

## Year 2 Curriculum Map 2023/2024

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Stories with a wishing theme</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>Texts:</b> The Magic Moment by Niall Breslin Malala’s Magic Pencil How to Catch a Star Pinocchio Aladdin The Wishing Chair by Enid Blyton</p>	<p><b>Writing Instructions and 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>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><b>Warning Tales and Transformation Stories</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 glimpse, show character’s reaction) Use exclamation marks Use apostrophes to mark possession</p>	<p><b>Recounts (first person account) and Character Flaws</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 that, when, but, then, so, or, because) To use adjectives to add detail and precision To add information using relative clauses with who/which</p>	<p><b>Recounts (diaries) and Information Texts</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 that, when, but, then, so, or, because) To use adjectives to add detail and precision To add information using relative clauses with who/which</p>	<p><b>Journey Stories</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.</p>

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			<p>Tier two words: rustling, stumbled, anxiously, sneaky, in a flash, gobbled, stuttered</p> <p>Tier three words: edge, basket, shot off, peculiar, deep</p> <p><b>Texts:</b> Little Red Riding Hood The Climbers by Ali Standish</p> <p>The Ugly Ducking</p>	<p>To use technical vocabulary for accuracy</p> <p>To use similes to add detail and precision</p> <p>To use capital letters and full stops to demarcate sentences</p> <p><b>Texts:</b> Jack and the Beanstalk</p> <p>Angry Alligator The Enormous Crocodile</p>	<p>To use technical vocabulary for accuracy</p> <p>To use similes to add detail and precision</p> <p>To use capital letters and full stops to demarcate sentences</p> <p>Tier 2 words – peeping, dazed- looking, confused, noticed, heartbroken, attention</p> <p>Tier 3 words – meerkat, sandcastles</p> <p><b>Texts:</b> Millicent &amp; Meer by Richard Byrne Diary of a Killer Cat by Anne Fine</p>	
<b>Year 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>

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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</b>	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>RE/P4C</b>	Our World (Ourselves)	Celebrations	Our World (Other religions)	Who am I? (All about me)	Belonging	Leaders and teachers
<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 Dance / Yoga	Get Set 4 PE Gymnastics	Get Set 4 PE Ball skills	(Get Set 4 PE) Fitness	Get Set 4 PE Net and Wall Games

<b>Year 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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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	