



Lynch Hill Primary Academy Curriculum Map for Year 2

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Themes and Topics	Great Fire of London Uses of Everyday Materials	Villages, towns and cities Growing Plants	Understanding Brazil New life	Understanding Brazil Introduction to food chains	Explorers and adventurers Living things and where they live	Building Locational Knowledge: United Kingdom Healthy Me
Key Texts	<ul style="list-style-type: none"> • The Baker's Boy and the Great Fire of London • The Great Fire of London • Samuel Pepys and the Great Fire of London • Sammy the Street Dog • The Owl and the Pussycat 	<ul style="list-style-type: none"> • Goldilocks • Little Red Riding Hood • Cinderella • The Polar Express • Iggy Peck Architect • Can Caravan • A place called Home • A Street through Time 	<ul style="list-style-type: none"> • The Jolly Postman • What the Macaw Saw • Let's Save the Amazon • There's a 'rangtan in my bedroom 	<ul style="list-style-type: none"> • What the Macaw Saw • Let's Save the Amazon • There's a 'rangtan in my bedroom • We are Water Protectors • The Bear & The Piano 	<ul style="list-style-type: none"> • Non-fiction texts about nocturnal animals – hedgehogs, foxes, bats and owls. • Neil Armstrong • Race to the Frozen North • Great Adventurers 	<ul style="list-style-type: none"> • Coming to England • Katie Morag: Island Stories • Maps of the United Kingdom • Ocean meets Sky
English Writing	<p>Writing to entertain: Poetry Learn to write for different purposes. Discuss poems and write some of our own based on existing poems. Lessons based around 'The Owl and the Pussycat'.</p> <p>Descriptions</p>	<p>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.</p>	<p>Writing to inform Recounts Form coherent narratives based on personal experiences.</p> <p>Instructions Learn about recipes and instructions and how to record these.</p>	<p>Writing to persuade: Learn to write in a persuasive manner through stories such as 'We are Water Protectors' and 'The Bear and the Piano'.</p> <p>Non-fiction: Writing about the rainforest.</p>	<p>Writing to discuss: Non-fiction: Learn to write non-chronological reports about nocturnal animals.</p>	<p>Writing to entertain: Poetry Revisit poetry and poem types. Create own riddles.</p> <p>Story writing Revisit narratives through a story called 'Ocean Meets Sky'. Create own stories.</p>

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	<p>Writing Character descriptions</p> <p>Non-fiction The Great Fire of London</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>					
English Reading	<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</p>	<p>RWI Phonics: Word reading, decoding and understanding</p> <p>Sequencing Identify components of a story - beginning, middle and end. Sequence events in text.</p> <p>Reading speed Continue to work on children's stamina for reading and reading speed (children should be able to read 90 words per minute).</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.</p>	<p>Prediction Make predictions on basis of what has been read so far. 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</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>The child as a reader Read a wide range of stories, fairy tales and traditional tales.</p>



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	<p>answer recall questions.</p> <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>Ask questions to improve their understanding of a text. Identify the author's main purpose for writing. Explain what the writer might be thinking.</p>		<p>Learning to appreciate rhymes and poems, and to 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>	<p>Participate in discussion about books. Recognise recurring language in poetry and stories. Making links with the text they are reading and other 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 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.</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</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>Problem solving Increase familiarity with word problems using the four operations (addition, subtraction, multiplication and division). Prepare for SATs.</p> <p>Capacity</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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	<p>Addition and subtraction Number bonds to 20 and 100, adding three 1-digit numbers.</p>	<p>Recognising symbols for pounds (£) and pence (p). Adding pounds and pence. Finding change. Find different combinations of coins that equal the same amounts.</p>	<p>Compare and sort common 2D and 3D shapes and everyday objects. Recognising 2D and 3D shapes and their properties. Find lines of symmetry in shape.</p> <p>Statistics Simple pictograms, tally charts, block diagrams and simple tables.</p>	<p>Time O'clock, half past, quarter to and quarter past the 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.</p>	<p>Compare and order volume/capacity. Use <, > and = to compare different amounts. Estimate and measure in liters/milliliters.</p>	
Science	<p>Uses of everyday materials In the Uses of everyday materials unit they build on this knowledge to consider the suitability of materials for particular uses and explore how absorbent and stretchy different materials area through fair testing.</p> <p><u>WS:</u> Fair test – Testing different materials</p>	<p>Growing plants Pupils will learn what plants need to grow and stay healthy, exploring and testing why plants need water, warmth and light to grow. To explore plants that grow from seeds and bulbs.</p> <p><u>WS:</u> Observing over time – plant bulbs and observe how they grow.</p> <p>Fair test - Plant seeds and change the warmth, water and sunlight that each plant gets.</p>	<p>New Life Pupils will learn about animal life cycles and the basic needs of animals, including humans.</p> <p><u>WS:</u> Identifying and classifying – sorting animals into adults and their offspring.</p> <p>Observing closely – creating life cycles of different animals (including humans) and noting the</p>	<p>Introduction to food chains Pupils will learn about how animals get their food and look at simple food chains.</p> <p><u>WS:</u> Gathering and recording data to help in answering questions – researching food chains and what individual animals eat.</p> <p>Asking and answering</p>	<p>Living things and where they live Pupils will learn to identify things that are alive, dead and never alive by understanding what living things are. We will look at animal habitats, plant habitats and microhabitats.</p> <p><u>WS:</u> Sorting and classifying – sorting living and non-living things into different categories.</p>	<p>Healthy Me Pupils will learn about the importance of looking after their bodies, including learning about how germs travel, the importance of washing your hands and brushing your teeth and the role of exercise and diet in staying healthy.</p> <p><u>WS:</u> Observing closely – looking at own heart rate before and after exercise.</p>

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	<p>for their absorbency.</p> <p>Testing which objects can change shape.</p> <p>Identifying and classifying – sorting materials by their properties.</p>		<p>differences at each stage.</p>	<p>questions – comparing food chains.</p>		<p>Fair test – performing a simple hand washing test to see how germs travel.</p> <p>Sorting and classifying – sorting foods into food groups.</p>
Computing	<p>Internet Safety Knowing how to stay safe when using technology. Understanding which information is private and what to do if something upsets you online.</p>	<p>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.</p>	<p>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.</p>	<p>We are photographers Using cameras and other technology to take and edit photos.</p>	<p>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.</p>	<p>We are detectives Learning to receive and send emails.</p> <p>We are zoologists Recording and identifying data and then organising the data they have collected.</p>



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History	The Great Fire of London Learn about the 17 th Century and compare life in the past with the present. Learn about what started the fire, how it spread and how it was put out. Explore how we know about the past and look at different sources.				Explorers and Adventurers Explore what makes a person significant and look into some famous explorers, including Ibn Battuta, Matthew Henson, Felicity Aston and Neil Armstrong.	
Geography		Villages, Towns and Cities Explore the local environment and find out about different places to live. Explore what affects where people live and discuss settlements. Look at the human and physical features of our area. Begin to understand mapping by sketching our local area and using symbols in a key.		Understanding Brazil Explore Brazil, finding out why people visit and all about its main features. Look at population and weather and compare with the UK. Explore the Amazon rainforest, who lives there and the problems it's facing with deforestation and climate change.		United Kingdom Explore England, Northern Ireland, Scotland and Wales, identifying each one on a map. Explore the physical characteristics of these and compare.
Art & Design	Craft and design: Map it out		Painting and mixed media: Life in colour		Sculpture and 3D: Clay houses	



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	<p>Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</p>		<p>Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.</p>		<p>Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p>	
Design & Technology		<p>Structures: Baby Bear's Chair Using the tale of Goldilocks and the Three Bears as inspiration, children help Baby Bear by making him a brand new chair. When designing the chair, they consider his needs and what he likes and explore ways of</p>		<p>Mechanisms: Fairground wheel Designing and creating their own Ferris wheels, considering how the different components fit together so that the wheels rotate and the structures stand freely. Pupils select appropriate materials and</p>		<p>Mechanisms: Making a moving monster After learning the terms; pivot, lever and linkage, children design a monster which will move using a linkage mechanism. Children practise making linkages of different types and varying the materials they use to bring their monsters to life.</p>



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		building it so that it is strong.		develop their cutting and joining skills		
At Lynch Hill, Music lessons cover 7 key strands: Songs/Singing, Kodaly/Pitch, Pulse/Rhythm, Listening, Improvisation, Composition, and Performance						
Music	<p>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.</p>	<p>Pitch Use dot notation to perform high/low/middle pitch and create sequences. Recap difference between pulse and rhythm and show with bodies.</p>	<p>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).</p>	<p>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.</p>	<p>Performing Write lyrics to a song. Choose instruments to reflect a specific purpose. Record musical ideas using a graphic score.</p>	<p>Performing Perform using knowledge of timbre/tempo/dynamics. Evaluate performances.</p>
PSHE Jigsaw	<p>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.</p>	<p>Celebrating Difference Discuss and challenge stereotypes for boys and girls. Discuss bullying. Recognise right and wrong. Understand that all people are different.</p>	<p>Dreams and Goals Think about goals and how to achieve them. Discuss perseverance. Learn about teamwork and working in a group.</p>	<p>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.</p>	<p>Relationships Identify the different members of my family. Explore physical contact. Learn about conflicts within friendship.</p>	<p>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.</p>
RE	Christianity	Christianity	Islam	Christianity	Islam	Islam

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Discovery	Key question: Is it possible to be kind to everyone all of the time?	Key question: Why do Christians believe God gave Jesus to the world?	Key question: Does praying at regular intervals help a Muslim in his/her everyday life?	Key question: How important is it to Christians that Jesus came back to life after his crucifixion?	Key question: Does going to Mosque give Muslims a sense of belonging?	Key question: Does completing Hajj make a person a better Muslim?
Possible Trips, Presentations & Events		Christmas Performance Christmas lunch	Visit from local religious leaders	Visit from Spirit of the Wild	SATs week (opt)	Lynch Hill Games Trip to Cotswold wildlife park Meet the teacher Year 2 Graduation Year 2 Sports Day