of instructions including bossy verbs. Identify exciting tricky words & discuss how to decode them. Chn write instructions using stimulus of map of Fairy-tale Land. **Plan 3A: The Senses**	write longer sentences. **Plan 4A: Recounts** Required texts: **Diary of a Wombat**. Jackie French. Harper Collins **Diary of a Baby Wombat**. Jackie French. Harper Collins **Chicken's Bad Dream** – Hamilton Group Readers **The dog who wouldn't stop barking** – Hamilton Group Readers **The Owl and the Moon** – Hamilton Group Readers Description: This plan is a unique twist of a recount plan. Based on the lovely story Diary of a Wombat, chn use conjunctions to expand sentences before writing their	performing their writing to a younger child. **Plan 5A Information texts** Required texts: **Harry and The Bucketful of Dinosaurs** by Ian Whybrow **Nana, what is an information text?** By Ruth Merttens. Hamilton Group Reader **Tyrannosaurus Drip** by Julia Donaldson Description: Chn learn about the different dinosaurs in Harry and the Bucketful of Dinosaurs. They explore the features of information texts and write a fact file about a dinosaur. They write questions, design a quiz and use past	**Plan 6A: Recounts** Required texts: **Maisie's Dragon** by Philippa Danvers Description: Chn learn about the structure and vocabulary of recounts first by listening to, reading and writing fictional recounts. Then they plan and write a recount from their own experience using conjunctions to write longer sentences. **Plan 6A: Really looking! Poems about birds** Required texts: **None:** selected websites and poems in resources. Description: Children use their imagination to write a class poem about where they

	John Patrick Norman McHennessy by John Burningham **Dear Teacher** by Amy Husband **The Three Guinea Fowl** – Hamilton Group Readers Description: Be inspired to write letters with fantastic excuses by reading John Patrick Norman McHennessy by John Burningham. Create an illustrated letter describing an amazing adventure based Dear Teacher by Amy Husband. Find out about telegrams & emails.	books, Dogs and Matilda's Cat. They will compare these books to information texts before researching and creating their own information pages on an unusual pet!	Required texts: **The Works** chosen by Paul Cookson Description: Explore the senses through poetry. Read a range of different poems and learn some by heart. Go on a poetry walk to the playground or nature area to collect some wonderful describing words. Write simple poems using adjectives and adjectival phrases.	own recounts in a diary form about an English animal. **Plan 4A: Humorous poems** Required texts: **The Works** chosen by Paul Cookson Description: This unit is based around the wonderful poem, Aliens Stole My Underpants. Chn will memorise and perform this poem, describe objects to aliens using adjectives before finally writing their own alien poems	and present verb tenses. **Plan 5A: Favourite poems** Required texts: **A selection of classic poems is provided in resources** Description: Chn listen to and read a range of poems of different types. They choose their favourite of each type and write it out in their best handwriting. Discuss punctuation used in poetry and the features of good handwriting. Chn recite their favourite poem from home.	would go if they could fly like a bird. They look at eagles and swans and find exciting vocabulary. Then they write short poems based on haiku about birds that interest them.
Maths	**Numbers within 1000** • use place value and number	**Add and subtract word problems** • recognise and use the inverse	**Exploring calculation strategies** • recall and use addition and	**Measuring mass** • choose and use appropriate standard units	**Measuring capacity and volume** • choose and use appropriate	**Faces, shapes and patterns, lines and turns** • identify and describe the

	facts to solve problems • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers to 100 using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • identify, represent and estimate numbers to 1000 using different representations (Y3) • recognise the place value of each digit in a three-digit number	relationship between addition and subtraction and use this to check calculations and solve missing number problems • solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods • estimate the answer to a calculation and use inverse operations to	subtraction facts to 20 fluently, and derive and use related facts up to 100 • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three	to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order mass and record the results using >, < and = **Fractions** • recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions for example, $\frac{1}{2}$ of 6 = 3 • recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	standard units to estimate and measure capacity (litres/ml) and temperature (°C) to the nearest appropriate unit, using scales, thermometers and measuring vessels • compare and order mass and record the results using >, < and = **Multiplication and division 3x and 4x** • recall and use multiplication and division facts for the 3 and 4 multiplication tables (Y3) • calculate mathematical statements for multiplication	properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects • order and arrange combinations

	(hundreds, tens, ones) (Y3) • compare and order numbers up to 1000 (Y3) • read and write numbers to at least 100 in numerals and in words • read and write numbers up to 1000 in numerals and in words (Y3) • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • count from 0 in multiples of 4, 50 and 100; find 10 or 100 more or less than a given number (Y3) **Add and subtract 2 and 3 digit numbers** • recall and use addition and	check answers (Y3) **Multiplication and division** • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	one-digit numbers • add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds (Y3) • solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods	**Time** • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day • compare and sequence intervals of time	and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts • show that multiplication of two numbers can be done in any order (commutative)	of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise) **Graphs** • interpret and construct simple pictograms,

	subtraction facts to 20 fluently, and derive and use related facts up to 100 • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers • add and subtract numbers mentally,	• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot **Multiplications 2,5 and 10** • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷)	• estimate the answer to a calculation and use inverse operations to check answers (Y3) **Money** • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit,		and division of one number by another cannot	tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data

	including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds (Y3) • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction (Y3)	and equals (=) signs • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	including giving change **Measuring length** • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales • compare and order length and record the results using >, < and =			
IPC – History	- Be able to use key words and phrases such as 'now', 'some time ago' and 'a very long time ago' - Be able to order events and objects into a sequence -		- Be able to use key words and phrases relating to the passing of time - Be able to order events and objects into a sequence	- Be able to use key words and phrases relating to the passing of time	- Be able to use key words and phrases relating to the passing of time - Be able to order events and objects into a sequence	

	especially different forms of structures - Be able to identify differences between structures present in their own lives and those of people who have lived in the past - Be able to find out about aspects of the past, including historical structures from a range of sources of information		- Be able to identify differences between their own lives and those of people who have lived in the past - Be able to find out about aspects of the past from a range of sources of information		- Be able to identify differences between their own lives and those of people who have lived in the past - Be able to find out about aspects of the past from a range of sources of information	
IPC – Art	- Be able to use a variety of materials and processes such as close observational sketching and appliqué work - Be able to suggest ways of improving their own work and structures - Be able to comment on their own work and structures	- Be able to use a variety of materials and processes such as close observational sketching and appliqué work - Be able to suggest ways of improving their own work and structures - Be able to comment on their own work and structures	- Know about some of the mythical themes, materials and subject matter used by artists in their work - Be able to use a variety of materials and processes - Be able to suggest ways of improving their own work - Be able to comment on works of art	- Be able to use a variety of materials and processes - Be able to suggest ways of improving their own work - Be able to comment on works of art	- Be able to use a variety of materials and processes - Be able to suggest ways of improving their own work - Be able to comment on works of art	- Be able to use a variety of materials and processes - Be able to suggest ways of improving their own work - Be able to comment on works of art

IPC – Geography	- Be able to use maps at a variety of scales to locate the position and simple geographical features of structures in the host country and their home country - Be able to use books, people and the Internet to obtain simple geographical information - Be able to express views on the attractive and unattractive features of an environment including buildings		- Be able to use geographical terms 1.8 Be able to follow directions - Be able to make maps and plans of real and imaginary places, using pictures and symbols - Be able to use secondary sources to obtain simple geographical information - Be able to express views on the attractive and unattractive features of an environment - Be able to communicate their geographical knowledge and understanding in a variety of ways	- Be able to make maps and plans of real and imaginary places, using pictures and symbols	- Be able to use geographical terms - Be able to describe the geographical features of the school site and other familiar places - Be able to make maps and plans of real and imaginary places, using pictures and symbols - Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country - Be able to use secondary sources to obtain simple geographical information - Be able to express views on the attractive and	- Be able to use geographical terms 1.8 Be able to follow directions - Be able to describe the geographical features of the school site and other familiar places - Be able to make maps and plans of real or imaginary places, using pictures and symbols - Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country - Be able to use secondary sources to obtain simple geographical information - Be able to express views on

					unattractive features of an environment - Be able to communicate their geographical knowledge and understanding in a variety of ways	the attractive and unattractive features of an environment - Be able to communicate their geographical knowledge and understanding in a variety of ways
IPC – Music	- Be able to recognise and explore ways in which sounds can be structured - Be able to play simple rhythms related to structures with a steady beat - Be able to compose simple musical patterns, focusing on structure - Be able to use written symbols to represent structural sounds	- Be able to recognise and explore ways in which sounds can be structured - Be able to play simple rhythms related to structures with a steady beat - Be able to compose simple musical patterns, focusing on structure - Be able to use written symbols to represent structural sounds	- Be able to recognise and explore ways in which sounds can be structured - Be able to play simple rhythms related to structures with a steady beat - Be able to compose simple musical patterns, focusing on structure - Be able to use written symbols to represent structural sounds	- Be able to recognise and explore ways in which sounds can be structured - Be able to play simple rhythms related to structures with a steady beat - Be able to compose simple musical patterns, focusing on structure - Be able to use written symbols to represent structural sounds	- Be able to recognise and explore ways in which sounds can be structured - Be able to play simple rhythms related to structures with a steady beat - Be able to compose simple musical patterns, focusing on structure - Be able to use written symbols to represent structural sounds	- Be able to recognise and explore ways in which sounds can be structured - Be able to play simple rhythms related to structures with a steady beat - Be able to compose simple musical patterns, focusing on structure - Be able to use written symbols to represent structural sounds
IPC – Science	- Be able to pose simple scientific questions about structures	- Be able to pose simple scientific questions		- Be able to pose simple scientific questions	- Be able to pose simple scientific questions	

	- Be able to identify ways of finding out about scientific issues connected with structures - Be able, with help, to conduct simple investigations related to structures	- Be able to identify ways of finding out about scientific issues - Be able, with help, to conduct simple investigations - Be able, with help, to gather information from simple texts		- Be able to identify ways of finding out about scientific issues - Be able, with help, to conduct simple investigations	- Be able to identify ways of finding out about scientific issues - Be able, with help, to conduct simple investigations	
IPC – Technology	- Be able to plan the structures they are going to make - Be able to describe their plans of structures in pictures and words - Be able to use simple tools and materials to make structures - Be able to comment on their own plans and structures and suggest areas of Improvement	- Be able to plan the structures they are going to make - Be able to describe their plans of structures in pictures and words - Be able to use simple tools and materials to make structures - Be able to comment on their own plans and structures and suggest areas of Improvement		- Be able to plan the structures they are going to make - Be able to describe their plans of structures in pictures and words - Be able to use simple tools and materials to make structures - Be able to comment on their own plans and structures and suggest areas of Improvement		
IPC – International	- Learn more about one another's individuality and independence in	- Learn more about one another's individuality and independence in	- Learn more about one another's individuality and independence in	- Learn more about one another's individuality and independence in	- Learn more about one another's individuality and independence in	- Learn more about one another's individuality and independence in

	relation to their homes - Be able to work with each other where appropriate	relation to their homes - Be able to work with each other where appropriate	relation to their homes - Be able to work with each other where appropriate	relation to their homes - Be able to work with each other where appropriate	relation to their homes - Be able to work with each other where appropriate	relation to their homes - Be able to work with each other where appropriate
ICT	We are astronauts 1 Plan instructions and try them out. 2 Work out how to get from the Earth to the Moon – and then on to Mars! 3 Work with Scratch. 4 Use Scratch to program your spaceship. 5 Write a program in Scratch. Debug it. 6 Move your sprite from the Earth to the Moon – and then on to Mars!	We are game testers – 1 Find out how the addition game works. 2 Find out how the fish game works. 3 Find out how the tennis game works. 4 Find out how the duck shoot game works. 5 Look at complex games. 6 Work out the rules in each other's games.	We are photographers – 1 Look at photos and talk about what makes a good photo. 2 Learn about a camera. 3 Take photos on your chosen theme. 4 Use Picasa to organise your photos. 5 Edit your photos. 6 Pick your best photos for the portfolio.	We are researchers – 1 Write questions in a mind map. 2 Add information to your mind map. 3 Use Google to search for information. 4 Use other search engines and Simple Wikipedia to search for information. 5 Create a presentation. 6 Give your presentation to the class.	We are detectives – 1 Read and reply to an email. 2 Work with email attachments. 3 Write and send an email. 4 Organise the fact file records. 5 Set out your evidence in a class email. 6 Review what you have learned about email safety.	We are zoologists – 1 Talk about bugs and get ready for your bug hunt! 2 Hunt for bugs and record what you find. 3 Edit and organise your bug photos. 4 Use your bug data to create a chart. 5 Add bug information using maps. 6 Present your results and discuss them.
PE	Games	Games	Games/Dance/Gym	Games/Dance/Gym /Swimming	Athletics	Athletics
RE	Christianity	Christianity	Judaism	Christianity	Islam	Islam
PSHE	Healthy Eating	Cleanliness & personal hygiene/ exercise	How to play/Playing safe	Choosing a friend	Managing Money	Money & Talents/recap