

Year 2 Curriculum Map 2024/2025

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>‘Settling in’ and Assessments.</b></p> <p><b>‘Six Dinner Sid.’</b></p> <p><b>T4W unit 1 ~ Stories with a wishing theme</b> ‘The Magic Moment.’</p> <p><b>‘Prince Cinders.’</b></p> <p>Recount writing from personal experience /real events. To begin to use a boxing up grid to plan a story To begin to understand the 5 parts to a story (opening, build-up, problem, resolution, ending) To vary openers to sentences To use adjectives To use adverbs To use alliteration To use 2 adjectives to describe a noun To use words to describe feelings To use capital letters and full stops to demarcate sentences</p>	<p><b>T4W Unit 2 ~ Writing Instructions</b></p> <p><b>T4W Unit 3 ~ Explanation Texts</b></p> <p>To begin to use a boxing up grid to plan To include a heading and a list of steps To use the present tense (imperative verbs) To use sequential words to start sentences (time connectives) To use imperative verbs To use adverbs for information To use capital letters and full stops to demarcate sentences To use commas in a list To use bullet points</p>	<p><b>T4W Unit 4 ~ A Warning Tale</b></p> <p><b>‘Flat Stanley’ an alternative adventure.</b></p> <p><b>Poetry ~ Animal theme to link with Geography.</b></p> <p>Use ‘boxing-up’ grids to plan Understand the 5 parts to a story Use adjectives to describe setting (toolkit – isolate your character in darkness / cold OR in a derelict setting) Vary openers to sentences (toolkit – use dramatic vocabulary to introduce suspense and drama eg. at that moment &amp; -ly starters below) Use ‘-ly’ starters (Slowly, Unfortunately, Suddenly) followed by a comma Use some short sentences for emphasis Use powerful verbs (toolkit – use scary sound effects, show a</p>	<p><b>T4W Unit 5 ~ A change story ‘Troll 2, 3, 4.’</b></p> <p><b>T4W Unit 6 ~ Recount ‘Jack and the Beanstalk.’</b></p> <p><b>Recount ~ to link with history topic Florence Nightingale’ History off the Page.</b></p> <p>To begin to use a boxing up grid to plan To include an opening to describe when, who, what &amp; where (hook to engage reader) To include a middle section to describe events in detail (group related ideas into sections) To include a conclusion to round it off and show how it felt (make a final comment to the reader) To use the past tense consistently and correctly To consistently use the first person To use a range of time connectives and conjunctions to sequence (first, after</p>	<p><b>T4W Unit 7 ~ A character flaw story. ‘The Angry Alligator.’</b></p> <p><b>Assessment units ~ The Minpins ~ Questions letter writing ~ The Blue Umbrella, Jail cat, Day and Night – diary writing.</b></p> <p>To begin to use a boxing up grid to plan To include an opening to describe when, who, what &amp; where (hook to engage reader) To include a middle section to describe events in detail (group related ideas into sections) To include a conclusion to round it off and show how it felt (make a final comment to the reader) To use the past tense consistently and correctly To consistently use the first person To use a range of time connectives and conjunctions to sequence</p>	<p><b>T4W Unit 8 ~ Fantasy writing ‘James and the Giant Peach.’</b></p> <p><b>Letter writing</b></p> <p><b>Non-fiction texts</b></p> <p>To use boxing up to plan a piece of writing. To write a clear opening, middle and ending to form a short narrative. To use adjectives, adverbs and alliteration. To write sentences using connectives to add detail. To spell some common exception words. To form letters correctly, use spacing and correct sizing. To use punctuation including capital letters, full stops, question marks and exclamation marks. To use key features of letter writing To identify and use features of non-fiction texts</p>

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	<p><b>Texts:</b>            The Magic Moment by Niall Breslin            Malala’s Magic Pencil            How to Catch a Star            The Fish Who Could Wish            Pinocchio            Aladdin            The Wishing Chair by Enid Blyton</p>	<p><b>Texts:</b>            How to Make a Pancake            George’s Marvellous Medicine            Honey I Shrunk the Kids (video)            Alice in Wonderland            Dr Xargle’s Book of Earthlets by Jeanne Willis</p>	<p>glimpse, show character’s reaction)            Use exclamation marks            Use apostrophes to mark possession</p> <p><b>Texts:</b>            Little Red Riding Hood            The Climbers by Ali Standish            Flat Stanley            The Ugly Ducking</p>	<p>that, when, but, then, so, or, because)            To use adjectives to add detail and precision            To add information using relative clauses with who/which            To use technical vocabulary for accuracy            To use capital letters and full stops to demarcate sentences</p> <p><b>Texts:</b>            Jack and the Beanstalk              Angry Alligator            The Enormous Crocodile</p>	<p>To use adjectives to add detail and precision            To add information using relative clauses with who/which            To use technical vocabulary for accuracy            To use capital letters and full stops to demarcate sentences</p> <p><b>Texts:</b>            Millicent &amp; Meer by Richard Byrne            Diary of a Killer Cat by Anne Fine</p>	<p><b>Texts:</b>            James and the Giant Peach            Selection of non-fiction texts</p>
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<b>Maths</b>	Revision of previously taught skills and baseline assessment.  Place Value  Addition and Subtraction	Addition and subtraction  Shape	Money  Multiplication and Division	Length and Height  Mass, Capacity and Temperature	Fractions  Time	Time  Statistics  Position and Direction
<b>PSHE (Jigsaw)</b>	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>RE (Jigsaw)</b>	<b>Christianity Enquiry 1</b> 'Is it possible to be kind to everyone all of the time?'	<b>Christianity Enquiry 2</b> 'Why do Christians believe God gave Jesus to the world?'	<b>Sanatana Dharma Enquiry 1</b> 'Who is God to Sanatanis?'	<b>Christianity Enquiry 3</b> 'How important is it to Christians that Jesus came back to life after his crucifixion?'	<b>Sanatana Dharma Enquiry 2</b> 'What might Sanatanis learn from the story of Rama and Sita and the celebration of Diwali?'	<b>Sanatana Dharma Enquiry 3</b> 'Why do Sanatanis use symbols?'
<b>MUSIC</b>	Musical Me	On the Island – British songs and sounds	West African Call and Response songs (animals)	Traditional stories	Dynamics, tempo, timbre, motif (Space)	Myths and Legends
<b>PE 1</b>	Football Skills Wycombe Wanderers	Get Set 4 PE Yoga	Get Set 4 PE Gymnastics	Get Set 4 PE Dance	(Get Set 4 PE) Fitness	Get Set 4 PE Net and Wall Games

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<b>PE 2</b>	Get Set 4 PE Fundamentals ACTIV KIDS	Get Set 4 PE Ball skills	Get Set 4 PE Sending and Receiving	Get Set 4 PE Striking and Fielding	Get Set 4 PE Invasion	Get Set 4 PE Athletics
<b>SCIENCE</b>	Exploring everyday materials	Growth and survival	Super Scientists	SCIENCE WEEK	Growing plants	Living in habitats
<b>HISTORY</b>	Great Fire of London			Florence Nightingale		What were seaside holidays like in the past.
<b>GEOGRAPHY</b>		My World and Me	Let's Go on Safari		At the farm	
<b>COMPUTING</b>	Espresso Coding – Level 2 Different Sorts of Inputs	Online safety - emails	Beebots	2Type 2Create a story	Espresso Coding Level 2 Buttons and Instructions	Use and create PowerPoints
<b>ART</b>		Earth Art		Yayoi Kusama		Henri Rousseau
<b>DT</b>	Perfect Pizzas		Vehicles		Puppets	