

Arden Forest Infant School – Curriculum Map – Year 2

Year 2	Autumn 6 weeks/9 weeks			Spring 6 weeks/6weeks			Summer 9 weeks//2 weeks	
Topic	World Explorers	Step Back In Time (WW1)	Christmas	Take 1 picture	Infinity and Beyond (Space)	Predators and Prey (Animals and Dinosaurs)	Into the Woods (Twisted Fairytales)	Transition Period
<b>Key Texts</b>	<ul style="list-style-type: none"> <li>The Explorer</li> <li>Great Explorers</li> <li>Big City Explorer</li> </ul>	<ul style="list-style-type: none"> <li>WW1 Diaries</li> <li>The Best Christmas Present in the World</li> </ul>	<ul style="list-style-type: none"> <li>Sainsbury’s advert Christmas Truce</li> <li>In Flanders Fields</li> </ul>	<ul style="list-style-type: none"> <li>Beegu</li> <li>One Giant Leap</li> <li>Newspaper report</li> </ul>		<ul style="list-style-type: none"> <li>The Bog Baby</li> <li>How To Catch a Dinosaur</li> </ul>	<ul style="list-style-type: none"> <li>The True Story of the Three Little Pigs</li> <li>Revolting Rhymes</li> <li>Hansel and Gretel</li> </ul>	<b>Drama (3 weeks)</b>
<b>English Reading</b>	<ul style="list-style-type: none"> <li><b>Reading Decoding &amp; Comprehension:</b> Accurately reading without overt blending, checking for sense and simple inference.</li> <li><b>Transcription:</b> Letter families and Form lower-case letters of the correct size relative to one another.</li> <li><b>Grammar, vocabulary and punctuation:</b> Spelling, punctuation, sentence types, verb tense, contractions, subordination and coordination</li> <li><b>Composition:</b> Writing about real events, writing for different purposes and writing poetry</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading Decoding &amp; Comprehension:</b> Reading words with two or more syllables and suffixes correctly and inference.</li> <li><b>Transcription:</b> Form lower-case letters of the correct size relative to one another.</li> <li><b>Grammar, vocabulary and punctuation:</b> Spelling, punctuation, verb tense, subordination, coordination and expanded noun phrases.</li> <li><b>Composition:</b> Writing about real events and writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading Decoding &amp; Comprehension:</b> Checking for sense and inference.</li> <li><b>Transcription:</b> Use spacing between words that reflects the size of the letters.</li> <li><b>Grammar, vocabulary and punctuation:</b> Spelling, punctuation, expanded noun phrases, coordination and subordination</li> <li><b>Composition:</b> Writing for different purposes and writing poetry</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading Decoding &amp; Comprehension:</b> Reading suffixes, answering and asking questions and inference.</li> <li><b>Transcription:</b> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li><b>Grammar, vocabulary and punctuation:</b> Spelling, punctuation, sentence types, suffixes verb tense and contractions.</li> <li><b>Composition:</b> Writing for different purposes and writing poetry</li> </ul>		<ul style="list-style-type: none"> <li><b>Reading Decoding &amp; Comprehension:</b> Reading suffixes, answering and asking questions and inference.</li> <li><b>Transcription:</b> Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left un-joined.</li> <li><b>Grammar, vocabulary and punctuation:</b> Spelling, punctuation, suffixes, verb tense, sentence types,</li> <li><b>Composition:</b> Writing about real events and writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading Decoding &amp; Comprehension :</b> Predictions and making links.</li> <li><b>Grammar, vocabulary and punctuation:</b> Spelling, punctuation, suffixes, sentence types, coordination and subordinations</li> <li><b>Composition:</b> Writing for different purposes</li> </ul>	Leaver’s Assembly with a focus on oral literacy, performing to an audience and reading
<b>English Writing</b>	<ul style="list-style-type: none"> <li>Narrative: (Talk for Writing)Stories with different settings (2 weeks)</li> <li>Non-Narrative: Information texts (2 week) – Fact Pages for Christopher Columbus</li> <li>Poetry – <b>Harvest time</b> (1 week)</li> <li>Non–Narrative Recipe (2 week)</li> </ul>	<ul style="list-style-type: none"> <li>Non – Narrative Recounts (2 weeks) - WW1 diary entries, audio and visual recounts, real experience recount, setting description)</li> <li>Narrative: Historical Narrative (3 weeks) WW1 (Talk for Writing)</li> <li>Non Narrative: (Christmas Truce) Letter writing (2 week -)</li> <li>Poetry: (1 week shed)/Christmas poems</li> </ul>	<ul style="list-style-type: none"> <li>Narrative: (<b>Talk for Writing</b>) (2 weeks)</li> <li>Non Narrative: Newspaper Reports - Linked to first landing on the moon(3 weeks)</li> <li>Non Narrative: Letter linked to the trip (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>Non Narrative: Non chronological reports (1 weeks) – Extinct/Endangered animals</li> <li>Narrative: Bog Baby (<b>Talk for Writing</b>) (2 weeks)</li> <li>Non Narrative: Instructions (2 weeks)</li> <li>Poetry: Riddles(1 weeks)</li> <li>Narrative: Easter Story (1 Week)</li> </ul>		<ul style="list-style-type: none"> <li>Narrative: (<b>Talk for Writing</b>) Traditional Tale with a twist (3 weeks)</li> <li>Poetry: Silly Stuff - Revolting Rhymes(1 week)</li> <li>Narrative: Traditional Tale with a twist (2 weeks)</li> <li>Non Narrative: Explanation Texts (advert) (1)</li> </ul>	Drama (3 weeks) Leaver’s Assembly with a focus on oral literacy, performing to an audience and reading	

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<b>Phonics and Spelling</b>	<p><b>Phonics/Spelling</b></p> <ul style="list-style-type: none"> <li>The /n/ sound spelt ‘kn’ and (less often) ‘gn’</li> <li>The /r/ sound spelt ‘-wr’ at the beginning of Words</li> <li>The /s/ sound spelt ‘ce’ before ‘ ‘ci’ and ‘cy’</li> <li>The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ ‘g’</li> <li>The phoneme and spelling for ‘g’ and ‘j’</li> </ul> <p><b>Common exception words</b> Door, floor, again, wild, children, climb, parents, most, only, both</p>	<p><b>Phonics/Spelling</b></p> <ul style="list-style-type: none"> <li>The /l/ or /əl/ sound spelt ‘-le’ at the end of words</li> <li>The /l/ or /əl/ sound spelt ‘-el’ at the end of words</li> <li>The /l/ or /əl/ sound spelt ‘-il’ at the end of words</li> <li>The /aɪ/ sound spelt ‘y’ at the end of words</li> <li>Adding ‘ies’ to nouns and verbs ending in ‘y’</li> </ul> <p><b>Common exception words</b> Find, mind, behind old, cold, gold, hold, told, every, everybody</p> <p><b>Homophones and near homophones e.g.</b> they’re/there/their, here/hear, see/sea, to/too/two</p> <p><b>Homophones eg.</b> be/bee quite/quiet, bare/bear, won/one, sun/son</p> <p><b>Homophones and near homophones e.g.</b> night/knight, blue/blew, whole/hole . new/knew</p>	<p><b>Suffixes</b></p> <ul style="list-style-type: none"> <li>Adding endings ‘-ed’, ‘-er’ and ‘-est’ to words ending in ‘y’</li> <li>Adding ‘-ing’ to words ending in ‘y’</li> <li>Adding endings ‘-ed’, ‘-ing’, ‘-er’, ‘-y’ and ‘-est’ to words ending in ‘e’</li> </ul> <p><b>Phonics/Spelling</b></p> <ul style="list-style-type: none"> <li>Doubling the consonant and adding ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words</li> <li>The /or/ sound spelt ‘a’ before ‘l’ and ‘ll’</li> </ul> <p><b>Common exception words</b> Fast, last father, class, grass, pass, plant, path, bath, people</p>	<p><b>Phonics/Spelling</b></p> <ul style="list-style-type: none"> <li>The /u/ sound spelt ‘o’</li> <li>The /ee/ sound spelt ‘-ey’</li> <li>The /o/ sound spelt ‘a’ after ‘w’ and ‘qu’</li> <li>The /er/ sound spelt ‘or’ and the /or/ sound spelt ‘ar’ after ‘w’</li> <li>The /z/ sound spelt ‘s’</li> </ul> <p><b>Common exception words</b> Even, break, steak, great, move, prove, improve, sure, sugar, eye</p>	<p><b>Suffixes</b></p> <ul style="list-style-type: none"> <li>The suffixes ‘-ment’ ‘-ness’ and ‘-ful’</li> <li>The suffixes ‘-less’ and ‘-ly’</li> <li>Words ending in ‘-tion’</li> </ul> <p><b>Apostrophe</b></p> <ul style="list-style-type: none"> <li>Apostrophe for contractions (can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re)</li> <li>The possessive apostrophe (singular nouns)</li> </ul> <p><b>Common exception words</b> Any, many, clothes water, pretty, Christmas, beautiful, busy, poor, kind</p> <p><b>Homophones and near homophones</b> Revision of all homophones taught so far</p>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Place Value within 100 (3 weeks)</li> <li>Addition &amp; Subtraction (5 weeks)</li> <li>Multiplication (2 weeks)</li> <li>Geometry: Properties of Shapes (3 weeks)</li> <li>Review and Assess (2 weeks) – revise four operations</li> </ul>	<ul style="list-style-type: none"> <li>Division (2 weeks)</li> <li>Money (2 weeks) – revise four operations</li> <li>Length &amp; Height (1 week)</li> <li>Time &amp; Temperature (2 weeks)</li> <li>Capacity and Mass (1 week)</li> <li>Fractions (3 weeks)</li> <li>Statistics ( 1 week)</li> </ul>	<ul style="list-style-type: none"> <li>Position &amp; Direction (1 week)</li> <li>Review and Assess (1 week) – SATS PREP</li> <li>SATS (3 weeks) (May)</li> <li>Review and Assess TAFS (3 weeks)</li> <li>Transition Work &amp; Investigations (3 weeks)</li> </ul>		
<b>Working Scientifically</b>	<p><b>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the program of study content. These objectives will be taught throughout the year and certain objectives will be a specific focus within each topic;</b></p> <ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>Observing closely, using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions</li> </ul>				
<b>Science Knowledge</b>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>Identifying and classifying materials</li> </ul>	<p><b>Humans</b></p> <ul style="list-style-type: none"> <li>Describe the importance for humans of exercise, eating the right amounts of food and hygiene</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Gathering and recording data to help in answering questions. Identifying and classifying</li> </ul> <p><b>Habitats</b></p> <ul style="list-style-type: none"> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitat</li> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>Observing closely, using simple equipment</li> </ul>

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<p><b>Computing</b></p>	<ul style="list-style-type: none"> <li>• <b>Effective Searching (PURPLE MASH)</b></li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<p><b>MS Power Points</b></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<p>basic needs of different kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none"> <li>• Safer Internet Day Taught discretely</li> <li>• <b>Coding (PURPLE MASH)</b></li> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• Create and debug simple programs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Presenting Ideas (PURPLE MASH)</b></li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Online Safety (PURPLE MASH)</b></li> <li>• <b>Emails</b></li> <li>• Recognise common uses of information technology beyond school</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>
<p><b>PSHE</b> <b>(Go Givers)</b></p>	<ul style="list-style-type: none"> <li>• Africa</li> <li>• Bouncing Back</li> <li>• Bullying (Sticks and Stones)</li> <li>• Christmas with the Go-givers</li> <li>• <b>Taking Care (Autumn 2)</b></li> </ul>		<ul style="list-style-type: none"> <li>• Recognise common uses of information technology beyond school</li> <li>• Expedition to Planet Bluebells</li> <li>• More than One Friend</li> <li>• <b>All About Me (Spring 1)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Golden Girl</li> <li>• Mitali Loses His Cool</li> <li>• To give is to receive</li> <li>• The Golden Statue All about me</li> </ul>	
<p><b>History</b></p>	<ul style="list-style-type: none"> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods: <b>Christopher Columbus</b></li> </ul>	<ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally – <b>World War 1</b></li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods; <b>Winston Churchill</b></li> </ul>	<ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally – <b>First man on the Moon</b></li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods ; <b>Neil Armstrong,</b></li> <li>• Events beyond living memory that are significant nationally or globally - <b>Extinction/Meteor</b></li> </ul>		
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• Key human features, including: city, town, village, house, port, harbour</li> <li>• Use world maps, atlases and globes to recap the United Kingdom and its countries, as well as the countries, continents and oceans</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>			<ul style="list-style-type: none"> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, soil, season and weather</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	
<p><b>Music</b> <b>(Charanga)</b></p>	<ul style="list-style-type: none"> <li>• <b>Different places</b></li> <li>• Use their voices expressively by singing songs, chanting and rhymes - Harvest</li> <li>• Listen with concentration and understand live and recorded music</li> <li>• Experiment with, create, select and combine sounds. (<b>Hands, feet, heart</b> -South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our</li> </ul>	<p>Use their voices expressively by singing songs, chanting and rhymes</p> <p><b>Christmas production</b></p>	<ul style="list-style-type: none"> <li>• Listen with concentration and understand live and recorded music (<b>I wanna play in a band</b>) Teamwork, working together. The Beatles. Historical context of musical styles</li> <li>• Use their voices expressively by singing songs, chanting and rhymes (<b>Zoo Time</b>)</li> <li>• Animals, poetry and the historical context of musical styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Play tuned and untuned instruments musically</li> <li>• Experiment with, create, select and combine sounds. (<b>Glockenspiel Stage 1</b>)</li> <li>• Introduction to the language of music, theory and composition.</li> <li>• Use their voices expressively by singing songs, chanting and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with concentration and understand live and recorded music</li> <li>• <b>Leaver's concert Songs</b></li> </ul>

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	lifetimes. Historical context of musical styles)					
<b>RE (Warwickshire syllabus)</b>	<ul style="list-style-type: none"> <li><b>Christianity and Judaism</b> How should we care for others and the world, and why does it matter?</li> </ul>	<ul style="list-style-type: none"> <li><b>Sikhism</b> Who is a Sikh and how do they live?</li> </ul>	<ul style="list-style-type: none"> <li><b>Islam</b> Who is a Muslim and what do they believe?</li> </ul>	<ul style="list-style-type: none"> <li><b>Christianity, Islam and Judaism</b> How can we learn from sacred books?</li> </ul>		
<b>Art -</b>	<ul style="list-style-type: none"> <li>To use <b>drawing</b> to develop and share their ideas, experiences and imagination - Sketching still life artefacts with viewfinders.</li> <li>To know about Famous Artists; <b>Monet</b></li> </ul>	<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using <b>colour, pattern, texture, line, shape, form and space</b> - Christmas Truce Sketching</li> </ul>	<ul style="list-style-type: none"> <li>To use <b>sculpture</b> to develop and share their ideas, experiences and imagination - clay joins</li> </ul>	<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <b>masks</b></li> </ul>	<ul style="list-style-type: none"> <li>To know about Famous Artists; <b>Andy Warhol</b></li> <li>To use <b>collage</b> to develop and share their ideas, experiences and imagination– Focusing on layering, tones and shading.</li> <li>To create prints <b>minibeasts</b></li> </ul>	
<b>DT</b>	<b>Food from other cultures (Guacamole)</b> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> </ul>	<b>Wheels and Axles (War transport)</b> <ul style="list-style-type: none"> <li>Explore and use mechanisms [for example, <b>wheels and axles</b>], in their products.</li> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>Explore and evaluate a range of existing products</li> </ul>	<b>Moon rock</b> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul>	<b>Animals and Habitats (Masks)</b> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>□select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>evaluate their ideas and products against design criteria</li> </ul>	<b>Structures</b> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	
<b>PE</b>	Dance from different cultures  Real PE	Real PE  Ball Skills (Team Games)	Real PE  Attacking and Defending Games	Gymnastics  Real PE	Real PE  Athletics	Real PE  Striking and Fielding Games
<b>Trips, Visitors &amp; Links to culture/ local, regional and international community</b>	Harvest Assemblies at Church  Parent/Visitor from another culture	Tea dance  Soldiers visit  Armistice Parade  Church visit	Christmas Nativity at Church  Phillip Docker Home carol singing	Space Centre Visit  Animal Sanctuary Visitor  Local Farm Visit	Sports Morning	Links with St James through transition for KS2