



Lynch Hill Primary Academy Curriculum Map for Year 2

For subject overviews and 'I can statements', please visit our website or click on the weblink:

<https://www.lhsprimaryacademy.org.uk/curriculum/subject-overviews>

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Themes and Topics	People of the past What's it made of		The Earth our home Plants		Hooray! Let's go on holiday Superhumans	
Key Texts	Tiger who came to tea, The bear and the scary night, Six Dinner Sid, Whatever next Traditional tales – Hansel and Gretel, The Three Billy Goats Gruff	The Jolly Postman	Goldilocks, The Princess and the Pea, Little Red Riding Hood, Cinderella	Non-fiction texts about rainforests and space.	Non-fiction texts about nocturnal animals – hedgehogs, foxes, bats and owls.	
English Writing	Story writing Learn to write sentences with capital letters and full stops. Using appropriate finger spacing between words. Form coherent narratives (real or fictional). Use the present and past tense correctly. Instruction writing Looking at instructions and recipes and learning to write these in	Recipes Continue to learn about recipes and instructions and how to record these. Poetry Learn to write for different purposes. Discuss poems and write some of our own based on existing poems. Story writing Continue to learn how to write a story with a beginning,	Traditional tales Study traditional tales and engage in writing character descriptions and re-tell stories with alternative endings. Non-fiction writing Learning to write a non-fiction report based on our learning of the rainforest. Key skills Use co-ordination (and, or, but) and	Poetry Learn to write for different purposes. Discuss poems and write some of our own based on existing poems. Instructions Continue to learn about recipes and instructions and how to record these. Non-fiction writing Writing about space. Recounts	Non-fiction writing Learn to write non-chronological reports about nocturnal animals. Grammar Make simple additions to my own work. Use suffixes within writing. Using question marks when appropriate. Use varied punctuation within writing.	Non-fiction writing Descriptions Personal Recounts Form coherent narratives (real or fictional). Use the present and past tense correctly. Riddles

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	<p>numerical order, with equipment and ingredients lists. Learning to use commas to separate items in a list.</p> <p>Handwriting Learn to form letters in the correct direction and of the correct size, use spacing between words and start joining letters.</p>	<p>middle and end using appropriate punctuation and grammar learnt so far.</p>	<p>sub-ordination (if, that, when, because) to extend sentences. Spell with sounds and common exception words.</p>	<p>Form coherent narratives based on personal experiences.</p>		
English Reading	<p>RWI Phonics: Word reading, decoding and understanding</p> <p>The child as a reader Read a wide range of stories, fairy tales and traditional tales. Participate in discussion about books. Recognise recurring language in poetry and stories. Making links with the text they are reading and other texts.</p>	<p>RWI Phonics: Word reading, decoding and understanding</p> <p>Retrieval Recall main points with reference to the text (who, what, where, when, how, why answers) Learn to read closely to obtain specific information. Identify, select and highlight key words in a sentence to answer recall questions.</p> <p>Reading speed</p>	<p>RWI Phonics: Word reading, decoding and understanding</p> <p>Inference Discuss the actions of characters and justify views on the basis of what is being said and done. Summarise the main points from a passage or a text. Identify and discuss favourite words and phrases. Ask questions to improve their understanding of a text.</p>	<p>Sequencing Identify components of a story - beginning, middle and end. Sequence events in text.</p> <p>Prediction Make predictions on basis of what has been read so far.</p> <p>SATs preparation</p>	<p>Comprehension Combined comprehension skills - retrieval, inference, vocabulary, prediction, sequencing. Answer questions in fiction, non-fiction and poetry. Increase children's independence for reading and comprehension.</p> <p>Poetry Learning to appreciate rhymes and poems, and to</p>	<p>Comprehension Combined comprehension skills - retrieval, inference, vocabulary, prediction, sequencing. Answer questions in fiction, non-fiction and poetry. Increase children's independence for reading and comprehension.</p>

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	<p>Word reading, decoding and understanding Daily phonics videos to increase sound knowledge, decoding and reading accuracy. Recognise punctuation, add expression. Discuss word meanings. Author's vocabulary choice. Link what they read or hear read to their own experiences.</p>	<p>Continue to work on children's stamina for reading and reading speed (children should be able to read 90 words per minute).</p>	<p>Identify the author's main purpose for writing. Explain what the writer might be thinking.</p>		<p>recite some by heart</p> <p>Non-fiction Being introduced to non-fiction books that are structured in different ways Recognise and talk about the main differences between fiction and non-fiction texts.</p>	
Maths	<p>Number and place value Place value of 1 digit and 2-digit numbers, represent and compare numbers to 100. Write numbers to 100 in words and numerals.</p> <p>Addition and subtraction Number bonds to 20 and 100, adding three 1-digit numbers.</p>	<p>Addition and subtraction Adding and subtracting with 2 digit numbers. Using number lines, hundred squares, dienes and the column method to solve number sentences.</p> <p>Money Recognising British coins and notes. Recognising symbols for pounds (£) and</p>	<p>Multiplication and division Count in 2's, 5's, 10's and 3's from 0. Multiplication and division facts</p> <p>Length Estimate and measure length and height (m/cm).</p> <p>Shape Compare and sort common 2D and 3D shapes and everyday objects. Recognising</p>	<p>Fractions Find $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{3}$ $\frac{3}{4}$ $\frac{2}{4}$ of any shape or number.</p> <p>Position and direction Clockwise and anti-clockwise. Full turn, half turn, quarter turn, three-quarter turns.</p> <p>Time O'clock, half past, quarter to and quarter past the</p>	<p>Problem solving Increase familiarity with word problems using the four operations (addition, subtraction, multiplication and division). Prepare for SATs.</p> <p>Capacity Compare and order volume/capacity. Use <, > and = to compare different amounts. Estimate</p>	<p>Mass and volume Measuring using different units: Milliliters and liters, grams and kilograms, degrees Celsius. Comparing units of measure. Using a ruler, scale and thermometer correctly.</p>

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		pence (p). Adding pounds and pence. Finding change. Find different combinations of coins that equal the same amounts.	2D and 3D shapes and their properties. Find lines of symmetry in shape. Statistics Simple pictograms, tally charts, block diagrams and simple tables.	hour. Knowing that there are 60 minutes in an hour and 24 hours in a day. Compare and sequence intervals of time. Write the time to five minutes.	and measure in liters/milliliters.	
Science	<p>What's it made of Identifying and comparing the suitability of everyday materials. Using key vocabulary to describe the properties of everyday materials such as transparent and opaque.</p> <p>Working scientifically Ask simple questions.</p>	<p>What's it made of Completing fair tests. Finding out how materials can change shape by squashing, bending, twisting and stretching.</p> <p>Working scientifically Perform simple tests.</p>	<p>Plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Working scientifically Use observation and ideas to suggest answers to questions. Use simple equipment.</p>	<p>Plants Researching plants and animals that live in the rainforest, identifying the four layers of the rainforest, studying the local environment and plants that grow in the locality, studying life cycles and food chains.</p> <p>Working scientifically Identify and classify different plants.</p>	<p>Superhumans Learning about the main body parts of humans and animals, the five human senses, how humans grow and change over time and the basic needs for survival. Notice that animals, including humans, have offspring which grow into adults.</p> <p>Working scientifically Gather and record data about the body to help answer questions. Carry out a body MOT – checking our heart rates.</p>	<p>Superhumans Explore and compare the 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, including microhabitats. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p>Working scientifically Identify and classify animals and their habitats.</p>



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Computing	Internet Safety Knowing how to stay safe when using technology. Understanding which information is private and what to do if something upsets you online. We are astronauts Understanding the use of algorithms, creating simple programs and debugging. Follow precise instructions, debug simple programmes. Use logical reasoning to predict the behaviour of simple programmes.	We are game testers Recognising common uses of information technology beyond school, using logical reasoning to predict the behaviour of simple programs. Debugging simple programs.	We are photographers Using cameras and other technology to take and edit photos.	We are researchers Using search engines to locate information, understanding what to do if I find inappropriate content. Using technology purposefully to create, organise, store, manipulate and retrieve digital content.	We are detectives Learning to receive and send emails.	We are zoologists Recording and identifying data and then organising the data they have collected.
History	People of the past Researching significant people from history and comparing their achievements. Learning about significant events in history. Accurately order learnt events from	People of the past Researching significant people from history and comparing their achievements. Learning about significant events in history. Use words and phrases accurately			Hooray! Let's go on holiday Comparing holidays past and present. Comparing transport past and present.	

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	<p>furthest away to most recent. Draw timelines and begin to place areas of study on them. Compare areas of study. Use a range of names and words specific to areas of study. Begin to identify how we know about past events and use a range of sources to find information.</p>	<p>to indication periods of time. Ask questions about the past. Accurately answer simple questions related to an area of study. Justify answers using sources and study. Remember key events about areas of study. Identify differences between own lives and those in the past.</p>				
Geography			<p>The Earth, our home Identifying rainforests across the world and looking at these on a world map. Study a non-european country – Brazil. Know how weather and climatic conditions affect the environment and the lives of people living there. Identify seasonal and daily weather patterns.</p>	<p>The Earth, our home Identifying hot and cold areas across the world in relation to the equator and North and South poles.</p>	<p>Hooray! Let's go on holiday Study an area in the UK – looking at our local area and seaside towns. Locating and naming the four countries of the United Kingdom, identifying landmarks in different countries, creating fact files about different holiday destinations. Identify the four capital cities of the UK.</p>	<p>Hooray! Let's go on holiday Use a wide range of geographical vocabulary to refer to human and physical features. Identifying the five oceans and the seven continents. Use simple compass directions with confidence. Devise a simple map with symbols in a key.</p>



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					Use maps, atlases and globes to identify studied regions. Use secondary sources to obtain simple geographical information.	
Art	<p>People of the past Learn about some of the forms used by artists and sculptors in their work. Understand that the work of artists can be seen in a wide variety of places and situations.</p> <p>Materials Draw on different surfaces and investigate textures.</p>	<p>People of the past Learning about the works of L.S. Lowry and Pablo Picasso and recreating some of their famous artwork. Manipulate dough, exploring rolling and kneading to create clay fossils based around our learning about Mary Anning.</p> <p>What's it made of Printing with a range of materials. Experiment with a variety of media.</p>	<p>The Earth, our home Creating a rainforest within the classroom using a variety of materials and techniques. Create collages.</p> <p>Plants Observe and draw shapes.</p>	<p>The Earth, our home Create repeating patterns with natural resources.</p> <p>Plants Make rubbings of different plants, trees and leaves.</p>	<p>Hooray! Let's go on holiday Discussing and sharing opinions of artwork. Creating postcards based on holiday destinations using a variety of materials. Create textured paint using sand to create paper plate beaches.</p> <p>Superhumans Trace pictures of the human body. Cut and shape fabric using scissors. Apply shapes with glue.</p>	<p>Hooray! Let's go on holiday Painting landscapes of holiday destinations. Using different mediums to create images of the northern lights. Comment on works of art and a range of existing products. Suggest ways of improving my own work</p> <p>Superhumans Create accurate drawings of people.</p>
Design & Technology	DT Festival – Making fire engines using wheels and axles.		Investigate senses through chopping and peeling different fruits and vegetables.	Understand where food comes from and how it is grown.	Create split pin skeletons and explore hinges. Cut and shape fabric to create self-	Identify the parts of an eat well plate and explore what it means to be healthy.

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					portraits. Design a sensory toy for a baby.	
Music	Pitch Recap pitches learnt in Year 1 (doh-me-soh-lah) and match pitch when teacher sings. Recap high/low pitch and respond accordingly with bodies. Understand 'higher than' and 'lower than'. Understand 'middle' pitch.	Pitch Use dot notation to perform high/low/middle pitch and create sequences. Recap difference between pulse and rhythm and show with bodies.	Rhythm Know that the pulse stays steady but can get faster/slower (tempo). Know that rhythm is made up of long and short sounds. Clap the rhythm of words. Begin to perform rhythms from written symbols (bee/spider flashcards).	Rhythm Understand what a 'rest' is. Combine pulse and rhythm when performing. Compose rhythmic sequences (ostinato). To learn what an accompaniment is. Learn new pitch – ray.	Performing Write lyrics to a song. Choose instruments to reflect a specific purpose. Record musical ideas using a graphic score.	Performing Perform using knowledge of timbre/tempo/dynamics. Evaluate performances.
PSHE Jigsaw	Being Me Discuss our hopes and fears for the year. Understand the rights and responsibilities for being a member of the class. Discuss rewards and consequences.	Celebrating Difference Discuss and challenge stereotypes for boys and girls. Discuss bullying. Recognise right and wrong. Understand that all people are different.	Dreams and Goals Think about goals and how to achieve them. Discuss perseverance. Learn about teamwork and working in a group.	Healthy Me Learn about what makes our bodies healthy. Learn about how to relax and what happens when we feel stressed. Understand how to stay safe around medicine.	Relationships Identify the different members of my family. Explore physical contact. Learn about conflicts within friendship.	Changing Me Recognise life cycles in nature. Learn about human life cycles from young to old. Recognise how my body has changed since a baby. Recognise the differences between boys and girls. Understand that there are different types of touch. Transition to Year 3.
RE Discovery	Christianity Theme: What did	Christianity Theme: Christmas –	Islam Theme: Prayer at	Christianity Theme: Easter-	Judaism Theme: The	Judaism Theme: Rites of Passage

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	<p>Jesus teach? Key question: Is it possible to be kind to everyone all of the time?</p>	<p>Jesus as gift from God Key question: Why do Christians believe God gave Jesus to the world?</p>	<p>home Key question: Does praying at regular intervals help a Muslim in his/her everyday life?</p>	<p>Resurrection Key question: How important is it to Christians that Jesus came back to life after his crucifixion?</p>	<p>Covenant Key question: How special is the relationship Jews have with God?</p>	<p>and good works Key question: What is the best way for a Jew to show commitment to God?</p> <p>Islam</p> <p>Theme: Hajj</p> <p>Key question: Does completing Hajj make a person a better Muslim?</p>
<p>Possible Trips, Presentations & Events</p>	<p>DT Festival</p>	<p>Christmas Performance 9th December</p> <p>Christmas lunch 13th December</p>	<p>Spring Learning Presentation</p>	<p>Visit from Spirit of the Wild</p> <p>World Book Day 3rd March</p>	<p>SATs week</p> <p>DT Festival</p>	<p>Lynch Hill Games – 26th June</p> <p>Trip to Cotswold wildlife park – 4th July</p> <p>Year 2 Sports Day</p> <p>Learning presentation Wednesday 15th June 2022</p>