

Springhill Catholic Primary School -Year 2 Curriculum Map 2024-2025

As we use our formative assessment to inform our teaching, sometimes the order of our topics does change slightly throughout the academic year.

Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	<p align="center"><u>Mission Statement and Charism</u></p> <p align="center"><u>Creation</u></p> <ul style="list-style-type: none"> -know and understand the school's mission statement - know how we can live out the mission statement -retell the story of Noah -retell the story of Jonah - know how Noah looked after God's creation - know how we can look after God's creation -know why we celebrate harvest <p><i>Other faith: Judaism (Sukkot)</i></p> <p align="center">The Rosary</p>	<p align="center"><u>Catholic Social Teaching</u></p> <ul style="list-style-type: none"> - links between CST and the Gospels - Church's social teaching - how to be a light to others - how to lead by example by reaching out to those in need <p><i>Other faith: Islam (Ramadan)</i></p> <p align="center"><u>Advent</u></p> <ul style="list-style-type: none"> -describe some religious symbols, actions and worship -retell scripture story of Angel Gabriel appearing to Zechariah - prepare liturgy 	<p align="center"><u>Christmas</u></p> <ul style="list-style-type: none"> -retell journey of Mary and Joseph to Bethlehem - retell the Magi's journey to the stable - know how we can get to know Jesus through others' journeys <p align="center"><u>Revelation</u></p> <ul style="list-style-type: none"> -describe the life and work of a key person - know that God revealed His love through Jesus's teaching and actions - identify how we can live out the messages Jesus taught - recognise religious beliefs <p><i>Other faith: Sikhism (examine three duties of a Sikh)</i></p>	<p align="center"><u>Lent Holy Week</u></p> <ul style="list-style-type: none"> -describe some religious symbols - describe some religious actions and worship (Ash Wednesday) - understand Lent is preparation for Easter - retell story of Zacchaeus (forgiveness and penance) <p><i>Other faith: Judaism (Torah)</i></p> <p align="center"><u>Holy Week</u></p> <ul style="list-style-type: none"> -describe the life and work of some key figures in the history of the People of God -retell the events of Holy week (through Mary's perspective) - understand the Stations of the Cross as a prayer 	<p align="center"><u>Easter</u></p> <ul style="list-style-type: none"> -describe the life and work of some key figures in the history of people of God (Thomas) - understand that people responded in different ways to the Resurrection - describe some religious symbols <p><i>Other faith: Hinduism (Holi)</i></p> <p align="center"><u>Pentecost and Mission</u></p> <ul style="list-style-type: none"> - describe the life and work of some key figures in the history of people of God 	<p align="center"><u>Pentecost and Mission</u></p> <ul style="list-style-type: none"> - retell event of Holy Spirit appearing to the disciples - describe actions of believers because of their beliefs - understand link between Pentecost and Confirmation <p align="center"><u>Sacraments</u></p> <ul style="list-style-type: none"> - know what a sacrament is -retell actions involved in some sacraments
British Values	British Values Overview	Tolerance and Respect	Individual Liberty	Tolerance and Respect	Rule of Law	Democracy

Books read to children	<i>Mog and the Forgetful Cat</i> (Judith Kerr) <i>The Bear and the Piano</i> (David Litchfield) <i>Dogger</i> (Jeanne Willis) <i>The Owl Who was Afraid of the Dark</i> (Jill Tomlinson) <i>George and the Dragon</i> (Chris Wormell) <i>Anna Hibiscus Song</i> (Atinuke)	<i>The Story Machine</i> (Tom McLaughlin) <i>A Squash and a Squeeze</i> (Julia Donalson) <i>Emily Brown and the Thing</i> (Cressida Cowell and Neal Layton) <i>That Rabbit Belongs to Emily Brown</i> (Cressida Cowell and Neal Layton)	<i>Rich Witch Poor Witch</i> (Peter Bently and Jim Field) <i>How to Hide a Lion from Grandma</i> (Helen Stephens) <i>My Two Grannies</i> (Floella Benjamin) <i>The Mousehole Cat</i> (Antonia Barber) <i>There's a Lion in my Cornflakes</i> (Michelle Robindon/Jim Field)	<i>Jim and the Beanstalk</i> (Raymond Briggs) <i>Jack and the Baked Beanstalk</i> (Colin Stimpson) <i>The Three Little Wolves and the Big Bad Pig</i> (Eugene Trivisas) <i>Who's Afraid of the Big Bad Book?</i> (Lauren Child) <i>The True Story of the Three Little Pigs</i> (Jon Sieszka)	<i>Amazing Grace</i> (Mary Hoffman) <i>Jamil's Clever Cat</i> (Fiona French) <i>Little Sima and the Giant Bowl</i> (Chinese Folk Tale) <i>The Day the Crayons Quit</i> (Oliver Jeffers) <i>Kasia's Surprise</i> (Stella Gurney)	<i>The Great Kapok Tree</i> (Lynne Cherry) <i>Betsey's Birthday Surprise</i> (Malorie Blackman) <i>The Magic Faraway Tree</i> (Enid Blyton) <i>Flat Stanley</i> (Jeff Brown)
Poetry	<u>Poetry</u> Daddy fell into the Pond (Alfred Noyes) Mornings (Michelle Magorian)	<u>Poetry</u> The Months (Sara Coleridge) Jack Frost (E.C Pike)	<u>Poetry</u> Please, Mrs Butler (Alan Ahlberg) Question Time (Julia Donalson)	<u>Poetry</u> The Small Ghostie (Barbara Ireson) I Love our Orange Tent (Berlie Doherty)	<u>Poetry</u> The Sound Collector (Roger McGough) Buckingham Palace (A.A. Milne)	<u>Poetry</u> From a Railway Carriage (Robert Louis Stevenson) Song of the Train (David McCord)
Reading	<ul style="list-style-type: none"> • Use phonics to decode new words • Read non-decodable high frequency words • Develop fluency and expression • Read a wide range of books • Talk about features of text e.g. fiction/non-fiction, rhyme, contents page, glossary • Retell main events in a story • Order main events • Find information in a text to answer questions • Make simple inferences 		<ul style="list-style-type: none"> • Retrieve information from longer texts • Make inferences on a text they can read independently • Develop fluency and expression • Read a wide range of books • Make predictions based on what has already been said or done • Begin to link texts e.g. common themes or character traits 		<ul style="list-style-type: none"> • Make predictions based on what has already been said or done • Identify links between texts • Develop fluency and expression • Read a wide range of books 	

Writing	Retell stories and character descriptions: The Boy who Unplugged the Sea Pattan’s Pumpkin Little Red and the Very Hungry Lion Writing skills: CL, FS, co-ordinating conjunctions (and, but, so)	Setting/character description and retell The Dragon Machine Non-chronological report Habitats Writing skills CL, FS, co-ordinating conjunctions, subordinating conjunctions (when, if, because), questions	Recounts: The Hodgeheg <i>extension – Road safety leaflet for FS</i> Character description: Snow White in New York Letter: The Day the Crayons Quit Non- Chronological report: The Great Fire of London Writing skills: CL, FS, co-ordinating conjunctions, subordinating conjunctions, commas in a list	Stories (innovate and create): The Tunnel Setting Description Journey Recount diaries Florence Nightingale Explanation Text Keeping Healthy Writing skills: openers, conjunctions, question, exclamation, adjectives	Stories (innovate and create): The Magic Object Non- Chronological report: Chembokolli Writing skills: openers, conjunctions, question, exclamation, adjectives, adverbs	Reports: Report on Mary Seacole Recount letter Titanic Survivor Explanation text: Life of a Seed Consolidating writing skills learnt so far
Punctuation and Grammar	<ul style="list-style-type: none"> - capital letters, full stops, finger spaces - nouns - proper noun - plural noun suffixes - prefix – un - adjectives - joining sentences with ‘and’ - capital letters for names and personal pronoun ‘I’ - statement, question, exclamation, command 	<ul style="list-style-type: none"> - and, but, so - suffixes where root word needs no change - verbs - question marks - exclamation marks 	<ul style="list-style-type: none"> - when, if, because - formation on nouns using suffixes (nes, er) - compound words - formation of adjectives using suffixes (ful, ness) - adverbs - statement, question, exclamation, command 	<ul style="list-style-type: none"> - identifying adverbs and using ‘ly’ to turn adjectives into adverbs - apostrophes for contractions - past and present tense 	<ul style="list-style-type: none"> - commas for a list - apostrophes to show possession - past and present tense in the progressive form (he is drumming, she was running) 	<ul style="list-style-type: none"> - revision of punctuation and grammar taught
Phonics and Spelling	Phonics and Spelling objectives are set dependent on group needs, based on regular assessment.					

<p>Maths</p>	<p><u>Place Value</u></p> <ul style="list-style-type: none"> - recognise tens and ones - partition numbers to 100 - write numbers to 100 in words - 10s and 1s on a number line - compare objects and numbers - count in 2s, 5s and 10s - count in 3s <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> - bonds to 10 and 100 (tens) - + and – within 20 using bonds - + and – ones - + by making 10 - + to the next 10 - + and – across a 10 	<p><u>Addition and Subtraction continued</u></p> <ul style="list-style-type: none"> - 10 more, 10 less - + and – tens - + and – any 2 digit numbers (across 10) - comparing number sentences - missing number problems <p><u>Shape</u></p> <ul style="list-style-type: none"> - recognise 2D shapes (counting sides and vertices) - drawing 2D shapes - lines of symmetry - sorting 2D shapes - recognise 3D shapes (counting edges and vertices) - sorting 3D shapes - making patterns 	<p><u>Money</u></p> <ul style="list-style-type: none"> - count money (pence, pounds, notes) - make the same amount - compare amounts - calculate with money - find change - 2 step problems <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> - recognise, make and add equal groups - multiplication sentences - arrays - multiplying and dividing by 2 - doubling and halving - odd and even numbers - multiplying and dividing by 10 - multiplying and dividing by 5 	<p><u>Length and height</u></p> <ul style="list-style-type: none"> - measuring in centimetres - measuring in metres - comparing and ordering lengths and heights - four operations with lengths and heights <p><u>Mass, Capacity and Temperature</u></p> <ul style="list-style-type: none"> - compare mass - measure in grams and kilograms - four operations with mass - compare volume and capacity - measure in millilitres and litres - four operations with volume and capacity - temperature 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> - equal and unequal parts - recognise and find a half - recognise and find a quarter - recognise and find a third - find a whole - unit and non-unit fractions - recognise and find three quarters - count in fractions <p><u>Time</u></p> <ul style="list-style-type: none"> - o'clock and half past - quarter past and quarter to - telling the time to 5 minute intervals - minutes and hours in a day 	<p><u>Statistics</u></p> <ul style="list-style-type: none"> - tally charts - tables - block diagrams - draw and interpret pictograms (1-1, 2, 5 and 10) <p><u>Position and Direction</u></p> <ul style="list-style-type: none"> - language of position - describe movement - describe turns - shape patters with turns <p><i>Continuing to apply what has been learnt so far in reasoning questions</i></p>
<p>Science</p>	<p><u>Living Things</u></p> <ul style="list-style-type: none"> -identify living and non-living things -features of a range of habitats - how habitats provide for basic needs - how plants and animals are suited to habitat -what microhabitats are and what lives there -classify animals by diet (herbivore/ carnivore/ omnivore) -simple food chain 	<p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> -describe physical properties of everyday materials (wood, plastic, metal, water, rock) -classify materials based on own categories -why material is suitable for purpose -how solids are changed by squashing, bending, twisting and stretching 	<p><u>Animals and humans</u></p> <ul style="list-style-type: none"> -animals and humans have offspring that grow into adults -basic needs of animals and human -life cycle of a frog -keeping body healthy -importance of hygiene - why regular exercise is good for humans 	<p><u>Plants</u></p> <ul style="list-style-type: none"> -identify chosen trees from leaves - classify seeds -function of parts of plant -what a plant needs to grow and stay healthy - how plants change as they grow 	<p><u>Weather and Seasons</u></p> <ul style="list-style-type: none"> -describe how day length varies -identify extreme weather and link to seasons -identify effects of UK extreme weather (thunder and lightning, storm, drought, flood, snow and ice) 	

			-environmental impact of plastic			
Computing	<ul style="list-style-type: none"> -not everyone is who they say they are on the internet -name and research technological devices -portrait/landscape layout -take screenshot -add word art -insert table into document -insert header and footer 	<ul style="list-style-type: none"> -know why you shouldn't spend a long time on devices -program a blue bot to reach target -debug a blue bot -turn sprite into pen -code pen to draw square -code to draw triangle -code various shape patterns 	<ul style="list-style-type: none"> -website should be checked by adult before using -create two-way branching database -four-way branching database with pictures -add hyperlink -insert picture over a background picture -evaluate database 	<ul style="list-style-type: none"> -never post pictures of friend online -photos can be changed by computers to look better -zoom on camera -bin icon deleted -apps create different effects on photos -change a photo using a software package -choose best images 	<ul style="list-style-type: none"> -never meet in person someone you've met online -change backgrounds -create 3 independent codes for sprite -use a think block -make sprite move backwards -add musical loops to e-book 	<ul style="list-style-type: none"> -SMART ('S') -design virtual pet -code sprite to reset in middle of screen -use broadcast block to start action -use a receive code to start new action -create effects for pet -create voice/sound effect for pet -evaluate
Geography	<p style="text-align: center;"><u>Continents and Oceans</u></p> <ul style="list-style-type: none"> - locate and name the four capital cities of the UK - compass directions (N, S, E, W) - locate and name the seas around the UK - characteristics of the four countries of the UK - use world maps and globes - name and locate the world's continents on a map - name and locate the oceans of the world - ocean pollution - identify ways to make school more sustainable 				<p style="text-align: center;"><u>Comparing Southampton and Chembakolli</u> (a village in India)</p> <ul style="list-style-type: none"> - identify equator and poles - identify hot and cold places - physical and human features - housing - schools <p style="text-align: center;"><u>Fieldwork in the Local Environment</u> <u>(Bedford Place)</u></p> <ul style="list-style-type: none"> -location and key features - history - plan fieldwork - conduct fieldwork - present findings/ suggestions for improvement 	

History			<p>The Great Fire of London</p> <ul style="list-style-type: none"> -What can we tell from the sources and what do we want to find out? -What were the key events of the Great Fire? -How do we know what happened? -Why did the fire spread so quickly? -What happened to London as a result of the fire? -How was London rebuilt and why? 	<p>Florence Nightingale</p> <ul style="list-style-type: none"> - What can we tell and what do we want to find out? - Why is Florence Nightingale remembered and what did she do in her life? - What did Florence do to help the soldiers? - What did people think of Florence Nightingale? - Who was Mary Seacole and what did she do? - Why do we know more about Florence Nightingale? 		<p>The Titanic</p> <p>What can we tell and what do we want to find out? What were the key events of the sinking of the Titanic? - How was life on board the Titanic different for different people? - Why did the Titanic sink? - Why do we have different versions? -How did things change because of the Titanic?</p>
Art		<p><u>Sea and Landscape</u></p> <ul style="list-style-type: none"> -adding texture to drawings -observational drawing using three grades of pencil -texture through recycled objects and papier-mache -draw city and natural landscapes -landscape collage -3D landscape 		<p><u>Artist Focus: Kandinsky</u></p> <ul style="list-style-type: none"> -using a viewfinder -creating symmetrical prints with contrasting colours -cutting curved edges -colour combinations -large-scale collage -mark-make on different textures -Modroc model with a newspaper frame 	<p><u>Project 3</u></p> <ul style="list-style-type: none"> - show emotion through colours -using tones -create relief prints with complimentary colours -draw a person with realistically sized body parts (different standing or seated positions) -Modroc model of a person 	
DT	<p><u>Pencil Cases</u></p> <ul style="list-style-type: none"> -sewing safety -stitching -overcast stitch -design 		<p><u>Wooden Cart</u></p> <ul style="list-style-type: none"> - Identify best materials - identify wheels, axles, axle holder - saw carefully 		-	<p><u>Food</u></p> <p>Fruit Crumble</p> <ul style="list-style-type: none"> - hand washing and hygiene - balanced diet

	-evaluate and improve		- strengthen structure - design - evaluate			- peel and chop - rubbing and layering - prepare and make crumble
PE	- Games and ball skills	- Dance - Games	- Gymnastics - Games	- Dance - Athletics	- Gymnastics - Athletics	- Dance - Athletics
PHSE	<u>Emotional Well-being</u> -feelings inside and out -anger and how to deal with it responsibly -showing our feelings (It's ok to cry!) -change and loss	<u>Relationships and Anti-Bullying</u> -how it feels to be bullied -what to do if you or someone you know is being bullied -teamwork <u>Living in the Wider World and Communities</u> -being part of different communities -being different	<u>Families, Friendships and Safe Relationships</u> -extended families -saying sorry -secrets -physical contact P -privates A -always remember your body is <u>yours</u> N -no means no T -talk about 'secrets' that upset you S -speak up; someone can help	<u>Healthy Lifestyles</u> -clean and healthy -healthy choices -people that help us stay healthy -sleep and rest <u>Medicines and Drugs</u> -dangers of medicines -different medicines	<u>Keeping Safe</u> -safe/unsafe -helping others to keep us safe -road safety and accidents <u>Money and Work</u> -different forms and ways of paying -saving and looking after money	<u>Transition to Y3</u> -preparing for change -worries and fears -visit new teacher -helping others with change
Music	<u>Singing</u> Songs to teach pitch. Know meaning of dynamics and tempo. <u>Listening</u> Classical <u>Musicianship</u> <u>Pulse/Beat</u> Speed of beat can change (tempo)	<u>Singing</u> Christmas songs: Sing songs with increasing vocal control. Respond to leader's directions. Tempo – fast/slow Respond to pitch changes in short melodic phrases. <u>Listening</u> <u>Musicianship</u>	<u>Singing</u> Singing games and songs to show pitch intervals. Match voices to given intervals. Sing short phrases independently and as part of a group. <u>Listening</u> : Pop <u>Musicianship</u> <u>Pitch</u>	<u>Singing</u> Follow the direction of a leader/conductor. <u>Listening</u> Sea Shanties (Call and response) <u>Musicianship</u> <u>Rhythm</u> Copy-cat rhythms with body percussion and untuned instruments. <u>Composing</u>	<u>Singing</u> Sing songs with range of pitch and with increasing vocal control. Duration of notes Breathing/phrasing <u>Listening</u> Rock and Roll <u>Musicianship</u> <u>Rhythm</u> Copy -cat rhythms <u>Notation</u>	<u>Singing</u> Wide range of songs performed from memory. <u>Listening</u> Classical Listen to a story told through music and action. Identify sounds used to represent characters. Discuss atmosphere and character created by specific instruments

	<p>Mark the beat by tapping/clapping walking Group beats in twos and threes- Identify beat groupings in music-conduct in 2, 3 and 4.</p> <p><u>Rhythm</u> Copycat rhythms Create rhythms using word phrases</p> <p><u>Notation</u> Read rhythm patterns and clap or chant them using stick notation-crotchets, quavers and crotchet rest</p>	<p>Visual symbols-crescendo, decrescendo and pause</p> <p><u>Rhythm</u> Read rhythm patterns. Clap or chant them Create and perform</p> <p><u>Notation</u> stick notation: crotchets</p>	<p>Respond to pitch through actions -hand movements moving up and down.</p> <p><u>Notation</u> Recognise dot notation and match it to 3-note tunes using tuned percussion-glockenspiels.</p> <p>Recognise that notes sit on a stave and relate where they are on the stave to the pitch they will make.</p> <p>Crotchets, quavers and rests.</p>	<p>Create simple question and answer phrases to be sung and played on untuned percussion instruments, creating musical conversations. Long and short sounds</p>	<p>Reading stick notation that represent crotchets, quavers and crotchet rests.</p> <p><u>Pitch</u> Recognise dot notation high and low</p>	<p>Composing Create music in response to a non-musical stimulus. Compose a similar story supported by musical representation</p>
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