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
Key Texts	➢ The Baker's Boy and the Great Fire of London ➢ The Great Fire of London ➢ Sammy the Street Dog ➢ The Owl and the Pussycat	➢ Hansel and Gretel ➢ The Princess and the Frog ➢ The Polar Express ➢ Iggy Peck Architect ➢ A Street through Time	➢ The Jolly Postman ➢ What the Macaw Saw ➢ Let's Save the Amazon ➢ There's a 'Rangtan in my bedroom	➢ Let's Save the Amazon ➢ We are Water Protectors ➢ The Bear & The Piano	➢ Non-fiction texts about nocturnal animals – hedgehogs, foxes ➢ Neil Armstrong ➢ Race to the ➢ Frozen North: Great Adventurers	➢ Coming to England ➢ Katie Morag: Island Stories ➢ Maps of the United Kingdom ➢ Ocean meets Sky ➢ The Gruffalo
English Writing	**Purpose:** Writing to entertain **Genre:** Poetry (Narrative Poem) **Reference: Poetry** The Owl and the Pussy Cat **Learning outcome:** To write different types of poems such as calligrams acrostics, rhyming and free verse poems. **Genre**: Historical Recount/Information Text, Diary entry. **Reference:** The Great Fire of London 1666. **Learning Outcome:** To write a diary entry	**Purpose:** Writing to entertain and engage readers. **Genre:** Narrative/ Fairy Tale **Reference 1-** Hansel and Gretel. **Reference 2-** The Princess and the Frog. **Reference 3-** The Polar Express **Learning Outcomes:**	**Purpose:** Writing to inform **Genre:** Recounts from coherent narratives based on personal experiences. **Reference**: The Jolly Postman. **Learning outcome**: To write a recount/series of letters based on personal experiences, extending to writing from the	**Purpose:** Writing to persuade **Genre:** Persuasive Letter **Reference 1**: We are the Water Protectors **Reference 2**: The Bear and the Piano **Learning outcome:** To write a short persuasive text encouraging others to care for the environment or to follow their dreams, using reasons and emotive language to support their ideas. **Grammar Focus:** Capital letters, full stops, exclamation marks,	**Purpose:** Writing to discuss and inform **Genre:** Non-Chronological Reports **Reference:** Nocturnal animals and Tim Peake **Learning outcome:** To write nonchronological reports about nocturnal animals. **Grammar focus:** Conjunctions like *and*, *because*, *so*, and *when* will help them explain and connect ideas. Pupils will use commas in a list, organise information using headings and subheadings, and begin	**Purpose:** Writing to entertain **Genre:** Poetry Revisit poetry and poem types. Create own riddles. **Learning outcome:** To write their own poems and riddles, experimenting with rhyme, rhythm, and wordplay, and using descriptive language to engage the reader. **Grammar focus:** To use capital letters, full stops, question and exclamation marks accurately. Explore adjectives and adverbs to

Lynch Hill Primary Academy Curriculum
Map for Year 2

	describing the sights, sounds, and smells of London during the Great Fire, compare it with modern London, and re-read and edit their work. **Grammar focus:** Use expanded noun phrases to add detail, include powerful verbs and similes, use senses to add description, use capital letters for proper nouns, use commas and full stops correctly.	To write a narrative fairy tale with a clear beginning, middle, and end, incorporating familiar story features and engaging characters. **Grammar focus:** Use past and present tense accurately, include expanded noun phrases to describe characters, objects, and settings, use adjectives and adverbs to make writing more descriptive	point of view of a story character. **Grammar focus:** Capital letters, full stops, question/exclamation marks, adjectives, adverbs, conjunctions (and, but, because), sentence openers, simple past tense.	question marks, Expanded noun phrases. **Genre:** Persuasive Text / Report **Learning outcome:** To write an information text about the rainforest, describing its animals, plants, and environment using factual language and clear structure. **Grammar Focus:** Capital letters, full stops, question marks. Noun phrases. conjunctions, use of headings and subheadings, commas in a list	sentences in varied ways to keep their writing clear and interesting.	add detail, use conjunctions such as *and*, *but*, *because* to extend sentences, and vary sentence starters to create interest. **Genre:** Story Writing **Reference:** Ocean Meets Sky **Learning Outcome:** To revisit narratives through a story called 'Ocean Meets Sky' and create their own stories. Reading the Gruffalo and rewriting the story, writing character descriptions and creating our own characters. **Grammar Focus:** Use capital letters, full stops, question/exclamation marks, past tense verbs, adjectives and adverbs, conjunctions (and, but, because), and simple direct speech.
English Reading (RWI – Read, Write, Inc)	**RWI Phonics:** Word reading, decoding and understanding	**RWI Phonics:** Word reading, decoding and understanding	**RWI Phonics:** Word reading, decoding and understanding	**Themes and conventions:** Summarise the main points from a passage or a text	**Securing Y2 comprehension skills:** Children will reread age-appropriate texts	**Securing Y2 comprehension skills:** Read a wide range of stories, fairy tales and traditional tales.

Lynch Hill Primary Academy Curriculum
Map for Year 2

	Word reading, decoding: Daily phonics videos to increase sound knowledge, decoding and reading accuracy. Recognise punctuation and add expression Discuss word meanings and author's vocabulary choice Link what they read or hear read to their own experiences **Retrieval** Recall main points with reference to the text Learn to read closely to obtain specific information Identify, select and highlight key words in a sentence to answer recall questions	**Sequencing** Identify components of a story - beginning, middle and end. Sequence events within a text. **Reading speed** Children will continue to work on their stamina for reading and their reading speed aspiring to read at least 90 words per minute	**Inference** Discuss the actions of characters and justify views on the basis of what is being said and done. Answer 'how and why' questions from a short text Identify and discuss favourite words and phrases	Make predictions on the basis of what has been read so far Answer how and why questions from a short text Discuss the actions of characters and justify views on the basis of what is being said and done Begin to identify author's main purpose for writing Recognise and talk about the main differences between fiction and non-fiction texts Use non-fiction texts that are structured in different ways to locate information	to build fluency and confidence Make links with texts they have already read Apply and combine skills learnt. Retrieval, sequencing and inference to answer questions based on fiction texts, non-fictions texts and poetry Learning to appreciate rhymes and poems, and to recite some by heart 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	Make links with texts they have already read They will apply and combine skills learnt. **R**etrieval, sequencing and inference to answer questions based on fiction texts, non-fictions texts and poetry Participate in discussion about books. Recognise recurring language in poetry and stories Making links with the text they are reading and other texts

Lynch Hill Primary Academy Curriculum
Map for Year 2

Maths	**Number and place value** Children will learn to count, represent, and estimate numbers on a number line up to 100, recognising tens and ones. They will develop their understanding of place value through partitioning numbers in different ways and using place value charts. Children will compare and order numbers and objects, and practise counting in 2s, 3s, 5s, and 10s. They will also learn to write numbers in words and in expanded form, building a secure foundation for number sense and calculation skills. **Addition and subtraction** Children will learn addition and	**Addition and subtraction** Children will learn to add and subtract 2-digit numbers using number lines, hundred squares, dienes, and the column method. They will develop strategies to solve number sentences accurately and efficiently, building confidence in calculation and understanding of place value. **Money** Children will learn to recognise the symbols for pounds (£) and pence (p), add amounts of money, and calculate change. They will also explore different combinations of coins that make the same total, developing their understanding of money and practical problem-solving skills.	**Multiplication and division** Children will learn to count in 2s, 3s, 5s, and 10s from 0 and develop their multiplication and division facts. They will use these skills to recognise patterns, solve problems, and build a strong foundation for times tables and related calculations. **Length** Children will learn to estimate, measure, and compare length and height using meters and centimetres. They will develop their accuracy and understanding of standard units of measurement. **Shape** Children will learn to recognise and compare common 2D and 3D shapes and everyday objects, identify their	**Fractions** Children will learn to find ½, ¼, 1/3, ¾, and 2/4 of shapes and numbers. They will explore fractions as equal parts of a whole and apply this understanding to both objects and numerical problems. **Position and direction** Children will learn about position and direction, including clockwise and anticlockwise movement. They will practise making full, half, quarter, and three-quarter turns, developing spatial awareness and understanding of rotational **Time**	**Problem solving** Children will develop problem-solving skills by working with word problems involving addition, subtraction, multiplication, and division. They will learn to choose appropriate operations, apply reasoning, and explain their answers clearly. **Capacity** Children will learn to compare and order volume and capacity, using <, >, and = to represent comparisons. They will estimate and measure liquids in litres and millilitres, developing practical skills in handling and understanding capacity.	**Mass and volume** Children will learn to measure and compare using different units, including millilitres and litres, grams and kilograms, and degrees Celsius. They will practise using rulers, scales, and thermometers accurately and apply these skills to solve practical measurement problems.

	subtraction using number bonds to 20 and 100, and practise adding three 1-digit numbers. They will develop mental calculation strategies and improve their fluency with basic number facts.		properties, and find lines of symmetry in shapes. They will develop skills in sorting and classifying shapes based on their characteristics. **Statistics** Children will learn to interpret and present data using simple pictograms, tally charts, block diagrams, and tables. They will develop skills to read, organise, and analyse information clearly.	Children will learn to tell the time to o'clock, half past, quarter past, and quarter to the hour. They will understand that there are 60 minutes in an hour and 24 hours in a day, compare and sequence time intervals, and write the time to the nearest five minutes movement.		

Lynch Hill Primary Academy Curriculum
Map for Year 2

Science	**Physics: Uses of everyday materials.** • Materials and their uses • Suitable and unsuitable materials • Where materials come from • Absorbent materials • Stretchy materials • Changing shape: plan and do • Changing shape: review **Working Scientifically** Ask relevant questions and use different types of scientific enquiries to answer them.	**Biology: Growing plants** • Plants from seeds • Plants from bulbs • What plants need to grow and stay healthy • Plant health and growth • Plants without water • Plants without warmth • Plants without light • Grow your own food (non-statutory - Climate Change & Sustainability) **Working Scientifically** Ask relevant questions and use different types of scientific enquiries to answer them. Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units and using a range of equipment.	**Biology: New Life** • Young animals • Growing up • Animal life cycles • Changes in animal life cycles • The basic needs of animals **Working Scientifically** Ask relevant questions and use different types of scientific enquiries to answer them. Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units and using a range of equipment.	**Biology: Introduction to food chains** • How animals get food • Introduction to food chains • Roles within food chains • Comparing food chains **Working Scientifically** Ask relevant questions and use different types of scientific enquiries to answer them. Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units and using a range of equipment.	**Biology: Living things and where they live.** • Living or non-living • Living things and movement • Alive, dead and never alive • Animal habitats • Plant habitats • Plants and animals in microhabitats • Protecting microhabitats **Working Scientifically** Ask relevant questions and use different types of scientific enquiries to answer them. Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units and using a range of equipment.	**Biology: Healthy Me** • Washing hands • Brushing teeth • The importance of exercise • Different types of food • Different amounts of food • Food scientists • Staying healthy **Working Scientifically** Ask relevant questions and use different types of scientific enquiries to answer them. Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units and using a range of equipment.

Lynch Hill Primary Academy Curriculum
Map for Year 2

Computing	**Online Safety:** *Being Safe in the Digital World* **Route Explorer** Children will plan algorithms and write code that include angles of turn to create routes for screen turtles, testing them using 2Go. They will explore how to use the repeat command to draw shapes with 90° and 45° angles, developing their understanding of commands, patterns, and efficient coding.	**Online Safety:** *Being Safe in the Digital World* **The Internet** Children will learn what the Internet is, understand the World Wide Web, recognize browsers and websites, and know how to connect to the internet safely and confidently.	**Online Safety:** *Being Safe in the Digital World* **Creating pictures** Children will learn how to create pictures using digital art tools, exploring different traditional art styles. They will use the 2Paint-a-Picture template, discover the features of each template, and compile their work into an online art portfolio. Additionally, they will compare digital art effects with traditional, non-digital effects, developing both creativity and an understanding of how technology can enhance artistic expression.	**Online Safety:** *Being Safe in the Digital World* **Spreadsheets** Children will learn how spreadsheets organize data using the 2Calculate tool. They will understand cells and columns, insert images and values, use totalling tools, and create graphs. Through these skills, children will gain confidence in handling data and presenting information in a clear and visual way.	**Online Safety:** *Being Safe in the Digital World* **Questioning** Children will learn how to investigate data, understand how it is collected, and explore ways to present it. They will practice asking the right questions to gather information, keeping tallies, and using the 2Count tool to present data. Additionally, they will learn to use a balancing database to organize and manage information effectively.	**Online Safety:** *Being Safe in the Digital World* **Coding** Children will learn to develop coding skills using 2Code. They will understand algorithms, explore sequencing, and code interactions between objects. Additionally, they will learn to use timers and practice debugging to fix errors, building both logical thinking and problem-solving skills. **Emails** Learning to receive and send emails.

Lynch Hill Primary Academy Curriculum
Map for Year 2

<table>
<tr><td>History</td><td>The Great Fire of London (Autumn 1)
For this unit of work, the key learning questions are:
- What was London like in the 17th Century?
- How did the Great Fire of London start and spread?
- How was the fire put out?
- How is the past different from today?
- How do we know about the past?

Significant people: Samuel Pepys, Christopher Wren

Significant Event: Great Fire of London 1666

Key Vocabulary: past, present, timeline, similar and different, buildings, transport, travel, 17th century, fire engine, fire fighter, bakery, Tower of London, Pudding lane, river Thames, burning, escaping, King Charles II, leather bucket, axe, Samuel Pepys, diary, architect, rebuilt, brick and stone, homeless, Sir Christopher Wren, historical source, eye witnesses</td><td>Explorers and Adventurers (Summer 1)
For this unit of work, the key learning questions are:
- What makes someone a significant person?
- Who was Ibn Battuta?
- Who was Matthew Henson?
- Who was Felicity Aston?
- Who was Neil Armstrong?
- Significant Explorers: How should they be remembered?

Significant people: Ibn Battuta, Mathew Henson, Neil Armstrong, Felicity Aston

Key Vocabulary: achievement, significant, expedition, explorer, adventurer, equipment, plaques, monuments, stamps, polar, astronaut, commemoration, remember</td></tr>
<tr><td colspan="3">At Lynch Hill, the Geography curriculum covers three concepts: People and Places, The Natural World and Locational Knowledge</td></tr>
<tr><td>Geography</td><td>Villages, Towns and Cities (Autumn 2)
For this unit of work, the key learning questions are:
- Where are the world’s people?
- What is a settlement?
- What affects where people live?
- How are settlements shaped?
- What makes up a city?
- Where are the biggest cities?

Key Vocabulary:</td><td>Understanding Brazil (Spring 1&2)
For this unit of work, the key learning questions are:
- Where is Brazil?
- Why do people visit Brazil?
- What are the features of cities in Brazil?
- How is the weather in Brazil different than the UK?
- Who lives in the Amazon rainforest?
- What are the four layers of the Amazon rainforest?</td><td>United Kingdom (Summer 2)
For this unit of work, the key learning questions are:
- What is the geography of Scotland?
- What is the geography of Wales?
- What is the geography of Northern Ireland?
- What is the geography of England?

Key Vocabulary:
United Kingdom, England, Ireland, Scotland, Wales, human features, physical features,</td></tr>
</table>

Lynch Hill Primary Academy Curriculum
Map for Year 2

	Village, town, city, home, population, planet, settlements, location, physical, human, map, sketch, symbols, key, compass, North, South, East, West, directions		- What grows in the Amazon rainforest? - Why is the Amazon rainforest declining in size? - What have we learnt about Brazil? **Key Vocabulary:** Brazil, human, physical, population, urban and rural, mountains, lakes, beaches, rain forests, cities, villages, shops, factories, schools, travel, human features, popular, destination, seasons, weather, climate, indigenous, tribes, understory, canopy, emergent, forest floor, layers, animals, plants, adaptation, logging, cattle ranching, deforestation		mountains, lochs, islands, Northern Ireland, countries, capital cities, map, atlas, flags	
Art & Design	**Craft and design: Map it out** 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 which one best meets the brief.		**Painting and mixed media: Life in Colour** 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		**Sculpture and 3D: Clay houses** 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.	

			suited to their topic or classwork.			

Design & Technology		**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 building it so that it is strong.		**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 develop their cutting and joining skills.		**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.
At Lynch Hill, Music lessons cover 7 key strands: Songs/Singing, Kodaly/Pitch, Pulse/Rythm, Listening, Improvisation, Composition, and Performance						

Lynch Hill Primary Academy Curriculum
Map for Year 2

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. 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 through movement.	**Rhythm** Know that pulse stays steady but can get faster/slower (tempo). Know that rhythm is made up of long and short sounds. Children can 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 their own 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. Discussions around bullying. Recognise right and wrong. Understand that all people are different.	**Dreams and Goals** Think about goals and how to achieve them. Discussions around 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. Learning about appropriate physical contact. Learn about conflicts within friendship.	**Changing Me** Recognise life cycles in nature. Learn about human life cycles from child to adult. Recognise how bodies change since being a baby. Recognise the differences between boys and girls. Learning about appropriate physical contact. Transition to Year 3.

Lynch Hill Primary Academy Curriculum
Map for Year 2

RE Discovery	**Christianity** **Key question:** Is it possible to be kind to everyone all of the time?	**Christianity** **Key question:** Why do Christians believe God gave Jesus to the world?	**Islam** **Key question:** Who is God to Muslims?	**Christianity** **Key question:** How important is it to Christians that Jesus came back to life after his crucifixion?	**Islam** **Key question:** How important is the prophet Muhammad to Muslims?	**Islam** **Key question:** How important is the Qur'an to Muslims?
Possible Trips, Presentations & Events	Visit to the Church	Christmas Performance	Visit from local Religious Leaders Visit to Church	Visit from Spirit of the Wild	Learning presentation Trip to Cotswold Wildlife Park Year 2 Sports Day	Lynch Hill Games