

Year 2 2019-2020 Curriculum Map

	Autumn 1 and Autumn 2 – Reading, Writing and SPAG continuous objectives	Spring 1 and Spring 2 – Reading, Writing and SPAG continuous objectives	Summer 1 and Summer 2 – Reading, Writing and SPAG continuous objectives
Literacy	<p><i>Fiction: Oliver's Vegetable's The Little Red Hen Stories with familiar settings/ Instructions (ICT texts using instructions); Fiction: Various fairy tales Instructions/ Traditional Poetry/ Traditional stories</i></p> <p>READING Retells more complex stories clearly with appropriate detail and balance discuss with reference to text generate questions before reading prompted by cover, title, etc. Identifies key themes and discusses reasons for events in stories Makes simple confident inferences/predictions based on wider reading experiences and textual evidence. Makes comparisons between fiction and non-fiction texts, noting similarities and differences. Offers suggestions for organisational features. Begins to identify voices in stories. Begins to discuss the effect of specific word or phrase choices on meaning, e.g. to create humour, images and atmosphere. Evaluate the writers' purposes and viewpoints, and the overall effect of the text on the reader. Respond imaginatively using different strategies to engage with texts. Identify general features of a few text types. Show some awareness that books are set in different times and places Understand what a full stop is and bold words for emphasis. Recognise words that have 'ed' or 'ing' at the end. Use your knowledge of phonics to help you read unknown words. Use strategies to break down words and aware of mistakes made when reading.</p> <p>TRANSCRIPTION, GRAMMAR AND SPELLING Segment spoken words into a phonemes and record these as graphemes Spell words with different alternative spellings, including a few common homophones Spell longer words, using suffixes such as ment, ness, ful, less ly</p>	<p><i>Fiction: Zoo – Anthony Browne and Funny Bones- Allan Ahlberg</i> <i>Explanations/ Really looking/ Different stories by the same author; Different stories by the same author</i> <i>Information texts (ICT – communicating ideas using text)</i></p> <p>READING Recount main events, themes and information. generate some questions about a book before reading. Begin to predict more than one event using experience of reading same author or themes or content of non-fiction. Make simple inferences. Understand and comment on the structure and presentation of narrative and on how information is presented in non-fiction texts. Explain and comment on the writer's use of language, including vocabulary, grammatical and literary features. Evaluate the writers' purposes and viewpoints, and the overall effect of the text on the reader. Respond imaginatively using different strategies to engage with texts. Identify general features of a few text types. Shows some awareness that books are set in different times and places. Use full stops for expressions. Reading with understanding. Improving reading of unknown words and use of pace for effect.</p> <p>TRANSCRIPTION, GRAMMAR AND SPELLING Segment spoken words into a phonemes and record these as graphemes Spell words with different alternative spellings, including a few common homophones Spell longer words, using suffixes such as ment, ness, ful, less ly Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling Identify known phonemes in unfamiliar words and use syllables to divide words Begin to use some of the diagonal and horizontal strokes needed to join letters Understand which letters, when adjacent to one another, are best left unjoined and use spacing between words that reflects size of letters</p>	<p><i>Fiction: The Owl Who Was Afraid of The Dark- Jill Tomlinson</i> <i>The Jolley-Rogers and the Ghostly Galleon- Jonny Duddle</i></p> <p><i>Extended stories/ Significant authors/ Non-chronological reports; Non-chronological reports/ Silly stuff</i></p> <p>READING Reads fluently talking account of punctuation and text features e.g. bold or italic print. Confidently reads polysyllabic words. Recognises common prefixes and suffixes and regular verb endings Reads on sight 300 HF words. Recognises the full range of alternative spellings of vowels and consonants Retells more complex stories clearly with appropriate detail and balance. Discuss with reference to text. Identify key themes and discusses reasons for events in stories Make confident inferences/predictions based on wider reading experiences. Make comparisons between fiction and non-fiction texts, noting similarities and differences. Begins to identify voices in stories and discuss the effects of specific word or phrase choices on meaning. Respond by discussing preferences with elements of the text and express opinion about author. Identify general features of a few text types and awareness that books are set in different times and places.</p> <p>TRANSCRIPTION, GRAMMAR AND SPELLING Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling Identify known phonemes in unfamiliar words and use syllables to divide words Begin to use some of the diagonal and horizontal strokes needed to join letters</p>

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	<p>Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling Identify known phonemes in unfamiliar words and use syllables to divide words Form lower-case letters of the correct size relative to one another Begin to use some of the diagonal and horizontal strokes needed to join letters Understand which letters, when adjacent to one another, are best left unjoined and use spacing between words that reflects size of letters Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>COMPREHENSION Talk about and give an opinion on a range of texts Discuss the sequence of events in books and how they are related to each other Use prior knowledge and context and vocabulary explored to understand texts Retell orally some stories, including fairy stories and traditional tales Read for meaning, checking that the text makes sense and correcting inaccuracy reading Know and recognise simple recurring literary language in stories and poetry Talk about favourite words and phrases</p> <p>COMPOSITION Write narratives about personal experiences and those of others Write for different purposes, including real events Plan and discuss the content of writing and write down ideas Orally rehearse structured sentences or sequences of sentences Evaluate writing independently, with peers and with teacher Proof-read to check for errors in spelling, grammar and punctuation Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences, commas for lists and speech marks Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>COMPREHENSION Talk about and give an opinion on a range of texts Discuss the sequence of events in books and how they are related to each other Use prior knowledge and context and vocabulary explored to understand texts Retell orally some stories, including fairy stories and traditional tales Read for meaning, checking that the text makes sense and correcting inaccuracy reading Know and recognise simple recurring literary language in stories and poetry Talk about favourite words and phrases Increase repertoire of poems learnt by heart and reciting some, with appropriate intonation to make the meaning clear Answer and ask appropriate questions and make predictions on the basis of what has been read so far Draw inferences from illustrations, events and characters' actions and speech</p> <p>COMPOSITION Write narratives about personal experiences and those of others Write for different purposes, including real events Plan and discuss the content of writing and write down ideas Orally rehearse structured sentences or sequences of sentences Evaluate writing independently, with peers and with teacher Proof-read to check for errors in spelling, grammar and punctuation Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences, commas for lists and speech marks Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use present and past tenses correctly and consistently including the progressive form Use time adverbs/adverbials other than first, next, etc. to move events on in narrative, for example – A few minutes later ... in the Spring... At midnight</p>	<p>Understand which letters, when adjacent to one another, are best left unjoined and use spacing between words that reflects size of letters Spell words with additional prefixes and suffixes and understand how to add them to root words, eg– form nouns using super, anti, auto Recognise and spell additional homophones, eg– he'll, heel, heal Use the first two or three letters of a word to check its spelling in a dictionary Spelling correctly word families based on common words.</p> <p>COMPREHENSION Read for meaning, checking that the text makes sense and correcting inaccuracy reading Know and recognise simple recurring literary language in stories and poetry Talk about favourite words and phrases Increase repertoire of poems learnt by heart and reciting some, with appropriate intonation to make the meaning clear Answer and ask appropriate questions and make predictions on the basis of what has been read so far Draw inferences from illustrations, events and characters' actions and speech Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks and be able to use them effectively Ask questions to improve understanding of a text Predict what might happen from details stated. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>COMPOSITION Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use present and past tenses correctly and consistently including the progressive form Use time adverbs/adverbials other than first, next, etc. to move events on in narrative. Look at and discuss models of writing of the text type, purpose and audience to be written, noting structure, grammatical features, and use of vocabulary</p>
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			<p>Compose sentences using a wider range of structures linked to the grammar objectives Write a narrative with a clear structure, setting, characters and plot Write a non-narrative using simple organisational devices such as headings and sub-headings.</p>
<p>Numeracy</p>	<p>Number: Two digit numbers Count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward. Recognise the place value of each digit in a two-digit number (tens, ones). Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use and = signs. Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems.</p> <p>Calculating, Patterns & Algebra + and – Children must understand = as 'equivalent', 'the same as' or 'balances'. Partition numbers into two or more parts. Use a whole-part model to picture addition and subtraction. Relate numbers to their parts (partitioning) and to multiples of 10 to bridge multiples of ten. E.g. $8 + 7 = 8 + 2 + 5$ Drawing bar models will help children to picture which operation to do. Notice patterns in numbers and create sequences.</p> <p>Geometry Order and arrange combinations of mathematical objects in patterns. Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) and movement in a straight line. Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. Identify and describe the properties of 3D shapes including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid.</p> <p>Number: Fractions as numbers Recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$.</p>	<p>Number: Place Value Count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward. Recognise the place value of each digit in a 2-digit, 10, 1s Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use and = signs. Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems.</p> <p>Number and Measure The position (place) of a digit in a number determines its value and partition numbers into tens and ones. Position numbers on a number line to see their value relative to other numbers and standard units of measure in order to compare things more accurately and consistently. Different metric units are understood and can be converted between e.g. m/cm, kg/g and children can choose appropriate unit of measure for task.</p> <p>Calculating, Patterns & Algebra + and – 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. Add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit numbers. Show that addition can be done in any order (commutative) and subtraction cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</p>	<p>Number: Place Value Recognise the place value of each digit in a 2-digit number (tens, ones). Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use and = signs. Read and write numbers to at least 100 in numerals and in words.</p> <p>Calculating, Patterns & Algebra + and – 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. Add and subtract using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit numbers. Show that addition can be done in any order (commutative) and subtraction cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</p> <p>Calculating, Patterns & Algebra: X and ÷ 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 (\times), division (\div) and equals ($=$) signs. Recognise and use the inverse relationship between multiplication and division in calculations.</p>

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	<p>Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of two quarters and one half.</p> <p>Calculating, Patterns & Algebra X and Division To 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 multiplication, division and equals signs. Recognise and use the inverse relationship between multiplication and division in calculations. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>Statistics Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of object in each category and sorting the categories by quantity and categorical data.</p> <p>Measure Choose and use appropriate standard units to estimate and measure length/ height in any direction; mass; temperature; volume and capacity to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. compare and order lengths, mass, volume/capacity and record the results using >, < and =. recognise and use the symbols for pounds and pence; 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, including giving change. order and arrange combinations of mathematical objects in patterns. use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) and movement in a straight line. compare and sequence intervals of time.</p>	<p>Statistics Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer questions about totalling and compare categorical data.</p> <p>Calculating, Patterns & Algebra: X and ÷ 'Unitisation' means children count in 'groups of' a number. Division can be seen as 'how many groups of.' Inverse relationship can also be explored through arrays. Whole/ (equal) part relationships can be drawn using bar models. Children find patterns and links between the 2 and 4 X tables, and the 5 and 10 X tables. Use these facts to find division facts. Doubling and halving by partitioning two digit numbers and recombining (distributive law) lays the foundation for later multiplication. Solve simple word problems using the four operations,</p> <p>Number: fractions of numbers Fractions are equal parts of a whole. $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ are recognised and fractions of objects or quantities. Equivalence is started to be introduced e.g. $\frac{2}{4}$ and $\frac{1}{2}$</p> <p>Measures: Money Choose and use appropriate standard units to estimate and measure length/ height in any direction (m/cm/mm); mass (kg/g); temperature ($^{\circ}$C); volume and capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using >, < and =.</p> <p>Geometry Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. Identify and describe the properties of 3D shapes including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid. Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) and movement in a straight line.</p>	<p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>Measures: Time Compare and sequence intervals of 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.</p> <p>Geometry Properties of a shape inform and names of shapes - 2D and 3D shapes can be sorted by their properties. Identify and describe the properties of 2D and 3D shapes, including the number of sides, symmetry in a vertical line, edges, vertices, and faces. Identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid. Compare and sort common 2D and 3D shapes and everyday objects. Solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>Statistics Interpret and construct simple pictograms, 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 compare categorical data.</p> <p>Fractions Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$. Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of two quarters and one half. 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.</p>
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Science	<p>Animals, including humans (S)</p> <ol style="list-style-type: none"> Exercise and healthy living What animals and humans need to survive Animals have offspring, which grow to be adults an athlete? 	<p>Plants: (S)</p> <ol style="list-style-type: none"> What plants and seeds need to grow Growing from seeds and bulbs Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and suitable temperature to grow and stay healthy <ol style="list-style-type: none"> Describe some of the life processes common to plants and animals. Explain that plants grow and reproduce in different ways. 	<p>The Environment-working scientifically (S)</p> <ol style="list-style-type: none"> Asking simple questions about the rainforest and recognising that they can be answered in different ways Observe how ice melts and the factors effecting the rate of melting. Think about impact on the world. Use different sources to find information Use observations and ideas to to suggest answers to questions Think of a way to teach people how to use less energy 	<p>Everyday Materials (S)</p> <p>i Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>Everyday Materials (S)</p> <ol style="list-style-type: none"> Compare how things move on different surfaces. Find out how the shapes of solid objects can change – squashing, bending, twisting & stretching. 	<p>Living things, Habitats & Food Chains (S)</p> <ol style="list-style-type: none"> Explore and compare differences between things that are living, dead and non-living. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals. Using a food chain and identify and name different sources of food

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<p>Computing</p>	<p>Coding and online safety</p> <p>Introduce algorithms Use Repeat and Timer commands. Debugging. Explore the possible actions of different types of objects. Create a more complex program to retell a story Know how to refine searches using the search tool. Know how to share work electronically using the display boards. Have some knowledge and understanding about sharing work on Purple Mash and the Internet.</p>	<p>Spreadsheets</p> <p>Copying and pasting total tools Using a spreadsheet to add amounts Creating a table and block graph</p>	<p>Questioning</p> <p>Show that the information provided on pictogram is of limited use beyond answering simple questions Use YES or No questions to separate information. Construct a binary tree to separate different items. Use a database to answer more complex search questions. To use the search tool to find information.</p>	<p>Effective searching</p> <p>Understand the terminology associated with searching. Gain a better understanding about searching on the Internet. Create a leaflet to help someone search for information on the Internet.</p>	<p>Creating pictures</p> <p>Look at the impressionist style of art (Monet, Degas, Renoir). Recreate pointillist art and look at the work of pointillist artists such as Seurat. Look at the work of Piet Mondrian and recreate it using the Lines template Look at the work of William Morris and recreate it using the Patterns template. Explore surrealism and Collage</p>	<p>Making music/presenting ideas</p> <p>Introduced to making music digitally Add sounds to a tune they've already created to change it. Upload a sound from a bank of sounds into the Sounds section. Record their own sound and upload it into the Sounds section. Create their own tune using the sounds which they have added to the Sounds section. Make a presentation to the class.</p>
<p>History</p>		<p>Events Beyond Living Memory</p> <p>Remembrance Day Describe social, cultural, religious and ethnic diversity in Britain & the wider world Continue to develop chronologically secure knowledge of history.</p>		<p>Significant Individuals</p> <p>Kings and Queens Identify similarities / differences between periods Understand how knowledge of the past is constructed from a range of sources.</p>		<p>Changes Within Living Memory</p> <p>Keeping in Touch Know about similarities and differences between themselves and others, and among families, communities and traditions Use a wide vocabulary of everyday historical terms.</p>

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Geography	<p>Chinese Culture Place knowledge, geographical skills and fieldwork. Understanding geographical and cultural similarities and differences between the UK and China. Using a range of different mapping sources.</p>		<p>Continents, Oceans and Countries Locational Knowledge, human and physical geography and geographical skills and fieldwork. Name and locate different continents. Begin to identify climate zones and use a range of different mapping sources.</p>		<p>The Seaside Geographical skills and fieldwork Locate different seaside resorts and identify different features. Use mapping skills including compass directions. Consider humans impact on beaches and seaside.</p>	
Art	<p>Drawing Use three different grades of pencil in their drawing (4B, 8B, HB) Use charcoal, pencil and pastels Create different tones using light and dark Show patterns and texture in their drawings Use a viewfinder to focus on a specific part of an artefact before drawing it</p>	<p>Painting Mix paint to create all the secondary colours Mix and match colours, predict outcomes Mix their own brown Make tints by adding white Make tones by adding black</p>	<p>Printing/ Sketch book Create a print using pressing, rolling, rubbing and stamping Create a print like a designer Begin to demonstrate their ideas through photographs and in their sketch books Set out their ideas, using 'annotation' in their sketch books as to how they have changed their work</p>	<p>3D, Textiles Collage/ Make a clay pot Join two fingers pots together Add line and shape to their work Join fabric using glue Sew fabrics together Create part of a class patchwork Create individual and group collages Use different kinds of materials on their collage and explain why they have chosen them Use repeated patterns in their collage</p>	<p>Use of IT Create a picture independently Use simple IT mark-making tools Edit their own work take different photographs of themselves displaying different moods. change their photographic images on a computer.</p>	<p>Knowledge Link colours to natural and man-made objects. say how other artist/craft maker/designer have used colour, pattern and shape. Create a piece of work in response to another artist's work.</p>
DT	<p>Develop, planning and communicating ideas Cooking and nutrition: Describe the properties of the ingredients they are using. Explain what it means to be hygienic. Hygienic in the kitchen.</p>	<p>Develop, planning and communicating ideas Textiles Measure textile Join textiles together to make something. Cut textiles and explain why they chose a certain textile.</p>	<p>Working with tools, equipment, materials and components to make quality products Mechanical: Join materials together as part of a moving product? Add some kind of design to their product</p>	<p>Working with tools, equipment, materials and components to make quality products Mechanical: Join materials together as part of a moving product. Add some kind of design to their product.</p>	<p>Evaluating processes and products Use of materials: Measure materials to use in a model or structure. Join material in different ways. Use joining, folding or rolling to make it stronger.</p>	<p>Evaluating processes and products Construction: Make sensible choices as to which material to use for their constructions. Develop their own ideas from initial starting points.</p>

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						Incorporate some type of movement into models. Consider how to improve their construction.
Music	<p>Long and Short sounds</p> <p>Build on their knowledge of long and short sounds by learning about graphic scores. Create their own ways of notating their work. Compose pieces. Notate and to demonstrate their understanding.</p>	<p>Pitch</p> <p>Explore how pitch can be used in different musical situations e.g. to express moods and feelings. Use graphic scores to reference different pitches.</p>	<p>Beat and Rhythm</p> <p>Understand beat. Explore different pieces of music and changing their tempo. Explore how beat can be written down to build a more detailed musical score.</p>	<p>Singing</p> <p>Use their current understanding of the musical elements. Demonstrate their understanding of long and short, high and low sounds and volume changes.</p>	<p>That's the score</p> <p>Explore different ways that musical elements can be drawn. Create compositions that can be followed and performed in detail.</p>	<p>Instrument sounds and families</p> <p>Research different tuned and untuned percussion instruments. Discuss how they work. Design and construct their own musical instruments.</p>
PE	<p>Games Skills – attack, shoot and defend</p> <p>Send a ball and receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing. Develop eye to foot coordination. Participate in increasingly challenging games situations.</p>	<p>Gymnastics</p> <p>Describe and explain how performers can transition and link gymnastic elements Perform with control and consistency basic actions at different speeds and on different levels Challenge themselves to develop strength and flexibility via routines and exercises Create and perform a simple sequence that is judged using simple gymnastic scoring</p>	<p>Dance</p> <p>Describe and explain how performers can transition and link shapes and balances Perform basic actions to rhythm with control and consistency at different speeds and on different levels Challenge themselves to move imaginatively responding to music Work as part of a group to create and perform short movement sequences to music</p>	<p>Games skills - send and return</p> <p>Able to track the path of a ball over a net and move towards it Begin to hit and return a ball using a variety of hand and racquet with some consistency Play modified net/wall games throwing, catching and sending over a net Compete against self and others to score points</p>	<p>Games skills - hit, catch and return</p> <p>Develop hitting skills with a variety of bats Practice feeding/bowling skills Develop eye to hand coordination for hitting. Participate in striking and fielding game situations, hitting and running to score points</p>	<p>Games skills - run, jump and throw</p> <p>Develop power, agility, coordination and balance. Be able to throw and handle a variety of objects including quoits, beanbags, balls, hoops Negotiate obstacles showing increased control of body & limbs Participate in competitions for running, jumping and throwing</p>
RE	<p>What does the Lord's Prayer mean? WORSHIP (LDBS)</p>	<p>INCARNATION Why does Christmas matter to Christians? (Understanding Christianity)</p>	<p>GOSPEL What is the good news that Jesus brings? (Understanding Christianity)</p>	<p>SALVATION Why does Easter matter to Christians? (Understanding Christianity)</p>	<p>What does it mean to be a Hindu? What is the importance of the symbols, beliefs and teachings in Hinduism? HINDUISM (LDBS)</p>	

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PSHE	Being Me in My World: 1. Hopes and Fears 2. Rights and Responsibilities. 3. Rewards and Consequences. 4. Rewards and Consequences. 5. Our Learning 6. Owning our learning.	Celebrating Difference: 1. Boys and girls. 2. Boys and girls. 3. Why does bullying happen? 4. Standing up for myself and others. 5. Making a new friend. 6. Celebrating different friends.	Dreams and Goals: 1. Goals to success 2. My learning strengths. 3. Learning with others. 4. The challenge of groups 5. Cont. the group challenge. 6. Celebrating our achievement.	Healthy Me: 1. Being healthy. 2. Being relaxed. 3. Medicine safety. 4. Healthy eating. 5. Healthy eating. 6. The healthy me.	Relationships: 1. Families. 2. Keeping safe 3. Friends and conflict. 4. Secrets. 5. Trust and appreciation. 6. Celebrating my relationships.	Changing Me: 1. Life cycles in nature. 2. Growing from young to old. 3. The changing me 4. Boys' and girls' bodies. 5. Assertiveness 6. Looking ahead.
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