

YEAR 2 CURRICULUM MAP 2024-2025

		Autumn	Spring	Summer			
Reading	Word reading	Phonic programme – Read write Inc Develop phonics until decoding secure. Read & re-read phonic-appropriate books					
	Comprehension	Texts include: poetry (contemporary and classic), traditional stories, fairy stories, nonfiction texts (NC p 28) Develop phonics until decoding secure. Become familiar with & retell stories. Ask & answer questions; make predictions. Begin to make inferences					
Writing	Transcription	Spelling Programme. Suffixes ‘-ed’, ‘-ing’, ‘-er’ and ‘-est’. How words ending in a ‘y’ or an ‘e’ change when a suffix is added. The spelling of root words changes when the suffixes ‘-ment’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’ are added. Investigate the meanings and spellings of common homophones and near-homophones. Investigate when to use the different spellings of the /dʒ/ sound.					
	Composition	Writing : Narratives about personal experiences and those of others (real and fictional); about real events; poetry and for different purposes (NC p 31) Use appropriate size letters & spaces. Develop positive attitude & stamina for writing. Begin to plan ideas for writing. Record ideas sentence-by-sentence. Make simple additions & changes after proof-reading					
	VGP	Use full stops, exclamation marks, question marks and commas. Use simple conjunctions. Begin to expand noun phrases. Use some features of standard English.					
Speaking and Listening		Articulate & Justify answers. Initiate & respond to comments. Use spoken language to develop understanding					
Maths		Number/Calculation – Order and compare numbers up to 100. Read and write all numbers to 100 in digits and words. Say 10 more/less than any number to 100. Count in multiples of 2,3,5 and 10 from any number to 100. Recall and use multiplication and division facts for 2,5 and 10 tables. Recall and use +/- facts to 20. Derive and use related facts to 100. Recognise place value of any 2-digit number. Add and subtract – 2-digit and 1-digit numbers, 2-digit and 10s numbers, two 2-digit numbers, three 1-digit numbers. Recognise and use inverse. Calculate and write multiplication and division calculations using multiplication tables. Fractions - Recognise, find, name and write 1/3, ¼, 2/4, ¾. Recognise equivalence of simple fractions. Geometry & Measures – Identify and describe the properties of 2D and 3D shapes. Use mathematical vocabulary to describe position, direction and movement. Choose and use appropriate standard units to estimate and measure length/height, mass, temperature and capacity. Compare and order lengths, mass and volume. Recognise and use symbols for pounds and pence. Combine amounts to make a particular value. Tell the time to five minutes, including quarter past/to. Know months of the year in order. Know o’clock and half past using analogue clock.					
Science		What is special about materials? (Every day Materials) - Identify and compare the suitability of a variety of everyday materials. - Find out how the shapes of solid objects made from some materials can be changed What do animals and humans need to stay alive? (Animals inc Humans) -Notice that animals, including humans, have offspring, which grow into adults; -Find out about and describe the basic needs of animals, including humans for survival. -Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene. Article 27 – Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.	How can we sort animals and other living things? (Living Things and their habitats) -Explore and compare differences between things that are living, dead and things that have never been alive -Identify and name a variety of plants and animals in their habitats and describe different habitats. Describe how animals obtain their food from plants and other animals. simple food chains.	How do plants grow healthily? (Plants) -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.			
Working Scientifically on-going across the year							
Computing		E-safety Digital Skills General Pages	E-safety Coding Getting Started	E-safety Digital Skills Keynote iMovie	E-safety Coding Add a sprite	E-safety Digital Skills Garage Band	E-safety Coding Add a backdrop
History		How do we know about the Great Fire of London? The lives of significant individuals (Samuel Pepys) from the past who have contributed to national and international achievements – fire service, better housing and buildings etc.		Why was Captain Cook very brave? The lives of significant individuals (Samuel Pepys) from the past who have contributed to national and international achievements.		How did the Victorians influence our lives? Comparing and contrasting the Victorian age to now.	
Geography			What do I know about the UK? Name and identify the 4 countries of the UK.		Where would you prefer to live England or Masai Mara in Kenya?		Why do you love to be beside the seaside? Identify seasonal and daily weather.

		Identify the surrounding seas and oceans. Name and locate the capital cities. Identify features on a map. Compass directions.		Name and locate the continents and oceans. Understand geographical similarities and differences through studying the physical geography of Escomb and a contrasting non-European country. Physical features of Escomb. Fieldwork- observations of the local area/questionnaires Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities		Human and physical features of the seaside. Local coastal towns – Hartlepool, Seaham, Roker, Saltburn. Fieldwork – survey holiday preferences.
Design technology		Structures -Baby Bear’s Chair		Mechanisms -Making a moving monster		Textiles -Felt pouches
Art and Design	Art and Design skills -Tone, weaving, manipulation of clay		Formal element of art -Pattern, texture, tone		Sculpture and mixed media – theme superheroes -Pop art, facial expressions	
Music	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert
P.E.	Dance Go Well Dance Games Piggy in the Middle	Games 3 Touch Ball Gymnastics Families of Actions	Games Kick Rounders Dance Round the clock	Gymnastics Assessing level 1/2 Unit 2 tasks 1 and 2 Athletics Furthest Five,	Athletics Take Aim Pass the Baton	Games Mini Tennis 1 OAA Shipwrecked Gone Fishing
PSHE	TP1 – Why should I exercise? TP2 – What if I don’t like vegetables? TP3 – Are medicines always good?	TP4 – Can I stop myself getting ill? TP 5- What does angry feel like? TP 6- How do I make you feel?	TP 7- Is it right or wrong? TP 8 – How can I compromise? TP9 – What are rights and responsibilities?	TP10 – How do I contribute? TP11- How can I save our planet? TP12 – Where could I come from?	TP13 - Do I know my body? TP 14 – What does private really mean? TP15- Who can I trust?	TP 16 – Should I keep a secret? TP17 – Am I safe online? TP18 – What should I aim for?
R.E.	Why is the Bible special to Christians? What can we learn from the story of Saint Cuthbert? How and why is light important at Christmas? Article 20: you must be looked after by people who respect your religion, traditions and language. Article 30: you have the right to learn and use the traditions, religion and language of your family. Article 14: You have the right to choose your own beliefs.		What does it mean to belong to Christianity? How do Christians celebrate Easter? Article 14: You have the right to choose your own beliefs. Article 14: You have the right to choose your own beliefs.		How do Buddhists show their beliefs? What can we learn about our local faith communities? Article 29: Education should encourage you to participate in a free society, and encourage you to respect your own culture and other people’s culture Article 14: You have the right to choose your own beliefs.	
Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2020 for all maintained schools						